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CONFERENCE ABSTRACTS

Association for Applied Sport Psychology – 2022 Conference Abstracts

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TABLE OF CONTENTS

CE Workshops..... 4
Featured Sessions..... 6
Lectures..... 9
Panels..... 30
Posters 36
Symposia..... 86
Workshops 92

CE WORKSHOPS

CE-01

MAKING DIFFICULT DECISIONS: ENHANCING COMPETENCIES IN PSYCHOPATHOLOGY FOR A LONG AND SUCCESSFUL CAREER

*Christine Selby, Springfield College, USA
Mitch Abrams, Learned Excellence for Athletes, USA
Hillary Cauthen, Texas Optimal Performance & Psychological Services, USA*

Required CE Area: Ethics

The workshop is designed for CMPCs and licensed professionals. Working effectively and with longevity in the world of sport occurs when we have adequate education, training, and supervision in our profession. It also means we understand where the boundaries of our competence lie, as well as the honest obstacles that may conflict with this ethical expectation. The focus of this workshop is on the complex dynamics involved with mental health/ psychopathology issues. These include when to refer clients out and to whom, disentangling our own biases and reactions to our client-athletes, and having an adequate decision-making process that can help guide and appropriately defend your actions. Increasing self-awareness, recognizing one's limitations, and establishing a robust referral network are career-long processes, so this workshop is geared to assist the continuum, from novice to seasoned professional. Facilitators will use case scenario discussions, role-plays, videos, demonstrations, and ongoing Q&A to help maximize learning.

Learning Objectives

- Identify the importance of tending to the mental health of the athlete to help maximize performance
- Identify under what circumstances they are confronted by something that is beyond their area of competence
- Articulate a decision-making process to help them determine what they should/should not do with respect to the mental health of their client-athletes
- Identify adequate professionals in their geographical area and/or organization to whom they can refer
- Identify allied professions with whom they can engage in interdisciplinary collaboration in the holistic care of client-athletes

CE-02

A TRAUMA-INFORMED APPROACH TO PERFORMANCE: A NECESSARY COMPETENCY FOR ALL SPORT PSYCHOLOGY PROFESSIONALS

*Meredith Whitley, Adelphi University, USA
William Massey, Oregon State University, USA
Megan Bartlett, The Center for Healing & Justice through Sport, USA*

This workshop will target sport psychology professionals working with a range of sport and performance populations, with the aim of developing knowledge, skills, and abilities for evidence-based, trauma-informed practice. The workshop will cover content on: (a) trauma prevalence rates and risk factors, (b) neuro-biological factors involved in trauma and their relevance for participation and performance in sport, (c) application of workshop content to real-world case studies, and (d) the opportunity to create evidence-based and trauma-sensitive practices for use with teams, coaches, and performers. The workshop will be broken down into 'learn-do' cycles with didactic teaching, experiential activities, discussion, and case studies, which will be used throughout.

Learning Objectives

- Define the prevalence of trauma in the general population
- Explain how trauma affects the development of the brain and nervous system
- Identify behaviors as a function of state-dependent nervous system functioning
- Apply knowledge of trauma-informed practices to real world case scenarios
- Create trauma-informed activities to utilize when training coaches, working with groups, or working with individual performers

CE-03

MENTAL HEALTH GATEKEEPER TRAINING FOR MENTAL PERFORMANCE CONSULTANTS

*Erin Haugen, Haugen Performance Consulting, PLLC, & University of North Dakota, USA
Angel Brutus, US Olympic & Paralympic Committee, USA
Kathryn Lang, Haugen Performance Consulting, PLLC, & University of North Dakota, USA*

At least one in five individuals in the US experiences a mental illness (SAMHSA, 2016). Therefore, it is likely that mental performance consultants will interact with individuals experiencing mental health concerns that could benefit from intervention. The use of gatekeeper training is recommended as a method to improve identification and referral of individuals experiencing mental health concerns. These programs are found to increase knowledge about suicide and risk factors, increase comfort with effective mental health discussions, and improve awareness of intervention resources (Cimini et al., 2014). Delayed connection to resources can result in detrimental mental health recovery experiences (MHFA; National Council for Behavioral Health, 2020). Therefore, it is imperative that mental performance consultants have mental health literacy and tools to discuss mental health so timely referrals to qualified mental health professionals can be made.

This CE course is a mental health gatekeeper training modeled after the Ross et al. (2021) program with college students. It will teach skills based upon the SAFE-T (Suicide Prevention Resource Center, 2009) model. SAFE-T focuses on evaluating mental health risk factors, mental health protective factors, asking about mental health concerns and specifically suicide, and learning to connect individuals to appropriate mental health resources consistent with level of their mental health concerns.

Learning Objectives

- Explain signs and symptoms of non-crisis and crisis mental health concerns
- Choose effective strategies to engage with someone experiencing signs or symptoms of a mental health concern
- Discuss effective ways to ask about non-crisis and crisis mental health concerns
- Determine appropriate non-crisis and crisis mental health referrals

CE-04

MINDFULNESS AT THE OLYMPIC GAMES: WHAT DO OLYMPIC ATHLETES MOST DESIRE FROM SPORT PSYCHOLOGY?

Peter Haberl, US Olympic & Paralympic Committee, USA

The target audience are CPMC's and AASP members who have an interest in working with Olympic & Paralympic hopefuls from a mindfulness and ACT perspective. The objectives are to experientially engage the participants with the importance, effectiveness and inherent obstacles of using mindfulness and ACT principles as a guiding paradigm for optimal mental preparation in the lead up and during the Olympic & Paralympic Games. The workshop will address common myths in the minds of athletes (and sport psychologists) on what mindstates are necessary for optimal performance at the Olympic & Paralympic Games and how to address those myths with mindfulness and ACT. The methods used will include mindfulness practices, experiential activities viewed through the lens ACT, case examples from the Olympic Games, as well as storytelling and metaphor.

Learning Objectives

- Get an experiential understanding of how the mind works
- Understand the agenda of emotional control and how to avoid it
- Understand the true driver of performance at the Olympic Games from a psychological perspective
- Understand Psychological Flexibility - The ACT Hexaflex
- Understand the experience of pressure and how to work with the mind under pressure
- Understand the difference between goals and values, understand the connection between values and committed action; understand the importance of behavioral goals

CE-05

REAL SOLUTIONS TO SEXUAL VIOLENCE IN SPORT

Mitch Abrams, Learned Excellence for Athletes, USA

The proliferation and damage done in sexual abuse/assault cases in sport has not relented despite the years that have passed since the Larry Nassar/USA Gymnastics case broke. It has been made abundantly clear that sport psychologists have a responsibility to become educated about abuse and victimization, whether the perpetrator or the victim is a coach or an athlete. By utilization of role plays, in vivo demonstrations, and breakout discussions, this workshop will illustrate how there is a tremendous need to improve sport psychology's approach to combating violence in athletic populations.

This workshop will examine these problems through a proactive, preventative lens; describing currently used models while offering more comprehensive alternatives that address accountability, psychoeducation and culture readjustments. The consequences for perpetrators, survivors & organizations will also be considered (in the context of Title IX) to map a plan for assessment and treatment after an incident. The facilitator will also educate the participants about techniques that lie at the chiasm of sport and forensic psychology, with specific focus on risk assessment and treatment for athlete perpetrators of violence.

Participants will be able to:

- Identify the contributing factors that lead to sexual violence
- Discuss the research on violence in athlete populations, including the methodological problems that coexist, and demonstrate how, though athletes are not more violent than non-athletes, they are still an at-risk population that requires attention
- Describe how the current athlete culture may contribute to the possibility of assault and provide ways to change said culture
- Illustrate the necessary components of a comprehensive Sexual Violence Prevention Program that focuses on accountability, psycholegal education and systemic interventions that are required to lead to reduction of this behavior

FEATURED SESSIONS

FEA-01

WRESTLING WITH ETHICS: NAVIGATING PERSONAL VALUES AND PROFESSIONAL RESPONSIBILITY

Lindsay Ross-Stewart, Strive Sports Academy, USA;
Lindsey Hamilton, IMG Academy, USA;
John E. Coumbe-Lilley, University of Illinois Chicago, USA;
Kerry Guest, Indiana University, USA

A professionally diverse group of practitioners will lead in a panel discussion highlighting tensions occurring between personal values and professional responsibilities; specifically, case reflections of ethical work dilemmas and the decision-making processes/considerations unique to each professional's context and its stakeholder (e.g., athlete, organization, client). Additionally, panelists will engage the implications of discriminatory policies at the state and local level. The anticipated outcome of this session is for attendees to leave with insight into reflective practices to resolve ethical dilemmas, and prospectively explore ways professionals, students, and researchers can pursue equitable practices against the resistance of personal interest or state/local policy.

FEA-02

STUDENT WORKSHOP - DO WE HAVE TO TALK ABOUT IT?: BROACHING DIVERSITY, EQUITY, & INCLUSION IN SPORT PSYCHOLOGY

Aaron Goodson, Duke University Athletics, USA;
Hannah Bennett, Augusta University, USA;
Michael Urban, IMG Academy, USA;
Kerry Guest, Indiana University, USA;
Moderator: Urška Dobersek, University of Southern Indiana, USA

Given that diverse cultural exchanges are omnipresent in professional encounters, it is necessary for sport and exercise consultants to understand and embrace the worldview of their clients (Bartholomew et al., 2020; Brinkman & Donohue, 2020). Adopting a multicultural framework to facilitate diversity, equity, and inclusion challenges practitioners to consider intersecting identities and their reciprocal interactions. While conversations referencing these relationships are increasing, many sport and exercise professionals are still learning how to broach conversations of race, identity, and culture. Given the current zeitgeist of racial tension and exclusive legislation in the U.S. (Carruthers, 2018; McCoy, 2020), this panel will highlight the processes of other-orienting and discuss the complexities of diversity, equity, and inclusion engagement within the professional structure. This panel calls for full-time practitioners and/or researchers with expertise in working with marginalized groups. The panelists will engage in a reflective conversation geared toward advancing better practices of cultural competence including a conversation illuminating the consequences of disconnecting race, identity, and/or culture. The goal is to challenge students by identifying their positionality and how their perspectives interact with their work in sport and performance psychology.

FEA-03

INTERNATIONAL SYMPOSIUM: MULTICULTURAL SPORT PSYCHOLOGY PRACTICE IN GLOBALLY DIVERSE PERFORMANCE ENVIRONMENTS

Shameema Yousuf, Empower2Perform, UK;
Stephanie Hanrahan, The University of Queensland, Australia;
Margaret Ottley, West Chester University, USA;
Tsz Lun (Alan) Chu, University of Wisconsin-Green Bay, USA

Diversity, equity, and inclusion (DEI) initiatives have gained traction in sport and exercise psychology, particularly following the call for a cultural turn in the field. DEI work must consider different environmental and cultural factors that will shape interventions in applied work. This panel discusses sport psychology practice that respect and promotes equity and inclusion internationally, considering the multicultural psychology paradigm (Pedersen, 1990). Mainly, panelists are practitioners with experience working with clients from diverse cultures and in multiple countries. They will discuss practical considerations and interventions when working with stakeholders of diverse, intersectional identities in various cultural environments. The panelists include Stephanie Hanrahan, who will discuss her work in Africa, the Pacific Islands, Mexico, and Argentina. Shameema Yousuf, who will speak about working at the intersection of performance, mental health, and culture from a global, transnational perspective, and Margaret Ottley, who will provide insights regarding the role sociocultural heritage and self-identity play in optimal sports performance among Caribbean athletes.

FEA-04

DIVERSITY LECTURE - TRANSGENDER & NONBINARY INCLUSION IN SPORT: ALLYSHIP & ACTION

Chris Mosier, Triathlete & Transgender Advocate

Join trailblazing transgender athlete Chris Mosier (he/him) for a conversation on transgender and nonbinary inclusion in sport. We will 1) discuss language around gender identity and experience; 2) deconstruct myths about trans athletes; and 3) learn how to be better allies to the trans and nonbinary community in sport and beyond.

FEA-05

5 SLIDES IN 5 MINUTES - BEST PRACTICES IN PERFORMANCE CONSULTING

Sebastian Brueckner, Muenster University, Germany;
Abby Keenan, Intrepid Performance & National University,
JFK School of Psychology, USA;
LaKeitha Poole, Small Talk Counseling & Consulting /
Louisiana State University, USA;
Danny Ourian, Hoops Minded & Holy Names University, USA;
Nicole D. Charles-Linen, Private Practice, USA;
Traci Statler, Philadelphia Phillies, USA

This session will highlight different mental performance techniques used by SEP professionals in their applied sport psychology practice. The "technique" may consist of an activity focused on addressing a specific mental skill or include a deeper dive into a particular aspect of their approach when engaging in consulting work. The goal is for attendees to leave with new strategies that can be added to their mental performance consulting tool-kits.

FEA-06

SPONSOR SESSION - UNIVERSITY OF WESTERN STATES

One on One admissions sessions (stop in – no appointment needed) – Learn about University of Western States Sport and Performance Psychology and Clinical Mental Health Counseling programs and have your personalized questions answered. Program directors, faculty, and current students will be available throughout the session.

FEA-07

SPONSOR SESSION - MAGELLAN

FEA-08

CMPC CERTIFICATION: ELIGIBILITY REQUIREMENTS FOR NEW CANDIDATES AND RECERTIFICATION PROCEDURES FOR CURRENT CMPCS

Jon Metzler, Magellan Federal, USA;
Leilani Madrigal, Long Beach State University, USA;
Vicki Tomlinson, JFK School of Psychology at NU, USA;
Jack J. Lesyk, Ohio Center for Sport Psychology, USA;
Brandonn Harris, Georgia Southern University, USA;
Véronique Boudreault, Université de Sherbrooke, Canada;
Nick Galli, University of Utah, USA;
Judy Goss, Private Practice, USA;
Robert Owens, Valor Performance, USA;
Linda Petlichkoff, LP Performance LLC, USA;
Greg Walker, USA Volleyball, USA;
Sarah Castillo, University of Western States, USA; S
harleen Hoar, Canadian Sport Institute-Pacific, Canada

The eligibility requirements for new candidates (including students) and the recertification procedures for current Certified Mental Performance Consultants® will be discussed. The standard application for CMPC certification requires a graduate degree clearly related to sport science or psychology, and coursework or educational experiences to fulfill eight knowledge area requirements (Professional Ethics and Standards, Sport Psychology, Sport Science, Psychopathology, Helping Relationships, Research Methods and Statistics, Psychological Foundations of Behavior, and Diversity and Culture). A 400-hour mentored experience includes a minimum of 200 hours of direct client contact and a minimum of 50 hours of mentorship, including 10 hours of direct knowledge of services and up to 10 hours of group mentorship. All mentors must be current CMPCs or on the Registry of Approved Mentors. Once candidates have received approval from the Certification Council that they have fulfilled all requirements, they can sit for the CMPC certification exam. Successful completion of the exam results in candidates receiving certification as a Certified Mental Performance Consultant® or CMPC. Recertification is required every five years to maintain certification as a CMPC, including required continuing education activities. Seventy-five continuing education hours are required over each 5-year recertification period, including 6 CEUs in Professional Ethics, 6 CEUs in Diversity, and 6 CEUs in Mentorship/Supervision (required for mentors only). Examples of acceptable CE activities are provided.

FEA-09

5 SLIDES IN 5 MINUTES - EMERGING TOPICS

Carmyn Hayes, University of North Texas, USA;
Macey Arnold, University of North Texas, USA;
Stacy Gnacinski, Drake University, USA;
Erin Silvertooth, Private Practice, USA;
Moderator: Chris Stanley, Florida State University, USA

This session will cover research findings and applied knowledge in the topic areas of Athletes of Color, Transgender Athletes, First Responders, and Sport Psychiatry. Audience members will leave the session with increased knowledge of working with performers with diverse identities and backgrounds and insight into psychopharmacological perspectives and impact in sport contexts. The session will include Q&A.

FEA-10

THE BURT GIGES WORKSHOP: EFFECTIVE BRIEF INTERVENTIONS WHEN TIME IS LIMITED

Eric Martin, Boise State University, USA;
Aaron Goodson, Duke Athletics, USA;
Chelsea Wooding, North Park University, USA;
Aidan Kraus, Boston University, USA;
Emily Murphy, University of Kentucky, USA;
Organizers: Dolores Christensen, University of Oklahoma Athletics Department, USA
and Erika Van Dyke, Springfield College, USA

Dr. Burt Giges, MD, was a central figure in the field of clinical sport psychology for the better part of the past three decades. Before his passing earlier this year, Burt was a renowned expert on self-awareness, keynote presenter at professional meetings, author of the book *My Work in Sport Psychology* among many other notable publications, and star of sport psychology consulting videos. He used his expertise as a practitioner and scholar to help athletes, students, and colleagues of all levels to pursue their goals and strive to reach their potential. Burt consulted with athletes and performers at all levels and trained generations of sport psychology practitioners in the Athletic Counseling graduate program at Springfield College and graduate programs around the country via his lectures, his book, and his videos - “Three Approaches to Sport Psychology Consulting,” “Brief Contact Interventions in Sport Psychology,” and “Self-Awareness in Sport Psychology Consulting.”

Close colleagues fondly remember his “Burt-isms,” his fine way with word play, and his insightful phrases of wisdom that influenced their work in the field and self-awareness. His focus on feelings and wants provided a window into the priorities and experiences of athletes and empowered many.

Throughout his life, Burt proved himself to be an outstanding teacher, excellent advisor, in-demand professional speaker, and influential practitioner. In particular, Burt was known for his experiential workshops where he demonstrated a live role play with a volunteer “client” and then offered the audience real-time insight and feedback into his process as it was happening in front of them. Burt’s workshop presentations were a highlight of many conferences. His ability to share the “art” of sport psychology consulting is something that has been so appreciated that the “Burt Giges Workshop” (featuring other presenters in the experiential format in which

Burt excelled) has continued to be a regular feature at the AASP Conference.

The fourth annual Burt Giges Workshop seeks to extend the Giges experiential legacy by focusing on role plays that demonstrate a signature aspect of the work that Dr. Giges was best known for: brief interventions (i.e., 5 minutes or less) with clients, often in the time immediately before or during a competition or practice.

Three practitioners with diverse backgrounds in graduate training, career paths, and consulting experience will meet with the same “clients.” Each practitioner will demonstrate how they would intervene with a pair of tennis athletes during a brief break at a “practice.” The practitioners will illustrate how they approach sport psychology work when time is of the essence and the competitive environment is at the forefront of the clients’ minds. Additionally, practitioners will balance intervening with two clients with varying degrees of openness and experience with sport psychology and how they work within a performance duo.

Following this “one client(s), three approaches” role play session, there will be a facilitated debrief with practitioners and “clients” to offer their shared reactions to the role plays, answer questions from the moderators, and detail how to work effectively in time-limited situations with high stress and pressure in a competitive environment. In the true spirit of Dr. Giges, themes of provider self-awareness and diverse consulting approaches will be highlighted in this process-oriented and experientially-based workshop.

FEA-11

INTEGRATED SPORT PSYCHOLOGY SERVICES: PERSPECTIVES FROM MLB

Shana Alexander, SF Giants, USA;
Drew Robinson, Mental Health Advocate and Former SF Giants Player, USA;
Doug Chadwick, Colorado Rockies, USA;
Frances Cardenas, Philadelphia Phillies, USA

This featured panel will discuss the implementation and delivery of mental health and mental performance programs in major league baseball and will also feature the story of Drew Robinson, a former major league player who survived a suicide attempt and is now a member of the Giants mental health team. Topics to be discussed include:

- How the mental health/performance staff works with other health professionals as a part of a multidisciplinary treatment team
- •How to get buy in from the organizations
- •How do they educate the ecosystem about mental performance/health (front office staff, other health professionals, business side) or what do they do to promote organizational health
- •Cultural considerations, especially related to language considerations, working with Hispanic/Latinx cultural groups
- •Integration and application within the minor leagues
- •What are the roadblocks and/or ongoing challenges

FEA-12

STUDENT WORKSHOP - WHEN THE STUDENT BECOMES THE TEACHER: APPROACHES TO DEVELOPING MENTORING SKILLS

Duncan Simpson, IMG Academy, USA;
Abby Keenan, Intrepid Performance Consulting, USA;
Savannah Ward, Boston University, USA;
Traci Statler, Philadelphia Phillies, USA;
Lauren Tashman, Alight Performance/Valor Performance, USA;
Taryn Morgan, IMG Academy, USA;
Marc Cormier, University of Kentucky, USA;
Moderator: Urska Dobersek, University of Southern Indiana, USA

In the past decade, the demand for sport and exercise professionals has increased exponentially. Also, a significant growth in undergraduate and graduate programs necessitates a greater number of students seeking supervised and mentored experiences. Therefore, the need for mentoring skills and experiences has increased. Although the current supervision training models focus on preparing students to be consultants (Watson et al., 2004; Van Raalte & Anderson, 2000), many graduate programs do not have formalized mentorship training as part of their applied internship experiences. Therefore, a number of students may feel unprepared and unqualified to navigate their applied mentoring experiences upon obtaining certification and entering the professional field. As such, the goal of this panel is to highlight methods, experiences, and ethical considerations from experienced mentors to benefit students seeking training in mentorship.

FEA-13

HOW TO PUBLISH IN AASP JOURNALS

Monna Arvinen-Barrow, University of Wisconsin-Milwaukee, USA;
Charles Maher, Cleveland Guardians Baseball Organization, USA;
Chris Wagstaff, University of Portsmouth, UK;
Rebecca Zakrajsek, University of Tennessee, USA

Are you thinking about which AASP journal to send your manuscript you have prepared from a high-quality applied sport and performance psychology research project? Do you want to share with the applied sport and performance psychology profession the latest conceptual or empirical approach you adopt in your own professional practice? Do you have some insightful professional practice experiences that you feel would be ideal to share with your fellow practitioners to enhance their development? During this session, Editorial board representatives of each of the AASP journals will offer an insight of how to successfully submit a manuscript to their journal and what aspects future authors must pay particular attention to before submitting their work.

FEA-14

5 SLIDES IN 5 MINUTES - COLLEGIATE SPORT

Jan Veinot, University of South Carolina Athletics, USA;
LaTisha Bader, Women's Recovery Center, USA;
Mike Clark, University of Arizona Athletics, USA;
Dayna Charbonneau, Texas Tech Athletics, USA;
Monique Marsh-Bell, Baylor University Athletics, USA

This high-energy session will cover new and emerging best practices within college athletics. Topics will be focused on applied service delivery with an emphasis on innovative ways to engage college athletic departments and their student-athletes, coaches, and staff.

LECTURES

LEC-01: Injury/Rehabilitation

LEC-01A

'PUSHING THROUGH THE PAIN CAVE': LIVED EXPERIENCES OF PAIN TOLERANCE IN MALE ULTRA-MARATHON RUNNERS

Lloyd Emeka, St Mary's University, UK

Extant research has typically focussed on the study of pain tolerance in endurance sport from a psychophysiological perspective (Ord & Gijssbers, 2003; Freund et al, 2013), with findings illustrating that ultra-runners can tolerate pain for a longer duration of time than non-running controls. However, there is limited research that explores how and why pain is tolerated within ultra-running. The purpose of this study was to investigate the lived experiences of pain tolerance in male ultra-marathon runners and illustrate a developmental journey of how their lived experiences evolved over time.

Ultra-running can be defined as an extreme form of running with races covering a wide range of distances from approximately 50 kilometres for a daily event up to events covering thousands of kilometres and lasting up to several months (Johnson et al, 2016), and pain is frequently experienced amongst ultra-runners due to the significant volume of miles that are typically covered during training and competition (Hoffman & Fogard, 2011; Alschuler et al, 2020).

For this study, semi-structured interviews were conducted with six male ultra-marathon runners ranging from 26 to 53 years, and Interpretative Phenomenological Analysis (IPA) was adopted as a methodological approach for analysing the data. Four group experiential themes (GETs) were identified, and this illustrated a developmental journey of lived pain experiences. The themes were: Building relationships with pain, What is real pain?, Instant and delayed gratification of pushing through pain, and the trajectory of enduring hardship. The findings highlight key implications for consideration which includes the challenge of distinguishing between discomfort and real pain, the influence of socio-cultural norms on how and why pain is tolerated within ultra-running, and long-term sustainability of participation in the sport.

LEC-01B

EXPLORATION OF DANCERS' POST-INJURY PSYCHOLOGICAL EXPERIENCES

*Marisa Fernandez, Western Washington University, USA;
Linda Keeler, Western Washington University, USA;
Jessyca Arthur-Cameselle, Western Washington University, USA;
Pam Kuntz, Western Washington University, USA*

Athletic injuries often trigger psychological distress including frustration, depression, fear, and anger (e.g., Tracey, 2003). Like sport athletes, dancers face inherent risks for injury due to the physicality of dancing (Hincapié et al., 2008), yet there is limited research on the psychological responses from dance-related

injuries; particularly absent in the extant literature is information on the experiences of injured modern dancers (Thomas & Tarr, 2009). Studies are needed on this population given differences in training, choreography, and dance culture in modern dance compared to other dance forms (Clabaugh & Morling, 2004). The purpose of the present study was to qualitatively explore the post-injury psychological experiences of modern dancers. Participants included eight modern dancers (7 women, 1 man; M(age) = 30.5 years; 75% White; M = 23.6 years of modern dance training) who had suffered a serious injury (≥ 6 weeks) within the past five years. Semi-structured one-on-one interviews with participants were coded line-by-line using an inductive thematic analysis process (Braun & Clarke, 2006). Analysis resulted in 24 themes that the researchers organized into seven higher order categories: emotional reactions, behavioral responses, realizations, external factors, loss, acceptance, and other experiences. Reported emotional reactions, interpersonal trust/support, loss, and realizations were similar to reports of previously studied sport athletes (e.g., Kampman et al., 2015); however, a novel theme in the current study was the influence of the COVID-19 pandemic on reactions to injury. Additionally, participants did not indicate dwelling on pain and perceptions of coping inability, whereas athletes and dancers in previous studies reported signs of pain catastrophizing (e.g., Anderson & Hanrahan, 2008). Alarmingly, despite the current dancers' reported emotional reactions to injury, none sought out professional mental health support. As such, the present findings suggest a need for CMPCs to offer interventions, support, and possibly refer injured dancers to clinical providers.

LEC-01C

COLLEGE ATHLETES' EXPERIENCES WITH A LOWER BODY RE-INJURY: A PHENOMENOLOGICAL INVESTIGATION

*Samantha Holder, USA;
Megan Byrd, Georgia Southern University, USA;
Tylar Walker, Georgia Southern University, USA;
Brandonn Harris, Georgia Southern University, USA;
Steve Patterson, Georgia Southern University, USA*

Previous research supports that lower extremity injuries are the most common musculoskeletal sport injury (e.g., Dane et al., 2004; Kay et al., 2017). When an athlete sustains an injury, fear of re-injury is a salient emotion many athletes experience, which has been identified as a risk factor to suffering a subsequent injury (e.g., An et al., 2019; Paterno et al., 2018; Podlog et al., 2011; Tagesson & Kvist, 2016). Epidemiology studies have suggested re-injuries are common (e.g., Gans et al., 2018; Paterno et al., 2012) and are associated with lower return-to-play rates compared to the first injury (e.g., Gans et al., 2018; Webster et al., 2019). However, there is a lack of research that has explored the psychological and emotional response to a re-injury. Therefore, this study used a phenomenological qualitative approach to understand eight college athletes' perceptions and lived experiences in regard to the psychological response to a lower-body re-injury. Five major themes were identified: (a) prior experience and knowledge, (b) concerns, (c) motivation, (d) social support, and (e) coping strategies. Data demonstrated that having a prior injury experience is advantageous but also a source of aggravation. The athlete is already familiar with the physical and mental hardships of the injury, allowing them to better cope and progress through the rehabilitation phase. However,

the repetitiveness of repeating the same injury process and not being able to participate in their sport again was difficult and frustrating. Despite these hardships, the athletes' appeared to have a renewed motivation as they gained a new perspective of cherishing their sport. Findings from this study can be applied by sport, exercise, and performance psychology consultants to improve the re-injury experience by providing effective social support. Practical implications and future research direction will also be discussed.

LEC-01D

COMBINING PSYCHOEDUCATION WITH PSYCHOEMOTIONAL PROCESSING TO FACILITATE PSYCHOLOGICAL RECOVERY FOLLOWING INJURY

Timothy White, White House Athletics, USA

Although athletes navigating injury, surgery, and long-term rehabilitation often experience similar patterns of psychoemotional response, personal and situational factors heavily influence the exact nature of each person's experience (Wiese-Bjornstal et al., 1998). As a result, it is critical that sport psychologists and mental performance consultants build a collection of skills they can subsequently adapt to fit the context of an individual athlete's identity (e.g. gender, SES, cultural background, etc.), personality, and situation-specific needs. This is even more important when the potential to lose one's athletic identity is acknowledged (Kamphoff et al., 2013; Louis et al., 2011; Stiller-Ostrowski & Tracey, 2015). Further, practitioners ought to be mindful of the expectations injured athletes' have for the various professionals supporting them (Arvinen-Barrow et al., 2016), and the attitudes individuals from differing groups have toward help-seeking behaviors (Mcguire & Miranda, 2008).

When considering these factors, a range of processing techniques can be used to facilitate psychoemotional exploration, understanding, and meaning making. Similarly, sport psychologists and mental performance consultants may incorporate instrumental coping (i.e. problem solving or solution focused coping), psychoeducation, and various mental skills (i.e. cognitive re-appraisal) in a manner specific to the individual they are supporting.

This presentation will provide attendees background information and specific examples they can use when tailoring their approach toward injured athletes from differing backgrounds. Strategies presented will highlight how practitioners can guide injured athletes beyond their psychoemotional response to injury and into the realm of psychological recovery. By implementing these strategies, sport psychologists and mental performance consultants will help position the injured athletes they work with for a better recovery experience as well as better return to sport outcomes.

LEC-02: Mental Health

LEC-02A

LICENSED SPORT PSYCHOLOGY PROFESSIONALS' ROLES AND EXPERIENCES WORKING WITHIN NCAA DI ATHLETIC DEPARTMENTS

*Morgan Eckenrod, University of Southern Mississippi, USA;
Terilyn Shigeno, Adler University, USA;
Rebecca Zakrajsek, University of Tennessee, USA;
Matthew Jones, Southern Illinois University Edwardsville, USA;
Piotr Piasecki, Boston University Wheelock College of
Education and Human Development, USA*

National Collegiate Athletic Association (NCAA) Division I (DI) athletic departments have interprofessional team members working together to ensure student-athlete well-being and success (NCAA, n.d.). Important members of those teams include mental performance and mental health professional such as Mental Performance Consultants (MPCs), Licensed Mental Health Practitioners (LMHPs), and/or Licensed Sport Psychology Professionals (LSPPs). MPCs focus on delivering mental performance services to help athletes improve performance (Donahue et al., 2004), while LMHPs help athletes improve their mental health (Sudano & Miles, 2017). LSPPs deliver mental performance and mental health services and therefore, can provide both services depending upon the clients' needs. There has recently been an increase in the number of LSPPs hired to deliver mental performance and mental health services in NCAA DI athletic departments. However, no research to date has examined LSPPs' experiences or responsibilities working within NCAA DI athletic departments. Therefore, the purpose of this study was to explore LSPPs' role(s) and experiences working within NCAA DI athletic departments. Semi-structured interviews were conducted with nine LSPPs (5 females, 4 males) employed by NCAA DI athletic departments. Utilizing thematic analysis (Braun & Clarke, 2019), four themes were constructed: (1) training and background of LSPPs, (2) responsibilities of LSPPs, (3) role of LSPPs, and (4) conflict and ethical challenges of LSPPs. Participants reported spending the majority of their time delivering mental health services to student-athletes and little time engaging in mental performance work. LSPPs expressed difficulty in managing the multiple relationships they held with interprofessional team members and balancing their role in delivering both mental health and mental performance services. Practical implications for LSPPs working in the NCAA DI environment will be discussed. In addition, interprofessional competence and considerations related to the benefits of LSPPs, MPCs, and LMHPs collaborating to support athlete holistic care will be highlighted.

LEC-02B

PROTECTIVE FACTORS AND SUPPORT NEEDS FOR MENTAL HEALTH AMONG YOUNG ELITE LEAN SPORTS ATHLETES

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Sofia Zand, Linköping University, Sweden;
David Schary, Winthrop University, USA*

The transition from junior to senior level is a natural part of development in elite sports, but it is also a challenging and

complex process (Stambulova et al., 2015). Aesthetic, weight-dependent, and endurance sports are usually labelled as 'lean sports' and are associated with an increased risk for mental health concerns like eating disorders (Machine et al., 2020). Risk factors for mental health are increasingly studied in research, but less is known about young elite athletes' experiences of protective factors (Kuettel & Larsen, 2020). The purpose of this study was to investigate young lean sports athletes' experiences of protective factors for wellbeing, as well as their perceived needs of psychological support for a sustainable elite career. Semi-structured interviews were performed with eight Swedish elite athletes (2 men and 6 women; median age: 17.0 years, range: 16-18 years). Sports represented were track and field (n=1), gymnastics (n=3), and wrestling (n=4). The interviews were analysed by use of thematic analysis (Braun & Clark, 2006; 2019). Results revealed that accessibility of professional support (e.g., sports psychologist, psychotherapist), perceived social support (psychological safety, support from coach and family), life-sports balance and time for recovery, and well-structured organization and planning were perceived as protective for mental health. Support needs were expressed in terms of increased psychosocial education about the transition process, strategies to manage the increased pressure at the senior level, an individualized transition plan, and early in the career have the possibility to participate in international competitions to learn about the junior-senior transition. The results highlight the need of a holistic approach in the understanding of mental health targeting the individual athlete, the sporting environment, as well as sports organizations. Findings inform researchers and practitioners in the development of interventions and support programs for mental health and sustainable elite sports careers.

LEC-02C

EXAMINING PRACTITIONERS' PERSPECTIVES ON ACCESS TO PROFESSIONAL PSYCHOLOGICAL HELP SERVICES FOR DIVISION I MALE ATHLETES

*Nicole Vana, USA;
Megan Byrd, Georgia Southern University, USA;
Brandonn Harris, Georgia Southern University, USA;
Pamela Wells, Georgia Southern University, USA*

Male athletes are less willing than female athletes to seek out mental health services (López & Levy, 2013) despite also experiencing sub-clinical and clinical concerns including depression (Davoren & Hwang, 2014; Wolanin et al., 2016), anxiety (Davoren & Hwang, 2014), eating disorders (Joy et al., 2016; Sundgot-Borgen & Torstveit, 2004), and substance use (NCAA, 2018). To combat the increasing rates of mental health concerns, support services to address these needs are becoming more readily available for collegiate athletes than ever before (Moore, 2016). However, despite the recent effort in increasing mental health support for collegiate athletes, many male athletes in particular are still reluctant to seek out such services (Barnard, 2016). Prior research has focused extensively on prevalence rates of mental health-related concerns and help-seeking barriers in the male collegiate athlete population (Gulliver et al., 2012; Yousaf et al., 2015), yet there remains a lack of research that has explored these areas from a practitioner's perspective in addition to what actions might effectively address the existing help-seeking barriers. Thus, the present study employed a generic qualitative

approach to explore the experiences of 10 National Collegiate Athletic Association (NCAA) Division I sport psychologists working with male athletes and what strategies are most effective in guiding more male athletes towards accessing mental health support services. Various themes were identified including (a) presenting concerns, (b) influences, (c) current action steps, and (d) future action steps. Results of this study can be considered by university athletic departments and sport psychology professionals working with male athletes to help bring additional awareness to and increase male athlete help-seeking behavior on college campuses across the country. Practical implications and future directions for research are also discussed.

LEC-02D

PROMOTING STUDENT-ATHLETE MENTAL HEALTH: IT ALL STARTS WITH ASKING THE RIGHT QUESTIONS

*Neil Rajdev, Northwell Health, USA;
Janna Gordon-Elliott, NewYork-Presbyterian Hospital/Weill Cornell Medicine, USA;
Russell Camhi, Northwell Health, USA*

Despite societal expectations of the infallibility of athletes, student athletes have been shown to experience anxiety and depression at rates similar to the general young adult population (Wolanin, 2016). While medical assessments are standard practice for all student athletes, access to and utilization of mental health services may be limited by under recognition and stigma (Castaldelli-Maia, 2019). To address the need in a Division I University's Athletic Department for improved detection of, and support for, athletes' mental health concerns our group collaborated with the trainers and university student health program to develop and implement an accessible and targeted procedure for student athlete psychiatric assessment and management (SAPAM) as an add-on to their semi-annual health screen. The SAPAM screener combined validated questionnaires on sports-specific anxiety, substance use, mood, and sleep. Individualized reports with interpretation were provided to all students. Results above designated cut-off points for depression and anxiety were distributed first to the trainers, with interpretation, suggestions on communicating results, and directions for making referrals. To assess the feasibility of the SAPAM, surveys and group debriefing sessions were utilized.

Of the 365 student-athletes screened, depression, sports-related anxiety, and sleep disturbance was found in 29 (8%), 177 (48%) and 251 (69%), respectively. Students generally responded that the screening was of appropriate length and relevant. Trainers described the innovation as worthwhile, and reported that the provided resources enabled effective communication and triaging. Data from a second cycle will be available in spring 2022. In summary, we report on a novel design for identifying and referring mental health issues among student athletes, which appears to be feasible for students, their trainers, and the available health resources. We will further describe the SAPAM, including the process of quality improvement over its first two cycles.

LEC-03: Coaching 1

LEC-03A

EXPLORING COACHES' PERCEPTIONS OF THE ROLE OF TRAUMA IN SPORT SUCCESS

Liz Sanborn, Notre Dame, USA;
Robert Harmison, James Madison University, USA;
Parker Leap, James Madison University, USA

Recent research exploring the antecedents to success in elite sport have led to questions regarding the necessity of trauma for sport success at the highest levels (Hardy et al., 2017; Collins & MacNamara, 2012; Sarkar, Fletcher & Brown, 2015). The role of trauma in sport success has become controversial, and the outcome of this research has the means to influence coaching beliefs and behaviors, as well as sport policy that impacts the development of athletes from youth leagues to international level competitors. Researchers have utilized theories of post-traumatic growth, stress-related growth, and related terms to elucidate the relationship between trauma and sport success, but have been inconsistent in how they define growth. Furthermore, there appears to be discrepancies in the use of the term 'trauma' with traumatic experiences having a wide range of descriptions, from unplanned conditioning tests to growing up in a war-torn country (Collins & MacNamara, 2016; Howells, Sarkar, & Fletcher, 2017). The purpose of this study was to explore coaches' perceptions regarding the relationship between trauma and sport success and how their perceptions may influence their coaching behaviors. An interpretivist phenomenological analysis framework was utilized for the study design and analysis. Ten NCAA Division I coaches were interviewed using semi-structured interviews guided by Organismic Valuing Theory (Joseph & Linley, 2005). Five themes and seven sub-themes emerged from the data analysis. Coaches largely indicated that trauma is not necessary for athletic success, but it is important to experience challenges to develop skills needed for athletic success. Coaches provided examples and context for when and how hard things lead to success, indicating that there is a great deal of nuance in the relationship between trauma and athletic achievement. Implications for coaches, sport psychology practitioners, and sport organizations who influence athlete development, well-being, and success will be discussed.

LEC-03B

COACHING IN THE 'ALTERNATE UNIVERSE' OF ELITE FIGURE SKATING: A DEVELOPMENTAL PERSPECTIVE OF NEED-SUPPORTIVE BEHAVIOR IN THE COACH-ATHLETE DYAD

Diane Benish, West Virginia University, USA;
Tucker Readdy, University of Wyoming, USA;
Matthew Bejar, Mount Mercy University, USA;
Johannes Raabe, West Virginia University, USA

Need-supportive coaching has been identified as the most effective way to nurture optimal motivational climates in sport because of its positive influence on athletes' basic psychological needs of autonomy, competence, and relatedness (Occhino et al., 2014). However, research has not adequately considered whether athletes' psychosocial and cognitive development (Erikson, 1950; Piaget, 1950) prompts any variation in

coaches' use and delivery of need-supportive behavior. Such explorations may reveal a more nuanced approach for coaches to facilitate athletes' psychological functioning in an age-appropriate way (Partington et al., 2014). Figure skating is an ideal sport context for such an investigation as coach-athlete relationships typically span many years and developmental milestones. Therefore, the purpose of this study was to explore how developmental considerations affect the ways in which coaches seek to fulfill athletes' basic psychological needs. Semi-structured interviews were conducted with 13 coach-athlete dyads (26 interviews) across four age groups: middle childhood (6-10 years), early adolescence (11-14 years), mid-adolescence (15-17 years), and early adulthood (18-25 years). Using reflexive thematic analysis (Braun & Clarke, 2019), three themes were constructed: (a) the 'alternate universe' of figure skating is a lens through which coaches consider the optimal development of athletes, (b) athletes' development affects coaches' need-supportive and need-thwarting behavior, and (c) relational qualities further shape coaches' need-supportive and need-thwarting behaviors. Findings indicate that coaches changed how they interacted with skaters based on athletes' physical, emotional, socio-chronological, and skill and ability development as well as their understanding of the sport. For example, coaches adapted the breadth of choices (autonomy) they offered to athletes (from pre-selected to more open-ended) as skaters got older and gained knowledge in their sport. Practical implications will be discussed that allow mental performance consultants to help coaches cultivate developmentally appropriate need-supportive behavior with athletes across their life-long sport engagement.

LEC-03C

STRESS AND COPING EXPERIENCES OF PROFESSIONAL SOCCER MANAGERS DURING THE COVID-19 PANDEMIC

Sofie Kent, UK; Tracey Devonport, University of Wolverhampton, UK;
Rachel Arnold, University of Bath, UK;
Faye Didymus, Leeds Beckett University, UK

Elite soccer is a unique context whereby COVID-19 could have had significant implications for stress and coping among coaches. Guided by transactional stress theory (Lazarus & Folkman, 1984), this study aimed to explore elite soccer coaches' perceived stressors, the situational properties of these demands, stress appraisals and perceived coping effectiveness during the COVID-19 pandemic. This study also aimed to explore if there was any variation in stress experiences across soccer league standards. Thirteen male association soccer coaches aged between 38 and 59 years ($M = 43.00$, $SD = 6.94$) participated in telephone ($n = 5$) or online ($n = 8$) semi-structured interviews. All participants were current senior first team coaches at the Championship level ($n = 1$), or were operating within the English Football League (League One $n = 4$; League Two $n = 4$) or National League ($n = 4$). Informed by the philosophical position of critical realism (Danermark et al., 2019), Braun and Clarke's (2012) six-phase approach to thematic analysis (TA) was used to generate competitive (e.g., opposition), organizational (e.g., logistical and environmental issues), and personal stressor themes (e.g., family bereavement). To mirror the transactional and nuanced nature of coaches' stress experiences, the findings relating to situational properties (e.g., novelty, temporal uncertainty, imminence, duration), appraisal (e.g., challenge, threat,

benefit, harm/loss), and coping (e.g., problem, emotion, coping flexibility) are interwoven and presented within these stressor themes. There were differences in our study among the situational properties of stressors experienced by coaches in different soccer leagues, namely ambiguity. As well as extending knowledge and understanding on the impact of the pandemic on elite coaches in sport, the findings of this study also have various applied implications which will be discussed in the presentation. Specific recommendations include designing interventions to optimize side-line etiquette, extending sport psychology support and guidance to romantic partners, and strengthening the existing support offered to coaches within the National League.

LEC-03D

AN EXPLORATORY STUDY TO UNDERSTAND INAPPROPRIATE BEHAVIORS IN ELITE SPORT

Suzanna Burton-Wyllie, University of Portsmouth, UK;
Chris Wagstaff, University of Portsmouth, UK;
Daniel Brown, University of Portsmouth, UK;
Simon Crampton, English Institute of Sport, UK

Influenced by both scholarly curiosity and practice demands, organizational culture has become a prominent construct across the research and practice landscape in sport psychology. In turn, a body of work emerged that has helped sport psychologists to better understand what organizational culture might be, and how destructive behavioral norms might develop in such environments. These developments point to a highly complex and contextually-nuanced perspective on organizational culture and associated behavior. Nevertheless, despite numerous case studies emerging that shed light on abuse and unlawful behavior that influence culture in such environments, little is known about what is considered inappropriate behavior in these elite sport contexts.

In this research we aimed to better understand what inappropriate behaviors were within the context of an elite sport setting, what facilitated them, what enabled them, and how they were responded to, concluding with thoughts from the participants on how they would like to see inappropriate behaviors responded to. From a social constructionist stance we conducted seven focus groups with 44 participants holding a range of roles (i.e., athletes, coaches, support staff and management) in an elite sport organization and invited them to define and characterize inappropriate behavior. Subsequently, 14 participants volunteered to give follow-up interviews in which we invited participants to share their experiences of inappropriate behavior in their context. Following a reflexive thematic analysis four themes were developed: abusing power and manipulating status, selfish and self-serving behaviors, intentionally or knowingly violating values, and poor communication. These data offer a unique insight into an elite sport context and significantly extend sport psychologists' understanding of perceptions of and lived experiences of inappropriate behavior in this context. In doing so, we believe this work contributes to the current discourse on organizational culture in elite sport.

LEC-04: Consulting & Interventions

LEC-04A

USING VIRTUAL REALITY TECHNOLOGY IN PREPARING OLYMPIC ATHLETES FOR THE TOKYO GAMES

Karen Cogan, USOPC, USA

Virtual Reality (VR) is a new tool Sport Psychologists can use to prepare athletes for high-level competition (e.g., Akbas et al., 2019; Harrison et al, 2021). VR is an immersive, realistic experience in a 3-dimensional world that allows for virtual competition practice outside of actual competition. Video of competition can be filmed using a 3D camera, converted into short vignettes that represent a competition process, and downloaded into VR goggles to be viewed. As athletes view the vignettes, they experience the emotions of competition in the virtual moment and can practice using mental skills such as breathing, mindfulness, and grounding strategies to prepare for competition. This presentation will focus on the use of VR as a preparation tool for Team USA Olympic athletes. Because the Olympics occurs only once every 4 years (or 3 years with the shortened 'Quad' for Paris 2024), and many pre-Olympic competitions were cancelled due to the pandemic, athletes had fewer opportunities to practice for the intensities of Olympic competition. Using VR training in conjunction with competition simulations provided athletes with a better sense of how they responded to competitive pressure, and they could mentally train to manage these emotions. Additionally, Olympic venues can be very different from general competition venues (e.g., more lights, more people, different layout/set up). VR filming at test events provided some advance knowledge of what to expect in competition and offered additional virtual practice. The presenter will outline the process for obtaining video, processing it, and preparing it for athlete use. Methods for introducing VR and integrating it into mental training practice will be discussed. Finally, successes and challenges related to using VR will be addressed as well as future directions for the use of this technology as a mental training tool.

LEC-04B

IMAGERY EXPERIENCES OF ATHLETES WITH APHANTASIA, NORMAL IMAGERY ABILITY, AND HYPERPHANTASIA

Robert Lynch II, University of Wisconsin Green Bay, USA; Tsz Lun (Alan) Chu, University of Wisconsin-Green Bay, USA

Imagery is a 'central pillar of applied sport psychology' (Morris et al., 2005, p. 344). However, Zeman et al. (2015) recently identified a portion of the population who has a condition called aphantasia—the inability to consciously create mental imagery. Given the lack of research on athletes with distinct imagery abilities, particularly aphantasic individuals, this study investigated the prevalence and imagery experiences of athletes with different levels of imagery abilities.

Participants were 126 current or former athletes (Mage = 20.73; 29 males, 91 females, and 6 not identified), who were enrolled students at a Midwestern university. They completed

an online survey consisting of the 16-item Vividness of Visual Imagery Questionnaire (VVIQ; Marks, 1973) and open-ended questions regarding their imagery experiences (positive, neutral, or negative) with a brief description. Participants were categorized into three groups based on the VVIQ sum scores (Zeman et al., 2015): aphantasia or low imagery ability (16-32; n = 6), moderate imagery ability (33-63; n = 95), and high imagery ability or hyperphantasia (64-80; n = 48).

We conducted inductive thematic analyses and interpreted the results primarily based on the applied model of imagery (Martin et al., 1999). Overall, three positive themes emerged: (1) Skill and Strategy Learning (e.g., 'get reps'), (2) Cognitive Modification (e.g., 'positive mindset'), and (3) Arousal Regulation and Confidence (e.g., 'more relaxed and confident'). Two neutral themes also emerged: (1) Uncertainty about Direct Outcome (e.g., 'never see a full picture') and (2) Poor Execution (e.g., 'makes me angry'). When comparing themes across groups, the aphantasic/low-imagery and moderate-imagery groups had more responses related to the neutral themes and less responses relevant to the positive themes than did the high-imagery/hyperphantasic groups. Thus, practitioners would benefit from assessing and tailoring to athletes' imagery abilities when teaching imagery for positive experiences and outcomes.

LEC-04C

REVISITING AND EXPANDING THE 4 WS OF MENTAL IMAGERY IN SPORT: WHERE, WHEN, WHY, WHAT, PLUS HOW

Suzanne Vogler, West Virginia University, USA;
Irene Muir, University of Windsor, Canada;
Jarad Lewellen, West Virginia University, USA;
Erika Van Dyke, Springfield College, USA;
Peter Giacobbi, West Virginia University, USA;
Craig Hall, University of Western Ontario, Canada;
Robert Weinberg, Miami University, USA;
Krista Chandler, University of Windsor, Canada

Mental imagery theory, research, and application in sport settings has proliferated since Munroe and colleagues (2000) established the 4 Ws framework: where, when, why, and what athletes use mental imagery. This framework drew upon Paivio's (1986) conceptual model of imagery in performance settings to consist of cognitive (e.g., strategy, skill development) and motivational functions (e.g., arousal, affect, and self-efficacy). The primary purpose of this qualitative study was to replicate and extend Munroe and colleagues' work with a broader sample of competitive youth, collegiate, and professional athletes. In addition to the 4 Ws, we also assessed how mental imagery was delivered and if athletes used digital technologies as part of their use of imagery. Interviews were conducted with male and female athletes that competed in various sports (Mean age = 22.25, SD = 6.65). All interviews were completed and recorded via Zoom, which were then transcribed verbatim. Line-by-line coding by multiple coders with inductive and deductive processes allowed the team to develop meaning units and broader themes. Preliminary results revealed confirmation of the 4 Ws with added detail regarding imagery vividness and sensory aspects of imagery. General themes included using

imagery for pre-competition preparation, coping with stress, and imaging success. Results also revealed similar aspects of the 4 Ws of imagery use with additional unique applications (e.g., visualizing every piece of equipment, gear, and fuel that was needed for competition; utilizing music when imagining sections of a race and connecting certain songs with desired stimulus for that section). This study provides an updated look at imagery incorporation among broad athletic populations and offers a glimpse of how imagery might be used in practice moving forward.

LEC-04D

EVALUATION OF TRADITIONAL AND PETTLEP IMAGERY INTERVENTIONS FOR COLLEGIATE GOLFERS: A CASE STUDY-MIXED METHODS DESIGN

Beaux Myers, University of Wisconsin - Green Bay, USA;
Tsz Lun (Alan) Chu, University of Wisconsin-Green Bay, USA

Imagery use is beneficial to performing golf tasks, such as putting (Smith et al, 2007; Taylor & Shaw, 2002), yet research has not examined how different types of imagery, specifically PETTLEP, may be beneficial from golfers' perspectives. To understand how collegiate golfers experience imagery interventions, this study examined their experiences in different imagery interventions using a case study-mixed methods design.

Female NCAA Division III golfers participated in a three-week, six-session traditional imagery (n = 3) or PETTLEP (n = 2; Holmes & Collins, 2001) intervention, which included guided imagery through golf-specific imagery scripts. Participants completed a pre-and post-intervention survey that included the Sport Imagery Ability Questionnaire (Williams & Cumming, 2011). Participants were asked to create imagery scripts for the golf task of each session and to practice imagery and record their experiences at least three times via a Qualtrics survey. Upon completion of the intervention, we conducted post-intervention individual interviews to understand their experiences during the intervention.

Visual and graphical analysis results indicated an improvement in golf scores from onset of the intervention. Reflexive thematic analysis indicated a positive experience from both imagery groups towards the imagery intervention and two overarching themes for their imagery use: cognitive (i.e., slowing down, awareness of environment, and increased shot intention) and motivational (i.e., increased focus, self-efficacy, and performance). Traditional imagery was most effective when participants imagined their environment. However, PETTLEP was most beneficial when participants imagined physical and emotion. Member checking sessions were conducted to enhance trustworthiness.

This case study suggests that sport psychology professionals may consider using traditional techniques (e.g., 4Ws) for imagery introduction followed by PETTLEP for skill development. To maximize the effectiveness of PETTLEP, longer programs could be implemented with more sport-specific components, such as having golfers wear uniforms, hold specific golf items, and feeling confident and calm.

LEC-05: Collegiate Athletics 1

LEC-05A

REGRET IN SPORT: LEARNING FROM THE REFLECTIONS OF FORMER COLLEGIATE STUDENT-ATHLETES

*Chelsea Wooding, North Park University, USA;
Raymond Prior, RFP Sport & Performance Consulting, USA*

Regret has been defined as 'a negative emotion experienced when one believes an action or series of actions could have been carried out more effectively' (Robbins & Stanley, 2012, p. 186). Regret has been explored in-depth in the literature (e.g., Bedford, 1957; Zeelenberg, 1999), but investigations of regret in sport are in their infancy (Robbins & Stanley, 2012). The purpose of this qualitative study was to further develop our understanding of regret in sport by exploring the regrets of former collegiate student-athletes from various sports. Using consensual qualitative research (Hill, 2012), 15 participants (those who had played four years in college and had since retired) were asked what regrets they had from their time as a collegiate student-athlete, and advice they would give a high schooler about to start their collegiate athletic career. Three regret themes were identified: regrets related to sport (mindset management, approach to training, body management, injury management), regrets related to school (decisions made in high school, decisions made in college), and regrets related to relationships (relationships with coaches, teammates, others). Four advice themes emerged: advice related to sport (body management, mindset management), advice related to school (preparing for college, while in college), advice related to relationships, and enjoyment and appreciation. The results support that regrets are a universal experience for collegiate student-athletes (Robbins & Stanley, 2013) and therefore are worthy of further exploration. Although reflections on regret might be flawed as they are based on memories (Robbins & Stanley, 2013), hindsight offers a learning opportunity through narratives and self-understanding (e.g., Freeman, 2010). Understanding more about regret in sport, and subsequent advice based on that regret, might help future generations of athletes minimize their own regrets (Robbins & Stanley, 2012) and help practitioners design effective interventions to help clients enjoy their sport experience more fully.

LEC-05B

EXPERIENCES OF PERFECTIONISTIC COMPETITIVE COLLEGIATE DANCERS

*Frances Cacho, Florida State University, USA;
Genna Ellinwood, USA*

While researchers have found significant relationships between perfectionism and several outcomes that impact performance, qualitative investigations can help us understand the experiences of different types of perfectionists in competitive settings (Gotwals and Spencer-Cavaliere, 2014; Hill et al., 2015; Howle & Eklund, 2017; Mallison-Howard et al., 2018; Sellars et al., 2016; Stoeber, 2011). Therefore, the purpose of this study was to explore the experiences, sources, and impact perfectionism has on performance and performance experiences in a competitive collegiate dance setting.

Perfectionistic dancers were identified using the Personal Standards (PS) and Concern Over Mistakes (COM) subscales from the SMPS2 (Gotwals & Dunn, 2009). PS & COM scores from Gotwals and Spencer-Cavaliere (2014) and Gotwals and Tamminen's (2020) were used to attempt to identify types of perfectionism based on the 2x2 model (Gaudreau & Thompson, 2010). Using a constructivist-interpretivist approach, dancers were asked to share experiences related to PS and COM in practice and competition. A grounded theory analysis led to a proposed Experiences of Perfectionism Model (Strauss & Corbin, 1998). Dancer perceptions (specifically of self and environment) were found to be the core phenomenon of the model. When those perceptions are developed, they are combined with an appraisal made about the perceptions. This leads to either positive or negative emotional and behavioral consequences that can either be helpful or hurtful to performance or experience of performance. Dancers described this process happening in a cyclical fashion several times in a season. The proposed model will be discussed in relationship to perfectionism literature and applications for mental performance consultants. Future research directions including needs for clarified screening scores, expansion of the model, and testing with other performance populations will also be discussed.

LEC-05C

'SOMETHING THAT CAN HELP ME BE A BETTER HUMAN': A QUALITATIVE EXPLORATION OF ATHLETIC TRAINERS' PERSONAL USE OF SPORT PSYCHOLOGY SERVICES

*Alexander Bianco, University of Tennessee, USA;
Sharon Couch, University of Tennessee, USA;
Rebecca Zakrajsek, University of Tennessee, USA;
Leslee Fisher, University of Tennessee, USA;
Sonya Hayes, University of Tennessee, USA;
Johannes Raabe, West Virginia University, USA*

In National Collegiate Athletic Association Division I (NCAA DI) athletic departments, athletic trainers (ATs) play an essential role in supporting optimal injury prevention and recovery outcomes for student-athletes (National Athletic Trainers' Association, n.d.). However, it is important to consider that ATs are performers themselves and must navigate an array of stressors in the workplace (Estock & Simon, 2018). Therefore, it is likely that ATs would benefit from using sport psychology services in a manner similar to coaches (see Sheehy et al., 2019). Twelve NCAA DI ATs' participated in a series of two semi-structured interviews about their perceptions of and experiences with using sport psychology services to manage their stress, improve their well-being, and enhance their performance. Thematic analysis (Braun & Clarke, 2006) was conducted and resulted in four themes: Types of interaction between ATs and mental performance consultants (MPCs), ATs' personal benefits of interprofessional interaction with MPCs, factors promoting interprofessional interaction with MPCs, and factors impeding interprofessional interaction with MPCs. While ATs did not formally use sport psychology services in the more traditional sense (e.g., one-on-one sessions) they did reflect on their learning of psychosocial strategies (e.g., self-talk) to improve their well-being and performance during informal interactions with an MPC. Furthermore, participants recognized that they could experience greater personal benefits from more consistent interactions with MPCs,

such as learning psychosocial strategies and improving their interpersonal interactions. Participants who regularly collaborated with MPCs appeared to have a stronger understanding of the potential benefits of sport psychology services. Unfortunately, participants also felt that some factors were impeding ATs' use of sport psychology services, including an 'old-school' culture that permeates athletic training. This presentation will discuss expanding the scope of sport psychology services and consider how interprofessional interaction can be encouraged in order to positively influence ATs' well-being and performance.

LEC-05D

'THE STORY I'M TELLING MYSELF': UTILIZING NARRATIVE INQUIRY IN RESEARCH AND APPLIED PRACTICE

*Danae Frentz, University of Alberta, Canada;
Amber Mosewich, University of Alberta, Canada;
Tara-Leigh McHugh, University of Alberta, Canada*

Performing successfully in sport is important; however, overemphasis or fixation on performance can negatively impact athletes' physical health, mental well-being, and quality of life (Everard et al., 2021). While the onus often falls on athletes to develop the coping skills for managing competitive sport demands, the environment and people within athletes' sport contexts also play an important role in helping or hindering this process (Everard et al., 2021; Frentz et al., 2020). As researchers and applied practitioners within AASP, we aim to help athletes develop resources that will serve them well in both sport and life. However, if we fail to consider the sociocultural realities present within the lives of those we intend to help, our efforts may lack adequate nuance to provide effective support.

Narrative inquiry and analysis provide a valuable means through which to study the complex experiences athletes navigate throughout their careers (Smith & Sparkes, 2009). While established as a research methodology, narrative inquiry also holds promise in applied practice. This presentation will highlight important considerations for researchers undertaking narrative inquiry including researcher reflexivity, relational ethics when managing sensitive narrative data, and narrative analysis procedures. Considerations for how narrative analysis skills can benefit applied practitioners and their work with clients will also be discussed. Narrative approaches allow researchers and applied practitioners to investigate how sociocultural contexts shape, enable, or constrain athletes' experiences. A performance narrative often dominates sport culture, leaving athletes vulnerable to mental and emotional difficulties when their life stories no longer align with it (Smith & Sparkes, 2009). Having access to alternative narratives and counterstories can help athletes when navigating sensitive topics such as injury, disordered eating, and transitioning out of sport (Everard et al., 2021; McGannon & McMahon, 2019). Overall, narrative inquiry provides a promising approach with valuable implications for both research and applied practice.

LEC-06: Exercise/Health/Fitness

LEC-06A

20 YEARS LATER - FORMER AAS USERS DESCRIBE THEIR MENTAL HEALTH POST AAS USE

*Mario Vassallo, Wayne State University, USA;
Tracy Olrich, Central Michigan University, USA;
Jeffrey Martin, Wayne State University, USA*

Previous research has detailed individuals' perceptions of the anabolic-androgenic steroid (AAS) use experience. Recreational and competitive AAS users described a myriad of benefits including increased muscle mass, reduced body fat, enhancement of sexual attractiveness, increases in self-confidence and perceived cognitive functioning, competitive success, such as keeping up with opponents, acquiring and maintaining athletic scholarships (Erickson, McKenna & Backhouse, 2014; Bloodworth & McNamee, 2010; Olrich & Ewing, 1999; Petrocelli, Oberweiss & Petrocelli, 2008;). Little research, however, exists concerning perceptions of former AAS users after their AAS use experience. Therefore, a purpose of this study was to extend previous research completed by Vassallo & Olrich (2002). The original research study involved 38 collegiate athletes who chose to use AAS. In the current study, 20 of the 38 participants in the original study were interviewed. Interviews focused on their perceptions of the physiological and psychological aspects of life during the twenty year post-AAS use period. Concerning psychological aspects, 9 of the men struggled with body image issues, 5 experienced anxiety and panic attacks, 5 experienced depression. Fifteen of the men described significant drops in self-confidence, although they discussed how AAS use caused their self-confidence to (artificially) soar. When reflecting on their AAS experience, 18 of the participants felt AAS had a strong potential for psychological addiction. Discussion will focus on the men's perceptions and the need for further research in this area.

LEC-06B

20 YEARS LATER - FORMER AAS USERS DESCRIBE THEIR PHYSICAL IMPLICATIONS/INJURIES THEY EXPERIENCED POST AAS USE

*Mario Vassallo, Wayne State University, USA;
Tracy Olrich, Central Michigan University, USA;
Jeffrey Martin, Wayne State University, USA*

Minimal research exists detailing physical implications that former AAS users have experienced since they used AAS. Therefore, a purpose of this study was to extend previous research completed by Vassallo & Olrich (2002). The original research study involved 38 collegiate athletes who chose to use AAS. In the current study, 20 of the 38 participants in the original study were interviewed. Interviews focused on their perceptions of the physiological and psychological aspects on their life during the twenty year post-AAS use period. Concerning physiological/injury aspects, 17 of the men reported some type of physical implication since using AAS, and 8 of those 17 men reported at least 2 physical implications since using AAS. The type of physiological issues including the following: high blood pressure, high cholesterol, myocardial infarction, knee surgery, torn pectoralis major, torn biceps, torn quadriceps, shoulder/elbow surgery, and lower lumbar issues. These injuries fall in line with prior quantitative research

conducted by Horn et al. (2009). Horn et al. (2009) collected survey data from 2,252 retired football players, in which 9% of the 2,252 (205 participants) used AAS while playing football.

After knowing now what their bodies went through physically since their AAS use, 16 of the participants stated that they would repeat their AAS use if they had to go back in time and choose to do them again or not. Three participants said they would do it all over again, but might have thought about it more before they tried AAS if they had better knowledge about the possible physical side effects they have since experienced. Only one of the 20 participants said they would not do AAS again if they were to go back in time.

Discussion will focus on the men's physical implications they experienced and the need for further research in this area.

LEC-06C

INTO FITNESS TOGETHER WITH MINDFULNESS (IFIT-M): A FITNESS BASED MINDFULNESS PROGRAM FOR INDIVIDUALS WITH AUTISM SPECTRUM DISORDER

*Jacob Jensen, California State University-Northridge, USA;
Brittney Aquino, California State University, Northridge, USA*

In this presentation we will discuss how mindfulness training can be applied to individuals with Autism Spectrum Disorder (ASD) as part of a physical activity and mindfulness program. We helped facilitate and lead a mindfulness-based intervention program that was part of a larger program, Into Fitness Together with Mindfulness (IFIT-M), for participants aged 18-30, most of whom were students at a large west coast university in the United States and had a diagnosis of ASD. ASD is one of the most common neurodevelopmental disorders, and the purpose of this program and research study was to assess both the openness to and effectiveness of using mindfulness interventions combined with physical activity with an ASD population of young adults (McPartland, Rechow, & Volkmar, 2012). The program ran virtually for 10 weeks during the 2021 academic year and in person starting in spring semester 2022 with an average of 10 participants each semester. The 10-week program offered an hour of physical activity training with peer mentors followed by a 30-minute mindfulness session led by either a faculty member or graduate student familiar with mindfulness interventions. We then explored the impact of this combined physical activity and mindfulness program for assisting those with ASD. Assessments used for the IFIT-M included both qualitative and quantitative data and included interview questions, the self-reported mindfulness attention awareness scale (MAAS), experience of mindfulness (SMS-PA), intrinsic motivation (modified IMI), mood (POM Adult Form), and self-reported anxiety and stress (DASS). Results showed that after completing the program, participants demonstrated improved fitness levels in addition to higher scores of mindfulness, increased intrinsic motivation, and decreased levels of stress and anxiety. Results are promising in suggesting the benefits of a body-mind program for increasing both the physical and mental health of young adults with ASD.

LEC-07: Collegiate Athletics 2

LEC-07A

THE BENEFITS AND OUTCOMES OF MSPE TRAINING FOR BOTH SPORT AND DAILY LIFE: AN IN-DEPTH QUALITATIVE STUDY WITH A COLLEGE RUGBY TEAM

*Megan Hut, West Virginia University, USA;
Thomas Minkler, West Virginia University, USA;
Carol Glass, The Catholic University of America, USA;
Hannah Thomas, Montclair State University, USA;
Caroline Weppner, USA;
Claire Flannery, The Catholic University of America, USA*

A number of quantitative studies have shown Mindful Sport Performance Enhancement (MSPE; Kaufman et al., 2018) to be effective for helping collegiate student-athletes realize improvements in sport anxiety, mindfulness, emotion dysregulation, and sport performance satisfaction (e.g., Glass et al., 2019; Minkler et al., 2020). However, less is known about how athletes describe their experiences with the program. The goal of the present study was to conduct an in-depth qualitative investigation of athletes' experiences with mindfulness training, specifically focusing on the benefits or outcomes both in sport as well as daily life.

Twenty-seven collegiate rugby players received mindfulness training as part of a 6-week MSPE program. Afterwards, 10 athletes voluntarily participated in a follow-up structured interview that included questions about their perceived benefits and/or outcomes of the program related to sport as well as outside of sport. These interviews were analyzed using the Consensual Qualitative Research protocol (Hill et al., 1997; Hill & Knox, 2021).

Many participants indicated that the MSPE program helped them self-regulate arousal and emotion, center attention and maintain present-moment focus, and cope with mistakes, limitations, and adversity on the field. Additionally, athletes described better team cohesion as well as personal improvements in endurance, strength, performance, or motivation for training. Regarding benefits and outcomes outside of sport, athletes mentioned academic improvements due to increased present-moment awareness and non-judgmental thoughts. Additionally, athletes found that mindfulness training helped them be more able to wind down at night and feel more relaxed.

Qualitative research can yield nuanced insights into how athletes give meaning to experiences (Merriam & Tisdell, 2016). This talk will present the results of the current study in depth, and discuss the importance of viewing intervention outcomes and student athletes from a holistic perspective that addresses their well-being both in sport as well as everyday life.

LEC-07B

THE RELATIONSHIP OF SOCIAL SUPPORT, SELF-COMPASSION, AND RESILIENCE TO PSYCHOLOGICAL DISTRESS IN NCAA FEMALE ATHLETES DURING COVID-19

Tsz Lun (Alan) Chu, University of Wisconsin-Green Bay, USA;
Trent Petrie, University of North Texas, USA;
Matthew Mikesell, Premier Sport Psychology, USA;
E. Whitney Moore, Wayne State University, USA

When COVID-19 hit the U.S. in Spring 2020, collegiate athletes had sport seasons canceled, were forced to move off campus, and thus experienced psychological distress (NCAA, 2020). Based on Lazarus and Folkman's (1984) transactional theory of stress and coping, this study examined whether, and how, NCAA athletes' psychosocial resources, including social support, self-compassion, and resilience, may have helped them cope with the COVID-19 pandemic stress and lessen its effects.

Participants were 3942 NCAA female athletes (81% White) who completed an online survey in April/May 2020 that consisted of validated measures of self-compassion, social support, resilience, and psychological distress (i.e., depression and anxiety). They responded based on their experiences over the past month. Using structural equation modeling with the testing of validation and cross-validation samples ($CFI > .90$, $TLI > .90$, $RMSEA [90\% CI] < .10$), we found that social support ($\beta = -.187$), self-compassion ($\beta = -.533$), and resilience ($\beta = -.215$) were directly and significantly related to lower psychological distress. Further, social support and self-compassion were indirectly and inversely related to psychological distress, to the extent that they contributed to resilience (Social Support \rightarrow Resilience \rightarrow Psychological Distress: $\beta = -.065$, 90% CI $[-.099, -.041]$; Self-Compassion \rightarrow Resilience \rightarrow Psychological Distress: $\beta = -.106$, 90% CI $[-.148, -.069]$). Therefore, these three psychosocial resources, through their direct and indirect effects, were significantly associated with lower levels of psychological distress during the onset of the COVID-19 pandemic ($R^2 = .61-.65$).

Although our data reflect the relationships of psychosocial resources to psychological distress during COVID-19, our findings likely have implications for collegiate female athletes' lives generally and can guide professionals to intervene regarding mental health concerns. Specifically, providing appraisal, informational, instrumental, and emotional support as well as self-compassion strategies could help collegiate female athletes cope effectively with their life stressors.

LEC-07C

EXPLORING THE IMPACTS OF SOCIAL MEDIA USE ON HIGHLY VISIBLE STUDENT-ATHLETES WELL-BEING IN THE NIL-ERA

Jeff Ruser, Indiana University, USA;
Jesse Steinfeldt, Indiana University, USA;
Eli Friedman, Indiana University, USA

Social media platforms such as Instagram, Twitter, TikTok, and Facebook are utilized by most young adults in the U.S. (Auxier & Anderson, 2021). Collegiate student-athletes are no exception and utilize social media platforms to connect with others and share their experiences. Student-athletes

experience unique psychological impacts of social media use (David et al., 2018), yet it remains to be seen how the most followed, or highly visible, student-athletes are impacted. National Collegiate Athletic Association (NCAA) legislation changes regarding Name, Image, and Likeness (NIL) allowed student-athletes to profit from their own NIL beginning in July 2021. The prevalent use of social media as a marketing tool suggested that student-athletes could experience greater pressure to maintain and promote their social media platforms. However, social media use, NIL policy changes, and their impact on student-athlete well-being remain largely unstudied. The researchers examined the experiences of highly visible student-athletes using Consensual Qualitative Research (CQR; Hill et al., 2005) methodology, guided by Keyes' (2005) theory of Complete Mental Health, to examine the emotional, psychological, and social impacts of social media use on student-athletes in the NIL-era. Results indicated that social media use, including consumption and creation, significantly impacted student-athletes. Participants reflected on the benefits (e.g., social support, income) and the consequences (i.e., harsh public criticism) of using social media, detailed their early experiences with NIL-related social media use (e.g., corporate interactions, contract negotiations), and described how their perceived well-being was affected. Systematically identified domains and categories derived from the data contextualize scholar and practitioner understanding of this emerging topic. The researchers discuss practical implications from the findings for sport psychology professionals, scholars, and other athletic professionals. Further research is needed to understand the ever-changing dynamics of social media use, its impacts on student-athletes' well-being, and its ramifications for sport administration and policy development.

LEC-07D

IS SELF COMPASSION THE ANTIDOTE FOR PERFECTIONISM? UNDERSTANDING THE IMPACT OF A SELF COMPASSION INTERVENTION ON PERFECTIONISTIC ATHLETES

Carly Block, Florida State University, USA;
Frances Cacho, Florida State University, USA;
Jennifer Forse, University of Pittsburgh, USA;
Graig Chow, University of California, Berkeley, USA

Maladaptive perfectionism has been the cause of several negative impacts to sport performance including burnout, self-esteem, anxiety, and well-being (Gaudreau & Verner-Filion, 2012; Gotwals & Dunn, 2003; Hill & Curran, 2016; Koivula, et al., 2002). While perfectionism is prevalent among athletes and performers, there is a lack of evidence-based sport psychology interventions that have been developed to specifically target maladaptive perfectionistic tendencies and its negative consequences. Therefore, the purpose of this study was to evaluate the efficacy of a self-compassion intervention (i.e., Mosewich et al., 2013) on athletes and performers who screen for high maladaptive perfectionism. Participants consisted of 69 NCAA athletes and collegiate dancers/cheerleaders who either identify or self-identify as a maladaptive perfectionist based on certain inclusion criteria. Participants completed a week-long online self-compassion intervention along with pre-, post-, and follow up-assessments. We hypothesized that the experimental group will increase in self-compassion, sport enjoyment, and self-esteem and decrease in maladaptive perfectionistic tendencies, rumination, and anxiety. A repeated measures MANOVA found after the 6 weeks that those who completed the intervention showed lower mean scores

of perfectionistic concerns and anxiety and higher means scores of self-compassion compared to the control group. Findings indicate that practicing self-compassion can help perfectionistic athletes reduce their perfectionistic concerns while keep strivings consistent. Presenters will discuss all results in the context of how applied practitioners can utilize them in practice to help perfectionistic athletes and performers.

LEC-07E

RESILIENCE AND ENHANCEMENT IN SPORT, EXERCISE, & TRAINING (RESET): THE IMPACT ON STUDENT-ATHLETE COPING, WELL-BEING, AND PERCEIVED PERFORMANCE

Ashley Kuchar, The University of Texas at Austin, USA;
Kristin Neff, The University of Texas at Austin, USA;
Amber Mosewich, University of Alberta, Canada

Research shows that self-compassion is an adaptive coping tool for the mental, emotional, and physical consequences athletes commonly experience following setbacks (Röthlin et al., 2019). Unfortunately, many athletes worry that increased kindness will lead to complacency and poorer performance and are hesitant to adopt a self-compassionate approach (e.g., Ferguson et al., 2015). In this study, I tested the effectiveness of an online self-compassion intervention called RESET (Resilience and Enhancement in Sport, Exercise and Training) which was designed to help high level athletes respond more effectively to the mistakes, failures, and adversities that are a normal part of the athlete experience. Within-group analyses (paired t-tests) and between-group analyses (multilevel modeling) were used to assess the effectiveness of the intervention on athletes' ability to cope with failure, improve well-being, and increase perceived sport performance. Athletes in the treatment group (n = 148, 90% women) experienced improved coping and perceived performance from Time 1 to Time 2 in comparison to the waitlist control (n = 102, 70% women). More specifically, RESET led to improvements in self-compassion, fear of self-compassion, state self-criticism, athlete-rated performance, and coach-rated performance. Despite observing significant improvements on well-being (reduced depression, anxiety, and stress) in the within-group analyses, no statistically significant changes were found for any of the well-being measures in the between-group analyses. It is likely that a small sample size for the clustered analysis hindered the ability to detect the positive effects on well-being. Program evaluation measures, including participant testimonials, extend the quantitative findings and demonstrate that student-athletes and coaches learned adaptive coping skills that are applicable to sport and other life domains through this accessible online intervention. Future research should explore the RESET training with athletes of other competition levels as well as the long-term benefits on various coping, well-being, and performance measures.

LEC-08: Youth & High School Sport

LEC-08A

GUIDED GROWTH MINDSET IMAGERY- A NOVEL PROPOSAL: GUIDED IMAGERY SKILLS FOR LONG-TERM GROWTH MINDSET DEVELOPMENT IN SPORT & PHYSICAL ACTIVITY

Darrell Phillips, University of Kansas, USA

Sport Psychology Consultants, coaches, and athletes make use of mental skills to enhance performance and enjoyment in sport. Guided imagery rehearsal is one of many mental skills used to enhance physical and mental performance and has demonstrated to be an effective mental skill in many disciplines (Asken et al., 2021; Shuster et al., 2011, Toth, et al., 2020). Additionally, growth mindset training has the potential to develop and expand attitudes and mindsets regarding learning and schema development in education, volunteerism, music performance, and menu adherence as well as sport and performance realms (Boyett, 2019; Crum et al., 2017; Dweck 2006, Han et al., 2018; Lucas, 2022). There is little empirical evidence supporting a research model or intervention using guided imagery rehearsal as an approach to developing growth mindset attitudes and schemas for long term goals in education, sport, or other performance arenas (Christenson, 2020; Holloway, 2020). This novel proposal for mixed methods research design proposes a method of using Dweck's Mindset Quiz (2006), Sport Imagery Ability Questionnaire (Williams & Cumming, 2014), SMART goal setting, and Fortune Lines (White & Gunstone, 1998) to develop a guided imagery rehearsal script or narrative for developing a growth mindset for sport and physical activity. Some research topics may include team cohesion, coach-athlete communication, motivational climate, stress management, injury rehabilitation, return to sport post injury, strength training and conditioning, and psychomotor skill development. The research/intervention model includes education and practice for the development of self-images, trajectory images, projective images, and action images (Holloway, 2020) for guided growth mindset imagery development. The model proposes the development of a personalized guided growth mindset imagery script for the enhancement of sport and performance attitudes, schemas, and long-range athlete development.

LEC-08B

'PROUD PARENTING' WITHIN THE JUNIOR LIFEGUARD PROGRAM

Danielle Belcher, University of Northern Colorado, USA;
Danielle Wong, University of Northern Colorado, USA;
Megan Babkes Stellino, University of Northern Colorado, USA

Parental involvement, which may include several emotional, financial and time investments, is an important part of children's participation in youth sport programs (Knight et al., 2017; Lienhart et al., 2020). Parents may feel pride for providing developmental opportunities to their children. The purpose of this study was to explore parent's perspectives regarding why they are, or are not, proud of their children's participation in the Junior Lifeguard (JG) Program. The

JG program combines physical conditioning and ocean education to create a potential positive context for youth development and engagement. Parents were recruited through their respective JG agencies to participate in this study. Parents (N = 121) identified as primarily Caucasian (79.9%), 46 years old or older (54.3%), and female (88%) and were asked to respond to the item, "Are you proud to be a Junior Lifeguard Parent? Please share your rationale for your response." Thematic analysis (Braun & Clarke, 2014) was employed to analyze data from parents' responses. All parents reported that they were proud of their child. An overarching theme of 'Opportunity' and subthemes of 'Development' and 'Community' emerged to reflect parent reported descriptions about their child for participating in the JG program. Parents also revealed specific developmental components that were satisfied and valued through their children's participation in the JG program. The findings illustrate what parents prioritize from the JG program and provide evidence of the specific physical (e.g. strength, endurance) and cognitive (e.g. ocean safety, specific procedural skills) aspects their children learned in the JG program. Overall, these findings shed further insight into what opportunities parents may be specifically seeking out for their children's development as well as their own sense of contentment as providers.

LEC-08C

BASIC PSYCHOLOGICAL NEED PROFILES OF HIGH SCHOOL ATHLETES AND THEIR PREVALENCE ACROSS TEAM TYPE AND RACE

Alec Treacy, UW-Green Bay, USA;
Tsz Lun (Alan) Chu, University of Wisconsin-Green Bay, USA;
Tao Zhang, University of North Texas, Denton, Texas, USA

Basic psychological needs (i.e., autonomy, competence, and relatedness) are multidimensional, which could be satisfied and frustrated simultaneously. Thus, researchers suggest using a person-centered approach, such as cluster analysis, to examine psychological need satisfaction and frustration to determine need profiles (Vansteenkiste et al., 2020). However, little sport psychology research has adopted this approach (e.g., Martinent et al., 2021). Thus, the purpose of this study was to investigate high school athletes' need profiles and their prevalence across team type and race.

High school athletes (N = 374, 166 female; Mage = 15.52, SD = 1.19) in the U.S. completed surveys assessing demographic information and psychological need satisfaction and frustration. Need profiles were explored through hierarchical cluster analysis and validated through non-hierarchical (k-means) cluster analysis. Chi-square tests examined potential cluster prevalence based on team type (varsity, JV, or freshman) and race (White, Non-White).

The agglomeration schedule from the hierarchical cluster analysis indicated a large increase in the clustering coefficient from two- to one-cluster (56.07%). Inspection of the dendrogram indicated two clusters as the best solution. K-means analysis then successfully validated the two distinct need profiles: 'low satisfaction, high frustration' (n = 192) and 'high satisfaction, low frustration' (n = 182). Chi-square tests revealed significant differences in the prevalence of need profiles across team type, $\chi^2(2) = 6.96, p = .031, V = .138$, but not race, $\chi^2(1) = 1.37, p = .242, \phi = -.064$. Significantly

larger proportions of JV (60.3%) athletes than varsity (45.6%) or freshman (46.3%) athletes belonged to the low satisfaction, high frustration profile.

Findings suggest JV high school athletes may need more autonomy, competence, and relatedness support from coaches, parents, and school than their varsity and freshman counterparts. Through person-centered analysis, sport psychology professionals can categorize athletes into need profiles, analyze prevalence across demographics, and design need-supportive interventions accordingly.

LEC-08D

USING RESEARCH TO DRIVE EVIDENCE-INFORMED INITIATIVES PROMOTING EQUITY: AN EXAMPLE FROM THE SWEDISH ICE HOCKEY ASSOCIATION'S WOMEN & GIRLS 2030 INITIATIVE

Amanda Visek, The George Washington University, USA;
Andreas Ivarsson, Halmstad University, Sweden;
John Lind, Swedish Ice Hockey Association, Sweden;
Sara Ridderlund, Swedish Ice Hockey Association, Sweden;
Andreas Stenling, Umeå University, Sweden;
Dennis Bengtsson, Halmstad University, Sweden;
Anders Wahlström, Swedish Ice Hockey Association, Sweden

Science and practice, though often siloed in sport National Governing Bodies (NGBs), ideally should be an integrated lifecycle by which scientific findings inform practice and practice drives the types of research studies needed to answer key questions to guide best practices (Fullagar et al., 2019; Holt et al., 2018). Among the most pressing challenges facing sport NGBs, globally, continues to be athlete retention. To address this, the Swedish Ice Hockey Association has invested significant resources to thoughtfully, and systematically, understand how best to engage players in childhood and retain them through their youth development with a particular focus on empirically, and rigorously, studying how to curate sporting experiences that are fun and motivate players to continue playing. From these efforts, in partnership with sport scientists and the Swedish Basketball Federation, 84 determinants of fun had previously been identified through qualitative focus groups conducted with players, ages 8-19, across Sweden. This session presents the findings of a follow-up study with youth ice hockey and basketball players (n = 921), using a quantitative research study design, to identify determinants that contribute most to having fun across girls and boys. Importantly, the overwhelming lack of differences among girls' and boys' fun priorities supports earlier research from the United States (i.e., Visek et al., 2020), providing further evidence that girls and boys are more similar than they are different. The implications of these findings are discussed within the Swedish Ice Hockey Association's efforts to promote equity in ice hockey, namely through its Women & Girls 2030 Initiative, and how the findings are being used to inform and shape the Initiative's ongoing efforts. Additionally, ways in which the Swedish Ice Hockey Association is closing the science-to-practice gap by translating the study's findings into its infrastructure and programming will be shared.

LEC-09: Current Issues

LEC-09A

THE APPLICATION OF PERFORMANCE PSYCHOLOGY AND BEHAVIORAL MODIFICATION TO ADDRESS MENTAL HEALTH NEEDS WITHIN THE MEDICAL FIELD

Ed Garrett, California Baptist University, USA;
Alexandra Clark, Loma Linda University Children's Health, USA

The medical profession is a high demanding profession. Both internal and increasing external stressors contribute to the growing levels of burnout and compassion fatigue seen in healthcare professionals today (Couarraze, Delamarre, Marhar, Quach, Jiao, Dorhiac, Saadaoui, Su-I Liu, Dubuis, Antunes, Andant, Pereira, Ugbole, w/ Dutheil, 2021). The intensity in stress, anxiety and depression related issues for medical professionals has only escalated during our current pandemic. In other high-pressure professions, sport and performance psychology has been deployed to maximize individual and team performance as well as to improve psychological well-being and satisfaction with the working environment (Arnold & Fletcher, 2021). It is these same cognitive tools, used by performers to help combat the mental challenges, that were introduced and applied in a way that opened further professional exploration for sport and performance practitioners.

A three-workshop model was developed to adapting tools from sport and performance psychology and taught this to the cohort of 154 medical students (MS3) about to enter their clinical years of study. A small group faculty mentors (current medical professionals) were also included to assess their previous knowledge and application of cognitive training.

Data showed that 1% of the students indicated that their medical school taught techniques to recognize and manage stress while 100% of them indicated the importance of that for personal wellness and excellent patient care. Prior to the workshop series only 7% of the students had prior performance coaching and only 33.7% felt that their medical training had taught them techniques to recognize and adapt to stressful situations, yet 87.6% agreed or strongly agreed that it is important to teach how to recognize stressors and tools to address these stressors in order to stay personally well.

This presentation will present current data and applications taken from this study for practitioners to use in their practices.

LEC-09B

UNDERSTANDING INTERPERSONAL PSYCHOLOGICAL WELL-BEING IN HIGH-PERFORMANCE SPORT

Richard Simpson, Leeds Beckett University, UK;
Faye Didymus, Leeds Beckett University, UK;
Toni Williams, Durham University

Psychological well-being (PWB) in high-performance sport continues to be a critical focus for researchers and practitioners in understanding how sportspeople can flourish (Pankow et al., 2021) and the ways in which organizations can prioritize welfare and redefine parameters of sustained success (Wagstaff, 2019). While the importance of advancing and applying knowledge of PWB in sport has been often recognized (e.g., Lundqvist, 2011; Sauvéacute; et al., 2021), challenges remain as to how we best conceptualize (e.g., Uzzell et al., 2021), understand (e.g., as a psychological, social, or relational phenomena; Simpson et al., 2021), and support PWB across performance sport

contexts (Purcell et al., 2022). To address these contentions, our presentation presents recent findings on PWB within and among athletes, coaches, and sport psychology practitioners (SEPPs). Informed by a social constructionist epistemology, we conducted both individual and triadic interviews with three coach-athlete-SEPP triads (n=12) from individual sports (e.g., track and field). We analyzed data using abductive reflexive thematic analysis. Our findings identified various factors that supported and undermined individual PWB (e.g., work-life balance), highlighted factors that pointed to the importance of interpersonal PWB (e.g., psychological safety), and unearthed mechanisms through which PWB was transferred between members of the triad (e.g., interpersonal coping, emotional contagion, social appraising). Our findings specify the contextual nature of PWB while highlighting a need for researchers to shift thinking towards a relational understanding of PWB. We recommend that practitioners and sport organizations consider interventions and strategies that foreground the interpersonal nature of PWB. This may include personal-disclosure mutual-sharing, mentoring, and the management and design of environments where the coach-athlete-SEPP triads can individually and collectively flourish.

LEC-09C

SCREENING FOR TRAUMA AND PTSD BEFORE MINDFULNESS-BASED INTERVENTIONS WITH ATHLETES: APPLIED, CLINICAL AND RESEARCH IMPLICATIONS

Thomas Minkler, West Virginia University, USA;
Sam Zizzi, West Virginia University, USA;
Zenzi Huysmans, Whole Brain Solutions, USA

Mindfulness-based interventions (MBIs) have become popular in sport psychology, though reported benefits often overshadow the adverse effects that MBI participants sometimes experience—including anxiety and re-experience of trauma (Britton et al., 2021; Van Dam et al., 2018). Britton and colleagues (2021) recommend actively monitoring for adverse experiences and utilizing screening tools prior to MBI implementation to identify those for whom MBIs may be contraindicated—like athletes with trauma histories. Because no existing MBI research in sport includes pre-intervention trauma screenings, the purpose of the present study was to explore the prevalence of trauma and PTSD among college student-athletes (SAs) before an MBI (for screening and referral purposes), and to examine associations between trauma, and wellbeing and performance measures.

Sixty-five (78% female, 83% Caucasian) SAs from four teams at two American universities completed background questionnaires where trauma history was assessed in a yes/no question; they also completed the abbreviated PTSD Checklist - Civilian (PCL-C; Lang & Stein, 2005). Participants also completed measures assessing mindfulness, flow, performance, sport enjoyment, depression, anxiety, stress, and emotion regulation difficulties.

Seventeen participants (26%) indicated that they had trauma histories on the yes/no question; on the PCL-C, 18 participants (28%) met the PTSD threshold (14% indicated that they had both trauma history and reported PTSD). T-tests revealed no significant differences between those with and without reported trauma histories on wellbeing and performance measures. However, those who met or exceeded the PTSD threshold (via the PCL-C) scored significantly

higher in emotion regulation difficulties, anxiety, depression, and stress ($p < .05$, $d_s = 1.00, 0.80, 0.74, 0.65$, respectively), and significantly lower in mindfulness, life satisfaction, and performance ($p < .05$, $d_s = 0.88, 0.64, 0.57$, respectively) with moderate to large effects. Alternative interventions and referral plans for participants who are concerned about or experience negative effects, respectively, will be discussed, in addition to screening considerations and rationales for practitioners.

LEC-09D

'WHAT ARE Y'ALL GOING TO DO WHEN YOU GET PREGNANT AND LOSE YOUR JOBS?': ONE TALE OF AN EMOTIONALLY ABUSIVE COACH AND CONSULTANTS' REACTIONS TO HIM

Victoria Bradshaw, University of Tennessee, USA;
Savannah Miller, UT Knoxville, USA;
Shane Thomson, University of Tennessee, USA;
Leslee Fisher, University of Tennessee, USA

The focus of this presentation is to reflect on the entrenched cultural and dominant narratives at work in sport as they relate to emotional abuse by coaches and our own complicity as consultants. Pulling from the work of both Gervis and Dunn (2004) and Sterling and Kerr (2008), we define emotional abuse as shouting, belittling, public shaming, and demeaning to the extent that it poses harm to the psychological well-being of athletes. By using the method of autoethnography (Ellis, 2004), two of the presenters begin by deconstructing the plot line of their own experience of collegiate emotional abuse at the hands of a coach. We then connect their experience to the larger sport system as well as our own personal experience of one emotionally abusive high school coach we encountered (i.e., two female and one male sport psychology students and their supervisor). As autoethnographers like Ellis (2004) have suggested, it is first by being willing to uncover culturally dominant and entrenched master narratives that we can then revisit the stories that shape our lives. These stories both empower and constrain us and those we work with. We offer an alternative to the dominant sport coaching narrative by focusing on how we can change it and on what a new plot line and story might look like. By exploring our own stories in sport - both as athletes and consultants - we can begin to resist and challenge the old coach-athlete relationship narrative and then connect it to our own and others' stories so that we can develop a new collective story (Ellis, 2004). Our goal is to begin a dialogue with other practitioners related to how we could be each complicit in the abusive coach-athlete sport relationship and offer strategies for dismantling these abusive practices.

LEC-10: Professional Issues & Ethics

LEC-10A

IDENTIFYING PREDICTORS OF THE HEALTH AND PERFORMANCE OF CERTIFIED MENTAL PERFORMANCE CONSULTANTS

Anthony Magdaleno, University of Wisconsin-Milwaukee, USA;
Barbara Meyer, University of Wisconsin-Milwaukee, USA

Researchers have established factors that impair the health and performance of professionals operating in sport and performance domains include increased stress and burnout

(DeFreese et al., 2016). Meanwhile, aspects of recovery are associated with decreased perceived stress in such professionals (Gnacinski et al., 2020), and thus may serve to protect their health and performance. However, there is a paucity of research examining factors that impair or protect the health and performance of sport psychology professionals (e.g., Certified Mental Performance Consultants; CMPCs). Given sport psychology professionals have an ethical obligation to manage their health and performance to prevent impaired service delivery (Poczwadowski, 2019; Quartiroli et al., 2019), research is needed fill the aforementioned gap. Therefore, the purpose of this study was to identify predictors of the health and performance of CMPCs. A sample of 140 CMPCs (71 females, 68 males, 1 transgender man) provided demographic information and completed the 10-item Perceived Stress Scale (PSS-10; Cohen & Williamson, 1988), Maslach Burnout Inventory-Health Services Survey (MBI; Maslach et al., 1996), Short-Form Health Survey (SF-12; Ware et al., 1996), and Recovery Experiences Questionnaire (REQ; Sonnentag & Fritz, 2007). Data analysis included bivariate correlations and multiple linear regressions. Meaningful correlational results indicated significant relationships between perceived stress and each subscale of the MBI, the SF-12, and the REQ. Meaningful regression results indicated that, collectively, the four subscales of the REQ significantly predicted perceived stress, $F(4,135) = 8.34$, $p < .001$, adjusted $R^2 = .174$. Collectively, perceived stress and the subscales of the REQ significantly predicted emotional exhaustion, $F(6,133) = 16.05$, $p < .001$, adjusted $R^2 = .394$, with the control subscale of the REQ moderating the relationship between perceived stress and emotional exhaustion, $b = -0.23$, $t(133) = -2.17$, $p = 0.03$. Implications for professional practice and directions for future research will be discussed.

LEC-10B

DEVELOPING EVIDENCE-INFORMED DECISION MAKING SKILLS OF SPORT AND EXERCISE PSYCHOLOGY TRAINEES: SUPERVISOR AND SUPERVISEE PERSPECTIVES

Marie Winter, University of Essex, UK;
Ian Maynard, University of Essex, UK;
Paul Freeman, University of Essex, UK;
Murray Griffin, University of Essex, UK

The application of evidence-based knowledge is recognized as important for allowing Sport and Exercise Psychologists to make informed decisions regarding the most effective interventions for athletes (Gardner & Moore, 2007). Throughout the career of a Sport and Exercise Psychologist, they encounter many courses, programs, people, and other experiences that influence their decision making skill development. Smith et al. (2019) highlighted the importance of advancing trainee decision making skills and suggested it should be a clear goal of training and development. However, the 'soft' and 'work ready' skills needed for decision making in professional practice have been reported as the most severely lacking in STEM graduates (Lavi et al., 2021). The purpose of the study was to understand how supervision during training influences a Sport and Exercise Psychologist's development of evidence-informed decision making skills during training. An interpretive phenomenological analysis (IPA; Smith, 1996; Smith & Osborn, 2008) was adopted as an in-depth qualitative approach to explore perceptions and experiences of 6 trainee Sport and Exercise Psychologists and 6 training supervisors.

Three key themes were discussed: skills for evidence-informed decision making, how supervisors are developing trainee evidence-informed decision making skills and what influences their methods of achieving this. The study provides valuable insight into the influence peer and group supervision has on improving trainee skills in reading, synthesizing, understanding and applying evidence to the design of interventions for athletes. The chance to present and discuss these findings in a lecture could help improve adherence to evidence-driven models of applied practice through more prominent integration of evidence-informed practice competencies in training curriculums and supervision guidelines.

LEC-10C

BALANCING ROLE TRANSITION FOR THE APPLIED SPORT PSYCHOLOGY PRACTITIONER

*Andrew Friesen, Pennsylvania State University, USA;
Tom Patrick, Royal Australian Air Force, Australia*

Wagstaff and Quartiroli (2020) suggested that sport psychology practitioners have obscure professional profiles. For example, services delivered will be unique to each practitioner's professional philosophy (Poczwadowski et al., 2004); performance contexts are varied with distinct psychological effects (Brown et al., 2005); and roles and employment modes are diverse (Sly et al., 2020). Arguably, this leaves each practitioner to design and implement a completely unique career. How do we learn to accomplish this task? This lecture presents a case study of an applied practitioner (second author) during a time of career transition. At the time of data collection, the participant was experiencing career transition across four roles. The first role was that of an applied sport psychology practitioner working with a Tokyo Olympics-bound national team whose services were due to formally end at the conclusion of the Olympics. The second role was that of a Senior High-Performance Manager at a National Sport Institute ensuring priority programs and athletes achieved international performance targets enroute to the 2020 & 2024 Olympics Games. The third role was that of Director of People, Wellbeing and Performance for a new software company that provides technology-based solutions to enhance personal and organizational wellbeing across the corporate sector. The fourth role was as incoming Performance Optimization and Wellbeing Specialist with the Royal Australian Air Force. Four interviews with the participant were conducted to examine how he attempted to deliver services across all roles that were both consistent with his professional philosophy, and in service to the goals of the respective parties. Results include a discussion of such topics as holistic performance psychology, psychological skills training, online service delivery, institutional philosophies, and practitioner performance markers.

LEC-10D

ETHICAL AND PROFESSIONAL CONCERNS AND RECOMMENDATIONS FOR THE USE OF SOCIAL MEDIA BY SPORT AND PERFORMANCE PSYCHOLOGY PRACTITIONERS AND RESEARCHERS

*Alexandra Gilbert, John F. Kennedy University, USA;
Gily Meir, University of Western States, USA*

As of January 2021, there are 245 million active social media users (Statista, 2021). As the use of social media expands

in society, especially with younger populations (Cotterill & Symes, 2014), Sport and Performance Psychology (SPP) practitioners need to be aware of these platforms and the effect they have on athletes and clients, even if they choose not to embrace the use of these platforms. Research studies on the use of the different technology platforms in the field are emerging (e.g., Bird & Harris, 2019; Cotterill & Symes, 2014; Watson et al. 2014), though the focus on the specific usage of social media is rarely addressed. The Association for Applied Sport Psychology (AASP) offers an ethics code that guides practitioners by providing both a threshold for ethical behavior as well as aspirational guidelines (AASP, n.d.). However, the ability of the code to keep up with the rapid changes in technology are limited, leaving practitioners to navigate this challenging professional and ethical landscape alone when making decisions. Evidence is emerging of practitioners' perceptions towards the use of social media, showing that the training and background of the practitioner influence their attitudes towards what are considered professional and ethical practices in using technology in general, and social media particularly (Bird & Harris, 2019; Watson et al., 2006, 2012; Watson & Harlbrook, 2014). This presentation will address ethical and professional use of popular social media platforms (i.e., Facebook, YouTube, WhatsApp, Instagram, TikTok, Twitter, and LinkedIn) for SPP practitioners; while focusing on the advantages and disadvantages of each platform as the specific concerns of the different platforms will be highlighted. Practical recommendations for the ethical use of social media will be provided for practitioners and researchers.

LEC-11: Interventions

LEC-11A

THE DEVELOPMENT OF PSYCHOLOGICAL SKILLS TRAINING PROGRAM FOR FUTURE HEALTH CARE PROFESSIONALS

*Julia Azure, St. Catherine University, USA;
Sean Fitzpatrick, St. Catherine University, USA;
Rebecca Busanich, St. Catherine University, USA*

The purpose of this presentation is to share a process for building a novel psychological skills training (PST) program for health sciences students. As the field of Sport and Performance Psychology (SSP) continues to grow, there is increasing interest in working with non-sport performers (Portenga et al., 2016). To provide competent services to these populations, current and future professionals need supervised experiences in these environments (Aoyagi et al., 2012). However, recent research shows that most graduate training programs lack access to these settings (Fitzpatrick et al., 2015). The vast majority of graduate students' experiences are with collegiate athletes, suggesting that convenience is a critical factor in securing internship opportunities. One potentially convenient, non-sport population of performers are health science students (e.g., nursing, medicine, physical therapy). Early evidence points to the benefits of PST for surgical students (Lin et al., 2020; Rajaratnam et al., 2021), and there is a growing body of literature that PST supports the simulation work of a variety of other disciplines (Sandars et al., 2021). This presentation will discuss the creation of a PST program for health science students using an evidence-based approach. We will outline the results of an in-depth literature review around PST for health science students and the deliberate approach we utilized to identify best practices and gather stakeholders'

preferences and needs. We aim to provide a process that educators and students in other SPP programs can utilize to create similar non-sport PST experiences.

LEC-11B

PROFESSIONAL MALE RUGBY UNION PLAYERS' PERCEIVED PSYCHOLOGICAL RECOVERY AND PHYSICAL REGENERATION DURING THE NORTHERN HEMISPHERE OFF-SEASON

Stephen Mellalieu, Cardiff Metropolitan University, UK;
Paul Sellars, Cardiff Metropolitan University, UK;
Rachel Arnold, University of Bath, UK;
Sean Williams, University of Bath, UK;
Mickael Campo, Université Bourgogne Franche Comté, France;
Deirdre Lyons, Rugby Players Ireland, Ireland

Limited consideration exists regarding how athletes recover from the accumulative effects of the demands of taking part in a competitive season (i.e., in the off-season). This study examined male professional rugby union players' perceived psychological recovery and physical regeneration during the northern hemisphere off-season. A qualitative design explored the perceived mental and physical health and well-being of professional players across the off-season period and identified the psychological and physical strategies adopted to recover and regenerate in preparation for the upcoming season. 34 professional male rugby union players participated in individual semi-structured interviews (mean (SD) age=27.5 (4.3) years). Interviews were recorded, transcribed verbatim, and analysed using thematic analysis. The northern hemisphere off-season was characterised by three phases players undergo (decompression from previous season, cognitive detachment from rugby environment, preparation for pre-season) to preserve their mental and physical well-being in order to recover from the previous season and regenerate in preparation for the upcoming season. Successful progression through all three phases was influenced by a number of variables (work and life demands, contextual factors, experience level). Recovery and regeneration strategies focused on physical distancing/getting away from the rugby environment to cognitively detach. Injured players appear an at risk sub-group for threats to mental wellbeing (isolation, anxiety, reduced sense of achievement) as a result of reduced or minimal time away from the workplace due to treatment obligations. Younger professionals are at risk of overtraining/injury due to inadequate rest, especially as this group are least likely to seek support/guidance. The findings highlight the distinct phases players undertake following a competitive season in order to mentally recover and regenerate for the upcoming season, and the need to consider education regarding the importance of the off-season period for well-being, strategies to enhance the quality of this process, and support for potential at risk sub-groups.

LEC-11C

EFFECTIVE DELIVERY OF PRESSURE TRAINING: PERSPECTIVES OF ATHLETES AND SPORT PSYCHOLOGISTS

William Low, University of Essex, UK;
Joanne Butt, Liverpool John Moores University, UK;
Paul Freeman, University of Essex, UK;
Mike Stoker, English Institute of Sport, UK;
Ian Maynard, University of Essex, UK

Pressure training (PT) strategically increases pressure in training to prepare athletes to perform under pressure. Previous research has focused on assessing PT's effects on performance, and some studies have examined how to create pressure during training. However, PT's effectiveness may depend on more than creating pressure. A practitioner's delivery of sport psychology interventions can moderate their effectiveness, and delivery can be especially important for PT. Added pressure may not be inherently enjoyable for athletes and may pose ethical risks if not conducted carefully. Therefore, the purpose of the current study was to explore perspectives of sport psychologists and athletes on the characteristics of effective PT delivery in applied settings. Eight international-level athletes and eight sport psychologists participated in semi-structured qualitative interviews in which they described their experience participating in or conducting PT, respectively. All participants had either conducted or participated in PT. Each athlete had competed at major international competitions (e.g., Olympics), and psychologists had supported athletes at the international level. Thematic analysis produced four themes relating to effective delivery: a) Collaboration with athletes and coaches: 'with,' not 'to', b) Integration into training, c) Upfront transparency, and d) Promoting learning before and after PT. The themes provide guidance for planning, conducting, and following up on PT sessions in applied settings. Each theme described processes that enhanced the feasibility and practicality of PT in applied settings. More importantly, however, the same processes helped increase athletes and coaches' buy-in and engagement in PT.

LEC-11D

THE IMPACT OF AN ONLINE SPORT PSYCHOLOGY INTERVENTION FOR MIDDLE-DISTANCE RUNNERS: SHOULD SELF-REGULATION OR MINDFULNESS BE PRIORITIZED?

Jonathan Lasnier, University of Ottawa, Canada;
Natalie Durand-Bush, University of Ottawa, Canada

There is a paucity of studies investigating online sport psychology interventions (e.g., Latinjak et al., 2019). Additionally, intervention studies focusing on improving mental health in endurance athletes are scarce (e.g., Bertollo et al., 2021). According to several authors (e.g., Brick et al., 2016; Corbally et al., 2020; McCormick et al., 2019; Thienot & Adams, 2019), self-regulation and mindfulness are key mental skills in endurance sports. For instance, they are both employed to successfully manage exercise-induced pain (EIP; Lasnier & Durand-Bush, 2021). To date, no study has compared athletes' experiences from participating in an online self-regulation or mindfulness intervention. Given the aforementioned gaps, the purpose of this study was to qualitatively examine the impact of an online sport psychology intervention that focused on

either self-regulation or mindfulness and was designed to help endurance athletes improve EIP management, mental performance (i.e., self-regulation, mindfulness), and mental health. A total of 16 middle-distance runners (i.e., 11 women and 5 men) aged between 18 to 25 years old ($M = 21.31$, $SD = 2.18$) who participated in the 8-week self-regulation or mindfulness intervention were purposefully selected from a larger sample based on pre-post evolution scores. Findings, which were generated by performing a codebook thematic analysis, suggest that both the self-regulation and mindfulness intervention positively impacted EIP management, mental performance, and mental health. From a practical standpoint, self-regulation and mindfulness should therefore be seen as complementary rather than conflicting or incompatible approaches. Importantly, EIP literacy enabled the participants from both interventions to more effectively manage EIP. Furthermore, screening for mental illness symptoms and referring athletes in a timely manner to appropriate mental health practitioners was perceived as essential for them to receive the care and support they needed. Lastly, a hybrid delivery format may be the most effective when providing online sport psychology interventions.

LEC-12: Tactical Populations

LEC-12A

FACILITATING SERVICE MEMBERS' TRANSITION OUT OF THE MILITARY: A SELF-DETERMINATION THEORY PERSPECTIVE

Johannes Raabe, West Virginia University, USA;
Morgan Eckenrod, University of Southern Mississippi, USA;
Emily Cooper, West Virginia University, USA;
Jared Crain, Salesforce Military, USA

Every year, over 200,000 service members of the armed forces in the United States transition out of active-duty. Unfortunately, for many of them, the journey to reintegrate back into civilian life is characterized by significant challenges related to employment, finances, housing, marital/family relationships, as well as mental and/or physical health (Castro & Kintzle, 2017). Most military transition studies have focused on the experiences of veterans with mental disorders, such as depression, PTSD, or substance abuse (Romaniuk & Kidd, 2018). Although these investigations have undeniable importance, this emphasis on psychopathology creates an important gap in the understanding of military transitions. Specifically, there is limited empirical evidence about other transition stressors (e.g., employment) and the factors/mechanism(s) that allow service members to transition positively (Vogt et al., 2018). The purpose of this research was to explore the role of veterans' basic psychological needs during the transition out of the armed forces and to a new civilian career. Sixteen veterans from multiple branches participated in semi-structured interviews ($M_{length}=87.4$ minutes). Using reflexive thematic analysis (Braun & Clarke, 2019), seven themes were constructed: (a) veterans experienced different levels of relatedness in the military community during their transition, (b) perceptions of choice and control had varying influences on veterans' sense of autonomy during their transition, (c) veterans experienced a false sense of competence starting the transition, (d) figuring out how to transfer military experiences and skills to civilian jobs posed a meaningful challenge for veterans' sense of competence throughout the application process, (e) multiple factors helped veterans regain their sense of competence

during the job search, (f) veterans experienced difficulties adjusting to new civilian job environment, and (g) family played a major role in veterans' transition. Based on these findings, implications for practitioners who aim to support veterans as they pursue their post-military career will be discussed.

LEC-12B

YES, WE CAN SLEEP BETTER: MOVING FROM RESEARCH TO PRACTICE TO IMPROVE SLEEP IN THE MILITARY

Cassandra Seguin, Canadian Forces Morale and Welfare Services, Canada;
Erin Beatty, Canadian Forces Morale and Welfare Services, Canada

The military context produces and fosters a number of sleep-impacting variables that contribute to short-term and long-term challenges for military members and veterans (e.g., prolonged sleep deprivation, poor sleep conditions; Folmer et al., 2020; Mysliwiec et al., 2016; Parker & Parker, 2017). Numerous education and intervention programs have been developed to improve the quality and quantity of members' and veterans' sleep in response to these documented challenges. A scoping review was conducted to examine the breadth of such programs and synthesize current sleep initiatives in the military, with the purpose of operationalizing this information for the unique demands of the special operations environment. This study followed the PRISMA scoping review guidelines to find education, interventions, reviews, and policy dedicated toward improving sleep in military members and veterans. Articles were identified through PsychINFO, MEDLINE, SportDiscus, and Scopus (08/2020), along with supplemental articles identified by military research groups and Google Scholar. Seventy-seven studies were included in the review, nine of which discussed educational programs, 64 discussed interventions, and four were policy-oriented. By way of content analysis and descriptive statistics, we synthesize and highlight program components, relevant contextual factors, and other key details that can be valuable for sport psychology practitioners working with tactical populations. Given the increasing prominence of sport psychology professionals working with tactical groups internationally, this presentation will serve as a unique opportunity to help inform and advance programming that can be provided in relation to sleep. A wide variety of practical themes and program components, suggestions for future research, and a discussion on the potential role of the sport psychology practitioner in supporting sleep-related initiatives for military members will be presented.

LEC-12C

IT'S THE NETWORK: USING SOCIAL NETWORK ANALYSIS TO EXAMINE SQUAD COMMUNICATIONS DURING AN ARMY BATTLE DRILL

Michael King, Quantum Improvements Consulting, USA;
Eric Sikorski, Quantum Improvements Consulting, USA;
Greg Goodwin, United States Army Combat Capabilities Development Command, USA

In challenging work environments when performance is time-sensitive, high-stakes, and involves an active opposition, team communication must be effective. Therefore, it is important to

understand how teams communicate and how differences in communication can impact performance. The Interaction Model of communication views communication as an interactive, two-way process in which participants generate meaning by sending messages and receiving feedback within physical and psychological contexts (Schramm, 1997). However, communication cannot be analyzed simply based on whether a single message was successfully transmitted and received. Communication is complex and is impacted by the context in which it takes place. One way to analyze complex team communication in context is through Social Network Analysis (SNA). SNA is an analytical tool that allows a researcher to identify patterns of social relations among many actors with visual models and objective metrics that are grounded in scientific theory (Wasserman and Faust, 1994).

Army squad communication data was collected during Battle Drill 2A (BD2A): React to Contact as part of a larger research effort to measure, predict, and enhance Soldier and Squad close combat performance. All nine members across seven squads were equipped with audio recording devices to capture their verbal communication. Squads were scored on their communication and performance. A SNA was conducted on squad member closed-loop communications. Through this analysis, we identified trends in squads' communication patterns, and how higher and lower performing squads differ in terms of their communication network. We compare SNA metrics to squad performance, giving us understanding into how a squad's communication impacts their ability to achieve the goals of BD2A. The findings provide valuable lessons on the relationship between communication patterns and performance for tactical populations that may be extended to professional and collegiate sports teams. This research may also inform team composition and training intervention decisions.

LEC-13: Collegiate Sport

LEC-13A

UNDERSTANDING HOW COLLEGIATE ATHLETES MANAGE THEIR THOUGHTS AND EMOTIONS DURING PEAK ATHLETIC PERFORMANCE

Joseph Stanley Jr, COMMIT-TO-ACTION, LLC, USA

Peak athletic performance seldom occurs because it requires consistent skills and an ideal mindset (Anderson, Hanrahan, & Mallet, 2014). Jackson and Csikszentmihalyi (1999) alluded in their research that peak performance required an ideal mindset, or 'flow' like states where athletes became totally absorbed and effortlessly focused on a task (performance). However, the relationship of these states to peak performance has been descriptive at best as it lacks investigation into how specific mental processes (Friesen & Orlick, 2010; Gardner & Moore, 2012) play a role within flow states and subsequent performances. Athletic competition and consequent peak performances neither occur in a void nor are static; therefore, researchers should use caution when relying on description alone as an explanation for the mechanisms that occur during peak performance. Through exploring the mental processes athletes undergo during peak athletic performance, sports psychology researchers and practitioners can come to understand this rare phenomenon better. The study employed a grounded theoretical methodology, using open-

ended, semi-structured interviews, along with deductive and inductive analysis. Nine collegiate athletes participated: five women and four men, from six National Collegiate Athletic Association (NCAA) universities, representing five varsity sports. Data analysis of the interviews uncovered three main mental processes: mindfulness, cognitive emotion regulation, and cognitive restructuring. Analyzing and comparing these mental processes then led to the discovery of an overall central category. The results revealed a central category—striving for effective performance—that connected all these processes. Thus, striving to be effective was identified to be an all-encompassing mechanism as to what occurred during these rare performances, as opposed to a simple description. The findings open the door for sport psychology professionals to extend research on the mental processes, and the subsequent central category, as well as suggestions on how best to apply these findings as intervention protocols.

LEC-13B

FAM (FEMALE ATHLETE MENTORSHIP): A 1:1 MENTORSHIP PROGRAM THAT CONNECTS COLLEGIATE STUDENT ATHLETES TO THE NEXT GENERATION OF STRONG GIRLS

*Lani Silversides, SG United Foundation, USA;
Ashley Kuchar, The University of Texas at Austin, USA;
Mary Gonring, Mental Bizness LLC, USA;
Skyler Espinoza, SG United Foundation, USA*

Young adults who face an opportunity gap but have a mentor are 81% more likely to participate regularly in sports or extracurricular activities compared to young adults who do not have a mentor (The Mentoring Effect, 2014). Given the benefits of sport participation, the high dropout rate of girls in sports (Sabo & Veliz, 2008), and the fact that 1 in 3 young people grow up without a mentor (The Mentoring Effect, 2014), the nonprofit SG United Foundation developed a program called FAM (Female Athlete Mentorship) which has served over 350 girls and collegiate female student-athletes in two years.

In FAM, youth girls (ages 5-13) are matched 1:1 with a collegiate female athlete for the school year. They meet virtually, biweekly (or weekly), and complete various mindfulness, movement, and mental skills exercises from SG United Foundation's robust curriculum. Mentors are trained to provide mentorship that is trauma-informed and culturally responsive. Mentors also gain support from program directors through structured curriculum, webinars, and weekly check-ins. One strength of FAM is that the partnership between mentors and mentees is mutually beneficial. Last year, mentors reported being inspired to include mental skills practices into their own lives. Additionally, mentors experienced significant improvements in positive affect, wellbeing, and resilience. Mentees gained a role model who was invested in their success. Parents also observed several positive changes in their daughters after participating. For example, 90% of parents noticed an increase in confidence and interest in physical activity or sports, 93% noticed that their daughters were more willing to try new things, and 97% felt that their daughters were more connected to a strong role model.

In this presentation, the founder and director of SGU will share the mentorship model, approach to program delivery, outcomes, and future directions.

LEC-13C

HOW DID THE COVID-19 PANDEMIC INFLUENCE NCAA ATHLETES' PSYCHOLOGICAL SKILLS AND STATES? A MIXED-METHOD EXPLORATION

*Tsz Lun (Alan) Chu, University of Wisconsin-Green Bay, USA;
Beaux Myers, University of Wisconsin - Green Bay, USA;
Alec Treacy, UW-Green Bay, USA*

The COVID-19 pandemic disrupted all sport events and daily lives, leading to various negative psychological states, such as anxiety and decreased well-being in NCAA athletes (Sanborn et al., 2021; Schary & Lundqvist, 2021). Research has indicated that athletes with adaptive stress appraisals and psychological skills (e.g., emotional control) responded more positively to the pandemic (Pété et al., 2021). To further understand the mechanisms through which the pandemic influenced sport performance and well-being, this study examined NCAA athletes' perceived changes in psychological skills and states and explanations behind those changes.

Participants were 183 NCAA Division I to III athletes (116 females; Mage = 20.01). Between February and April of 2021, the athletes completed a survey that assessed their perceptions of the pandemic's influence (1 = very negatively to 5 = very positively) on their psychological skills identified in the Athletic Coping Skills Inventory-28 (Smith et al., 1995). They were then asked to explain those positive or negative influences.

Descriptive statistics indicated that the athletes, on average, perceived the pandemic influences on their psychological skills as neutral to slightly positive (Ms = 3.05-3.65). Three researchers conducted reflexive thematic analysis, reached agreements in the coding process, and found seven overarching themes with associated subthemes that explain the pandemic's influence on athletes' psychological skills and states. The positive themes included Challenge Appraisals, Increased Self-Efficacy, Increased Social Support, and Self/Task-Approach Goals. The negative themes were Disruptions and Uncertainties, Reduced Self-Efficacy, and Reduced Social Support.

The key themes that distinguished the athletes who perceived positive versus negative influences of the pandemic were Challenge Appraisals versus Disruptions and Uncertainties (i.e., threat or harm/loss appraisals) for both sport and life stressors. Findings suggest that working with NCAA athletes on stress appraisals and mindfulness during crises, such as a pandemic, may promote adaptive psychological skills and states.

LEC-14: Coaching

LEC-14A

A GUIDE FOR PRACTITIONERS ABOUT HOW ATHLETES, COACHES, AND OTHER PERFORMERS CAN OBTAIN THE MENTAL REST THEY NEED

*David Eccles, Florida State University, USA;
Gabriela Caviedes, USA;
Thomas Gretton, Florida State University, USA;
Nate Harris, Florida State University, USA*

Mental rest appears critical to sustained high performance and well-being in sports and other human performance contexts. We provide here a useful guide for practitioners about how athletes, coaches, and other performers can obtain the mental rest they need. We base our guide on recent empirical research on college and professional athletes and coaches, and the development of theory concerned with mental rest (for a review, see Eccles et al., 2022). This research includes a study of female athletes (Eccles & Kazmier, 2019), who are consistently underrepresented in the sports sciences. We begin by describing what mental rest is and why it is important for recovery, skill acquisition, and sustained high performance in performers. We then describe how performers can obtain mental rest by engaging in sleep and resting while awake, known as wakeful resting. Next, based on research on sleep intervention in athletes (e.g., Bonnar et al., 2018), strategies are presented that enable performers to obtain more sleep and in particular the amount of nightly sleep they get, known as sleep extension. We present a sleep hygiene plan, which is aimed at enhancing sleep quality in addition to helping extend sleep. Also outlined are strategies aimed at enhancing wakeful resting. For example, research indicates that athletes report difficulties 'switching off' from thinking about from their sport when they are away from their sport (Eccles & Kazmier, 2019). They also report that being unable to switch off, and thus always thinking about their sport, is mentally fatiguing. With reference to concrete examples, we set out principles, strategies, and actionable steps aimed at helping performers switch off from their sport. Finally, we present tools for monitoring performers' perceptions of the extent to which they feel mentally rested and their recent engagement in sleep and wakeful resting experiences.

LEC-14B

'YOU WORK TOO MUCH!': EXAMINING GROUP DIFFERENCES IN WORKAHOLISM AMONG NCAA DIVISION I COACHES

*Kim Tolentino, West Virginia University, USA;
Tucker Readdy, University of Wyoming, USA;
Johannes Raabe, West Virginia University, USA*

National Collegiate Athletic Association (NCAA) Division I coaches work in an environment characterized by stressors that are known antecedents to working compulsively (preoccupation or need to work that cannot be resisted) and/or excessively (beyond what is reasonably expected for one's position or organization's demands; Lumpkin & Anshel, 2012). Such workaholism is associated with burnout, poor job performance, and low job satisfaction (Andreassen, 2014), but has received limited attention in coaching research. To provide

practitioners with a foundation for how to help coaches avoid the detrimental consequences of workaholism, it is valuable to identify those most vulnerable within the NCAA Division I coach population. This study was designed to examine potential differences in workaholism among NCAA Division I coaches based on their gender, ethnicity, role (i.e., head or assistant coach), sport, and years of coaching experience. T-test and ANOVA analyses of the data collected with N=837 coaches from a variety of sports revealed significant differences in participants' reported levels of working compulsively: female coaches more than male coaches, participants in revenue producing sports more than those in non-revenue producing sports, and individuals with more years of coaching experience more than those with less experience (all $p < .05$). Similarly, significant differences were found in participants' tendencies to working excessively: female coaches more than male coaches, head coaches more than assistant coaches, and individuals in revenue producing sport more than those in non-revenue producing sports (all $p < .05$). There was no statistically significant difference for either workaholism dimension based on ethnicity. Overall, the current findings suggest that there are groups of NCAA Division I coaches that seem more apt to workaholic tendencies and its consequences. Practical implications will be discussed that can help organizations nurture healthier, balanced lifestyles to reduce workaholism among coaches and, in particular, those most vulnerable.

LEC-14C

SUPPORTING STUDENT-ATHLETE MENTAL HEALTH: NCAA DIVISION I COACHES' EXPERIENCES, PERCEIVED ROLE, AND BARRIERS

Kelsey Kinnamon, Florida State University, USA;
Brandonn Harris, Georgia Southern University, USA;
Megan Byrd, Georgia Southern University, USA;
Pamela Wells, Georgia Southern University, USA

Coaches are uniquely positioned to help identify athletes who may benefit from mental health services and foster environments supportive of mental health and help-seeking (Bapat et al., 2009; Kroshus et al., 2014; Sebbens et al., 2016). Recommendations regarding how coaches may best support student-athlete mental health have been put forth in the literature (Bissett et al., 2020) and by the National Collegiate Athletic Association (NCAA, 2016). However, the literature has lacked evidence regarding how coaches' behaviors align with these recommendations. Therefore, the purpose of the present study was to explore coaches' experiences in supporting student-athlete mental health, what they perceive their role to be, and barriers they face to fulfilling this role. Nine NCAA Division I coaches from nine different universities were interviewed using a semi-structured format. Data was analyzed deductively using a recently proposed model of coach support of athletes (Bissett et al., 2020) along with literature related to coach mental health education (Kroshus et al., 2019) and perceived roles (Biggin et al., 2017; Mazzer & Rickwood, 2015). Coaches discussed engaging in a variety of supportive behaviors consistent with recommendations; yet, findings also suggested coaches may lack the understanding or ability to engage in supportive behaviors that take place after a referral to a mental health professional is made. Coaches perceived multiple roles in supporting student-athlete mental health including that of a gatekeeper and a direct source of support. Four primary barriers were identified by coaches to engaging in these roles including a lack of self-efficacy, insufficient

resources, athletes themselves, and not knowing athlete mental health status. Results of this study suggest the need for coach mental health education to clarify coaches' roles and provide strategies for overcoming the identified barriers. Findings also support a need for future research regarding how to best provide this education to coaches.

LEC-14D

NAVIGATING COACH PERFORMANCE: EXPERIENCES OF MENTAL PERFORMANCE CONSULTANTS

Tammy Sheehy, Bridgewater College, USA;
Leah Washington, Bridgewater College, USA

Coaches face a myriad of stressors within their job (e.g., Altfeld et al., 2015; Wagstaff et al. 2015) and the need for increased support to these individuals is paramount if we are to reduce burnout and improve their performance and well-being. Previous research has examined how coaches use MPC's for their own performance (e.g., Sheehy et al., 2019; Thelwell et al., 2017), however, our knowledge of how MPCs themselves perceive their work with coaches in this way remains scarce. Previous research has indicated clinical sport psychologists in Britain feel that coaches need more psychological support but that their training is insufficient to provide the support needed (Thelwell et al., 2018). Therefore, the purpose of this study is to better understand the experiences of mental performance consultants (MPCs), within the US and internationally, who have consulted with elite coaches on aspects of their coaching performance and well-being. Twelve MPCs participated in one 60-minute semi-structured interview and transcripts were coded using Braun & Clark's (2006) thematic analysis. The findings revealed that most consulting relationships with coaches were developed over time and with meaningful trust-building on the part of the MPC. The findings emphasized the varied needs of coaches (i.e., effective communication, stress management, emotion regulation, among many others), that MPCs have addressed as well as common barriers including lack of time to work one-on-one with the coach and lack of coach buy in. Additional findings included ethical concerns such as the need to understand and maintain confidentiality of clients and managing dual relationships. Finally, these coaches felt that, in general, their training was not adequate to work with coaches in a high-performance setting and most wished for more education around the high-performance sport environment and coaching role. Implications for MPC training and education around the coach as a performer will be discussed.

LEC-14E

COACHES AS ORCHESTRATORS: INSIGHTS INTO THE COACHING AND INTERPERSONAL PROCESSES OF A DIVISION II WOMEN'S BASKETBALL TEAM

Aubrey Newland, CSU Chico, USA;
Lori Gano-Overway, James Madison University, USA

Coaching is an interactional process. Coaches need to recognize interpersonal dynamics of situations, discern appropriate actions, and make decisions often in pressure-filled moments. Coaching researchers have called for greater acknowledgement of the complexities inherent in coaching. For example, Jones and colleagues (2011) advocate for 'an appreciation of the interaction and interconnectivity of events,

and that good practice often emerges from a combination of structure and chaos' (p. 272). This relational process where coaches assist their teams toward desired outcomes, while observing, evaluating, and analyzing a variety of factors that influence performance and player development is known as orchestration (Bowe & Jones, 2006). Using an ethnographic approach grounded in a constructivist paradigm, this study aimed to understand how coaches orchestrate the interpersonal interactions with players to reach performance and personal development goals at the team and individual level. Over five months, the lead researcher was a participant-observer on a NCAA Division II women's basketball team (14 players and 3 coaches) as a sport psychology consultant while simultaneously collecting data through observational field notes, interviews with players and coaches, and post-competition reflective voice memos from the head coach. Data analysis was informed by the work of Charmaz (2006) and Wolcott (1994) where description, analysis, and interpretation of observations were interwoven in a process of constant comparison. Focused coding and memo-writing were used to interpret and connect themes. Emergent themes included the coach's noticing ability, the importance of quality relationships with athletes, teaching as coaching, and the coach's person-then-player focus. The head coach's emphasis on building quality relationships with athletes propelled her ability to notice athletes' mentalities during performances, which then in turn informed her decision-making. Practical implications for coaching practices and coach development will be discussed.

PANELS

PAN-01

LEVEL UP: A PUSH FOR HOLISTIC PRACTICES IN ESPORTS

Changhyun Ko, Team Liquid, USA;
Eric LeNorgant, Team Liquid, USA;
Claudio Godoi, Brazilian Association of Electronic Sports Psychology, Brazil

The competitive world of eSports is growing tremendously. In the last 5 years, the number of teams and pro players have increased along with viewership (Insider Intelligence, 2021; Venkat, 2021). As careers in eSports become more viable, there needs to be better systems in place to ensure the safety and wellbeing of the athletes. Traditional structures of training follow a quantity rule, the number of hours in game are most important and this leads to health risks such as sleep restriction, weight fluctuations, and emotional imbalances (Nagorsky & Wiemeyer, 2020; Wattanapisit et al., 2020). The rise in health risks are leading to increased numbers of burnout, degradations in performance, and in some cases early retirement (Eckman, 2021; Poulus et al. 2020; Yin et al. 2020). There needs to be a culture change and evidence based practices leading the efforts to build and provide better systems and models for developing, training, and sustaining players (Nagorsky & Wiemeyer, 2020; Wattanapisit et al., 2020). In this presentation, the presenters will share best practices in establishing a sustainable training program within a top tier eSports organization that competes globally across the largest profiled games. The presenters work directly with the players, coaches, and staff to implement and influence training methods that promote growth, well-being, and resilience. The presentation will also serve to dispel common myths surrounding eSports. The goal is to provide key insights that will be influential for the future generation of eSports. Attendees will gain valuable knowledge on competitive eSports and how to adapt traditional athletic models of training to eSports populations.

PAN-02

MENTORSHIP MECHANICS: THE COGS OF THE MENTEE TRAINING WHEEL

Julie Hayden-Blackburn, John F. Kennedy School of Psychology at National University, USA;
Michael Gerson, JFKU/ Mission 6 Zero, USA;
Victoria Tomlinson, JFK School of Psychology at NU, USA;
Abby Keenan, Intrepid Performance Consulting, USA;
Sara Erdner, Adams State University, USA;
Lauren Tashman, Align Performance LLC / Valor Performance Inc., USA;
Beny Collins, Realized Performance Consulting LLC, USA

For aspiring mental performance practitioners, mentors are a small part of their training journey, much like cogs in a wheel. Mentors are qualified experts who promote the conceptual, intuitive, and methodological skills necessary for professional development (Haber, 1996). In the mental performance field, mentors support mentees to develop the mechanics of the work, for example developing multicultural humility (Krane & Waldron, 2020), counseling skills, assessment strategies,

ethical standards, and evidence-based practice. This is accomplished in one-on-one and group settings through building a mentor-mentee relationship, understanding the mentees' goals and needs, monitoring the provision of services, and utilizing various learning strategies (Lesyk et al., 2020).

This panel includes a group of CMPC mentors and one former mentee from diverse training and educational backgrounds. The aim of this panel is to share experiences from within a peer mentorship group; evolving ideas, content, research, and best practices that support the mechanics of mentorship. To accomplish this, the panel will engage in a facilitated discussion addressing the following questions: a) What mentor attributes best support mentorship spaces? b) What mechanics are involved in helping mentees develop multicultural humility? c) What are common challenges faced in mentorship and how to navigate them? d) How can mentors facilitate group mentorship to leverage peer networks and develop a community of practice (CoP)? e) How can mentors help mentees develop themselves as experts, performers, self-regulators, and people (Poczwadowski, 2019)?

Key learning points include: a) mentor characteristics that enable mentee growth; b) strategies for helping mentees develop multicultural humility; c) ideas for navigating common mentorship challenges; d) best practices for creating and sustaining mentorship spaces and facilitating multi-faceted growth of mentees.

Attendees will have the opportunity to interact with the panel and will leave with new perspectives and fresh ideas to guide their professional pursuit of quality mentorship.

PAN-03

EXAMINING AND MITIGATING SEXUAL MISCONDUCT IN SPORT: BRAVE DIALOGUE TO ENCOURAGE CHANGE

Tanya Prewitt-White, Dr. Tanya Raquel, USA;
Leslee Fisher, University of Tennessee, USA;
Shannon Mulcahy, York College of Pennsylvania, USA;
Robert Owens, Valor Performance, USA

Sexual misconduct prevention is a social justice issue and there is much work to do to ameliorate it in sport. Many sport entities and constituents have utterly failed to address sexual violence, many doing nothing until their program's reputation and bottom line were being compromised (Prewitt-White, 2022). Our response to sexual misconduct has demonstrated that our systems are broken (Kasarek, 2018). All sport constituents, including sport psychology practitioners (SPPs), have a role to play in shifting the culture and while it will not be easy, it is worth our efforts.

Panelists invite sport constituents to have open, vulnerable, and honest discussions around a timely topic often minimized, denied, and/or ignored in sport. Panelists share excerpts from their written contributions to outline systemic and sociological explanations for why sport is a site of sexual misconduct, unpack cultural realities and considerations sport constituents must acknowledge and be informed of to ensure sport is a more equitable and safe space, as well as share personal narratives which unveil their lived experiences of sexual misconduct and humanize survivor stories in ways often ignored in sport and society. Panelists also provide

guidelines and recommendations for practices that better protect individuals in sport, address sexual misconduct when it occurs, and mitigate the harm and trauma experienced because of incidents of sexual misconduct (Imrie, 2022). SPPs have a responsibility to engage in difficult dialogue around sexual misconduct; and, panelists share insights and tools to better prepare SPPs for when, not if, they too are called upon to respond to sexual misconduct.

PAN-04

SUPPORTING THE MENTAL HEALTH OF CANADA'S HIGH-PERFORMANCE ATHLETES: A NATIONAL APPROACH

Krista Van Slingerland, Game Plan / Canadian Olympic Committee, Canada;
Connor Primeau, Canadian Sport Psychology Association, Canadian Centre for Mental Health and Sport, Canada;
Cara Button, Canadian Olympic Committee, Canada;
Susan Cockle, Canada;
Karen MacNeill, Canadian Olympic Committee, Canada

Researchers and practitioners have highlighted the importance of fortifying and maintaining athletes' mental health and addressing symptoms of mental illness across the Olympic and Paralympic cycle (Henriksen et al., 2020). A handful of countries have developed a nationalized approach to so doing (Moesch et al., 2018), including Canada. This expert panel will present Canada's multi-organizational approach to advocating for and supporting the mental health of high-performance athletes across the Olympic and Paralympic quadrennium. The panel will shed light on the following major building blocks of the Canadian approach:

- (a) The Mental Health Strategy for High-Performance Sport in Canada, a stakeholder-created framework to address mental health and mental illness at the individual, organizational, and system levels (Durand-Bush & Van Slingerland, 2021). The Strategy's development and learnings from the first year of its implementation will be shared.
- (b) Game Plan, a total athlete wellness program that supports the holistic health and development of Canadian high-performance athletes, helping them thrive during their athletic career, and in life after sport. The contribution of Game Plan's programs and services to distress prevention and mental health promotion will be presented.
- (c) The Canadian Centre for Mental Health and Sport (CCMHS), an independent third-party organization that coordinates, administers, and delivers sport-informed mental health services to athletes. The supporting infrastructures, pathways to care, usage and trends in athlete mental health challenges will be discussed.
- (d) A robust strategy to support Team Canada athletes leading up to, during, and following the Olympic and Paralympic Games. The approach, which includes pre-Games screening, provision of support at Games, and continuity of care in the post-Games period, will be shared.

Lastly, panelists will discuss the challenges and opportunities associated with mounting a coordinated address of mental health and mental illness within a complex national sport system will be shared.

PAN-05

COMMUNITY OUTREACH DURING A GLOBAL PANDEMIC: LESSONS LEARNED AND CHALLENGES OVERCOME

Ashley Samson, California State University, Northridge, USA;
Stefanee Maurice, California Polytechnic State University, USA;
Mary Fry, University of Kansas, USA;
Alexander Gamble, Rutgers, USA

One of the missions of AASP is connecting with the public so that we can educate individuals about what sport psychology is, how it can help performance and well-being in athletics, and provide information to those seeking sport psychology services. Within AASP, the Community Outreach Committee (COC) is tasked with promoting those endeavors by providing grant opportunities for members to establish sustainable community outreach initiatives in the community, but what happens when a global pandemic shuts the world down and completely disrupts the ways in which we live and work for over two years? The purpose of this panel is to share the process of developing and implementing such initiatives while navigating the Covid-19 landscape. Members of the COC grant review committee and past grant winners will discuss what makes a successful grant application in addition to critical components of a successful community outreach program. Key topics will include: navigating Covid-19 challenges, identifying and connecting to key stakeholders, organization of programming content, program execution, and reflections/lessons learned. As AASP's strategic plan calls for greater community partnerships and public involvement for the organization, individual members will greatly benefit from information on how to successfully establish community partnerships and impact communities at a grass-roots level, even in the midst of a global pandemic. Attendees will learn from experienced scientist-practitioners and COC grant review committee members about how to a) develop and implement their own community outreach initiatives, and b) enhance the quality of their own future AASP COC grant applications.

PAN-06

EXPERT APPROACHES TO SPORT PSYCHOLOGY: THEORY TO PRACTICE AT THE OLYMPIC AND PARALYMPIC GAMES

Mark Aoyagi, University of Denver, USA;
Artur Poczwardowski, University of Denver, USA;
Anne Marte Pensgaard, Norwegian School of Sport Sciences & NOC, Norway;
Margaret Ottley, West Chester University, USA;
Alexander Cohen, United States Olympic & Paralympic Committee, USA

This panel will be composed of sport psychology consultants working with athletes and teams at the most recent Olympic and Paralympic Games. The purpose of the panel is for

the panelists to articulate their theoretical orientations to performance excellence (TOPE) and how their TOPEs guided conceptualization and implementation. Recently, preeminent sport psychology practitioners' applied theories of performance excellence were captured (Aoyagi & Poczwardowski, 2022), which has provided an opportunity for students, young professionals, and experienced professionals alike to collectively benefit from the wisdom of expert practitioners. Similar to performers, the unique pressures (e.g., time, global audience, performance) of the Olympic and Paralympic Games can easily impact practitioners (Pensgaard, 2008). Therefore, it is all the more important to have a well-established TOPE to guide your practice (Hodge, 2010).

The panelists will be asked to reflect on their Olympic and Paralympic consultation experiences and share instances where their TOPE grounded and guided their practice. Panelists will provide critical instances and case studies of their TOPE in action. Questions posed to the panelists will include: Briefly describe the foundations of your TOPE; Provide an example of your TOPE in action at the Games; What modifications have you made to your TOPE and why; When have you deviated from your TOPE and what was the outcome; What guidance would you offer for practitioners seeking to develop or refine their TOPE?

PAN-07

NOT JUST A "FEMALE PROBLEM:" MALE ATHLETES EXPERIENCE EATING DISORDERS, TOO

Hayley Perelman, Boston University, USA;
Mitchell DeSimone, Ascend Performance and Development, USA;
Caitlyn Hauff, University of South Alabama, USA;
Cindy Aron, Ascend Consultation in Health Care, LLC, USA;
Amanda Karas, Chargepoint, USA;
Jenny Conviser, Ascend Consultation in Health Care, USA

Male athletes endorse greater rates of eating disorders (EDs) as compared to non-athlete men (Joy et al., 2016), yet EDs in men are drastically underreported for reasons including self-stigma (Griffiths et al., 2015). Unlike female athletes, male athletes experience pressure to maintain a lean and muscular shape (Galli et al., 2015). Dissatisfaction with body shape/size and weight may fuel desire in male athletes to enhance muscularity, leading to ED psychopathology (Murray et al., 2022) and even dangerous behaviors such as unregulated supplement use (Eichstadt et al., 2020). Sport type (i.e., lean-promoting compared to non-lean-promoting) may contribute to ED development; male athletes in lean-promoting sports report greater body dissatisfaction (Perelman et al., 2018) and ED psychopathology (Karrer et al., 2020) than those in non-lean-promoting sports. Competitive male athletes report greater ED psychopathology than non-competitive male athletes (Gorrell et al., 2021).

EDs in the male athlete population are particularly concerning, as under-fueling can have many deleterious consequences including injury, depression, low testosterone, and metabolic effects (Mountjoy et al., 2018). In addition to stigma, barriers to treatment also include prioritizing performance over health and lack of available resources (Flatt et al., 2020). To date, only one empirically-based intervention program has targeted

eating disorder risk factors in male athletes (Perelman et al., 2022). Findings indicate that- compared to controls- following a 3-week intervention where attendees met once weekly in small groups with two co-leaders, drive for muscularity and body-ideal internalization significantly decreased, and satisfaction with specific body parts increased (Perelman et al., 2022).

The goal of this panel is to build attendees' awareness of: 1) male athlete-specific risk factors of ED development, including sport type, 2) barriers to treatment including stigma, and 3) prevention/intervention efforts. Panelists are 1) a professional male fighter with ED experience and 2) credentialed experts regarding EDs in male athletes.

PAN-08

DIVERSITY, COMPETENCY, AND TRUST IN ESPORTS: BUILDING 1 TEAM FROM 5 MICHAEL JORDANS

Eric LeNorgant, Team Liquid, USA;
Chang-Hyun Ko, Team Liquid, USA;
Claudio Godoi, Brazilian Association of Electronic Sports Psychology, Brazil

The relationship between players and coaches is considered crucial to success (Côrté, & Gilbert, 2009; Li, & Li, 2021). ESports rosters are often diverse; consisting of different international backgrounds, cultural upbringings, age groups, and training methodologies. The competitive scene has grown rapidly in recent decades, which increased roster overhauls happening more frequently. It is common to see a team sign individuals that are respectfully the best in their positions with disregard to overall synergy and fit of all the players. There is great pressure on coaches to build a team and play cohesively from players that have developed great recognition on their individual merits. Traditional sports coaches often have formal education, mentors, lengthy work and life experiences which shape their perceptions of the sporting environment (Balogh, Trzaskoma-Bicsérdy, 2020; Smola, & Sutton, 2002; Gilbert, & Trudel, 2001); this is contrary to eSports coaches. In eSports, coaches don't have the established pedigree as traditional sport coaches and often experience challenges with being younger or of the same age as the players.

All these factors can make building mutual trust difficult. Facilitating trusting relationships within the team is foundational in high performing teams as it promotes cooperation and leads to higher performance (Mach, & Lvina, 2016; De Jong et al., 2016; Hempel et al., 2009). In this panel, Sport Psych consultants and a coach from a professional eSports organization will share insights into building a professional eSport team. The panelists have experience working directly with players, coaches, and staff for the world's largest and most competitive eSport titles. Attendees will learn about the various roles in eSports teams and how to get more involved in the eSport industry.

PAN-09

BEATING BURNOUT: STUDENT-CENTERED PEDAGOGY FOR REDUCING INSTRUCTOR WORKLOAD AND STRESS

Amber Shipherd, Texas A&M University - Kingsville / Next Level Mind Consulting, USA;
John Coumbe-Lilley, University of Illinois at Chicago, USA;
Chelsea Duncan, James Madison University, USA;
Hannah Bennett, Augusta University, USA;
Frances Cacho, Florida State University, USA;
McKenzie Hahn, Texas A&M University-Kingsville, USA

Since the COVID-19 pandemic entered our lives, faculty and students on college campuses have reported high levels of stress, depression, anxiety, and burnout (Giuntella et al., 2021). The shift to online learning at the onset of the pandemic also highlighted inequalities in student learning stemming from social economic status, family situation, etc. (Salmi, 2020). To better support college students through this mental health crisis and address student inequalities, higher education has been encouraging faculty to utilize equitable student-centered pedagogy in their classrooms, giving students grace and increasing flexibility (Else-Quest et al., 2022). Unfortunately, the time consumption and additional effort they take to implement meaningfully may be adversely impacting faculty workloads and stress levels. Thus, while some of these practices may be benefitting students, they may be detrimental to faculty. Further, research has shown women and faculty of color have disproportionately been impacted by increased workloads and stress (Schmidt-Crawford et al., 2021). Thus, the aim of this panel is to provide instructors and graduate students with a variety of equitable student-centered course design and assessment strategies, policies, and learning activities that can reduce instructor workload or stress in online, hybrid, or face-to-face classrooms.

Panelists will share a) grading designs and formats designed to simplify grading and reduce faculty workload, b) numerous assessment procedures to provide students with necessary flexibility while decreasing instructor stress, c) learning activities for increasing student autonomy and engagement, d) policies to promote student success, and e) suggestions of strategies to avoid due to being too time and resource intensive. Attendees will have the opportunity to interact with panel members and will leave with concrete techniques and ideas to better support students and instructors alike that can be implemented into their current or future classes.

PAN-10

A GAMES LIKE NO OTHER: A GLIMPSE INTO MENTAL HEALTH SERVICES AT THE BEIJING OLYMPIC AND PARALYMPIC GAMES

Taryn Brandt, United States Olympic & Paralympic Committee, USA;
Emily Clark, United States Olympic & Paralympic Committee, USA;
Julia Cawthra, U.S. Olympic and Paralympic Committee, USA;
Angel Brutus, USOPC, USA;
Jessica Bartley, University of Denver, USA

As a result of unique stressors and systemic factors, elite athletes have been increasingly identified as a population vulnerable to experiencing mental health challenges (Reardon,

Hainline, Aron, et al., 2019) and Olympic and Paralympic athletes are not immune to these challenges. To address these challenges, our National Olympic and Paralympic Committees (NOC/NPC) identified licensed mental health providers to support the mental health of our country's entire delegation. This panel will highlight how mental health resources were provided in Beijing and back home to our entire delegation. Attendees will understand the importance of relationship building prior to and during the Games and how services were built on those relationships. In addition, panelists will share how the International Olympic Committee Sport Mental Health Assessment Tool-1 (IOC SMHAT-1) was deployed to provide a baseline of mental health concerns for athletes competing at the Games. Panelists will further share the importance of collaborating with the NOC/NPC and National Governing Bodies (NGBs) as well as de-centralized service providers in these organizations including sports medicine and sports sciences. In addition to support centered on the athlete, panelists will also discuss the desire to create overall health and wellbeing of the organizational staff members tasked with Games operations and athlete care. Unique challenges such as the location of the Games and COVID-19 will be highlighted. Finally, space will be provided for panelists and attendees to engage in dialogue to further identify processes and procedures.

PAN-11

TWO WORLDS, ONE BEAT - INTERSECTIONAL EXPERIENCES OF TWO U.K. SPORT PSYCHOLOGY PROFESSIONALS UNITING TO LEAD CULTURAL CHANGE IN U.K. SPORT AND SPORT PSYCHOLOGY

Shameema Yousuf, Empower2Perform / Valor Performance, UK;
Peter Olusoga, Sheffield Hallam University, UK;
Alessandro Quartiroli, University of Wisconsin - La Crosse (USA)/University of Portsmouth (UK)

People of minoritized racial and ethnic backgrounds have navigated the impacts of a double pandemic (Bright, 2020) over the past couple of years. Dealing with novel coronavirus, the loss of loved ones, and the inequities in healthcare and society, while witnessing traumatising racialised events, speaks to a system of racism that significantly impacted the wellbeing of individuals of colour. Those unwilling to tolerate injustices in society have sought to advocate for change, amplifying their voices to precipitate action. However, this may come with some burden, as people of colour facing racism are exposed to daily microaggressions (Sue, 2010), and may face racial battle fatigue (Smith, 2011) and racial trauma (Comas-Diaz et al., 2019) that can lead to psychology professionals of colour being at risk of burnout (Quartiroli et al., 2021). Through an interview process facilitated by a cultural expert in the sport psychology profession, this panel will highlight aspects of intersectionality (Crenshaw, 1989). The panel will seek to explore and discuss some of the challenges faced by two senior sport psychology professionals through an international intersectional lens given their identities of being a British Black male and British-Zimbabwean Indian Muslim female suffering with racial battle fatigue. They acknowledge that while managing racial battle fatigue, advocacy places burden on them to promote equity in the sport psychology profession, but that it is a necessary step towards change and belonging for all minoritized individuals. They discuss the importance of self-care,

support measures and groups they put in place to resist, or at least try to alleviate complete burnout. Additionally, they highlight some of the necessary interventions undertaken to lead change in the U.K. sport psychology profession, with cultural reflexivity (Schinke et al., 2012) and humility (Hook et al., 2013), as they continue their life-long journey in cultural competency (Quartiroli et al., 2020).

PAN-12

A COMPARISON OF THE PSYCHOLOGICAL FUNCTIONING OF THE OLYMPIC ATHLETE AND THE SPECIAL WARFARE OPERATOR

Lennie Waite, University of St. Thomas, Houston, USA;
Wayne Chappelle, United States Air Force, USA;
Anne Shadle, NY Jets, USA;
Tyler McDaniel, NeuroStat Analytical Solutions, USA

A team of sport psychology professionals and clinical psychologists working with elite athletes and military personnel conducted a study comparing and contrasting the social, emotional, and behavioral functioning of U.S. Air Force pararescue (PJ) personnel and Olympic trials qualifiers in the sport of track and field. This panel focuses on the intersection of mental skills training (e.g., arousal regulation, imagery, self-talk) for elite military personnel and world class, Olympic athletes (Gercken & Johnson, 2021; Meyer, 2018). Members of this panel will discuss the perceived overlap in psychological skills required to perform in the battlefield arena and the Olympic arena and provide objective data based on NEO-PI-3 (McCrae & Costa, 2010) personality testing results comparing and contrasting PJs and Olympic athletes. Using a data-driven approach, panel members will discuss the psychological functioning of these two elite groups and how both groups benefit from psychological skills training and performance psychology interventions. Panel members will highlight areas where the two groups are distinctly different and how these differences are adaptive for their specific professions. Additionally, this panel will highlight the relationship between culture and personality, and the impact of cultural factors on personality assessment. Panelists are part of the Aeromedical Operational Clinical Psychology Team at Wright-Patterson Air Force Base and provide psychological skills training to professional and Olympic-level athletes. Panelists will discuss the diversity of performance skills in high-intensity, high-pressure situations, how elite warfighters and Olympic-level athletes are similar, and the importance of cultural competency when reviewing personality profiles and will challenge audience members on the implementation of psychological skills training programs grounded in the perceived similarities (Wagstaff & Leach, 2015) between these two groups. Overall, findings and discussion based on this study can inform sport psychology professionals and the AASP community regarding optimal performance strategies for different high-performing groups.

PAN-13

THE FAILURES THAT GUIDED US: SHARING VULNERABILITIES IN ASCENDING TO THE ELITE LEVEL

Trey McCalla, Apogee High Performance, USA;
Angus Mugford, Toronto Blue Jays, USA;
Lindsey Hamilton, IMG Academy, USA;
Hillary Cauthen, Texas Optimal Performance & Psychological Services, USA;
Tanya Bialostozky Azses, W1N the Moment / NY Mets, USA;
Mustafa Sarkar, Nottingham Trent University, UK;
JF Menard, Kambio Performance, Canada

CMPCs and other practitioners in the field of sport and performance psychology frequently speak of the value in failures, but rarely detail their own. Demonstrating vulnerability through uncertainty, risk, and emotional exposure (Brown, 2012) can be anxiety-provoking for various reasons. One reason is to avoid casting an unfavorable light on the self and to maintain self-esteem (Eskreis-Winkler & Fishbach, 2020). Another reason is information in success is directly instructive, whereas the information in failure is more oblique (Eskreis-Winkler & Fishbach, 2020). Failures simply take more energy to understand and describe.

Yet there are benefits to having the courage and capacity to share experiences with a specific group and a specific time (Häggglund et al., 2019). Learning vicariously from others' failures is a safe way to learn from costly and risky actions (Bandura, 1961). By sharing failures, not only will a field make progress from the transfer of knowledge (Eskreis-Winkler & Fishbach, 2020), but it can increase benign envy, triggering inspirational and productive feelings in others by pulling each other up rather than pulling each other down (Brooks et al., 2019).

Gaining inspiration from Stefan's (2010) CV of Failures, this panel will discuss their professional failures in their journey to the elite level of sport and performance psychology in professional sport, academia, and private practice. The panel's stories of failure will cover an array of experiences as both young and experienced professionals in not gaining desired employment, doubting their process, not making the impact they wanted, and mistakes made along the way - among others. The intent is to help attendees learn what actions to avoid and initiate the sensation of pulling each other up through creating a communal recognition that we all expect and accept to stumble along the way.

PAN-14

CRITICAL CONVERSATION: NAVIGATING THE LEAP FROM GRADUATE SCHOOL TO EARLY CAREER PROFESSIONAL?

Hannah Bennett, Augusta University, USA;
Megan Byrd, Georgia Southern University, USA;
Meghan Halbrook, Randolph College, USA;
Tammy Sheehy, Bridgewater College, USA

After spending the majority of their twenties as students, the presenters found that making the leap from graduate student to professional was not as simple as graduating and applying for jobs. Moving from a network of peer mentorship and collaboration to working in a silo or with others who aren't knowledgeable about the field led to challenges

associated with shedding the student identity and creating myriad new ones. The existence of peer-mentorship in the graduate student experience of SEPP is a relevant part of the professional development for any given student (Hutter et al., 2017; Watson et al., 2009), and that need does not end simply due to graduation. Furthermore, social support, in general, has been shown to be important for reducing workplace stress in higher education institutions (Foy et al., 2019) and may be even more integral in the early transition period to academia. The transition from graduate training to both an academic and applied career may mirror that of general psychology professionals which research has suggested presents many challenges including learning to engage in the developmental process of making critical decisions that may have a significant impact on students' lives and figuring out how to manage applied work with the central responsibilities of teaching and research (Cohen et al., 2003). In this critical conversation, four female sport, exercise, and performance psychology (SEPP) professionals will lead a discussion on the experiences and challenges navigating the transition from graduate school to career. Topics discussed include: finding a 'new' identity, navigating impostor syndrome as new professionals, establishing peer-mentor groups, starting and maintaining new relationships, being female in a male-dominated field, handling sexism and misogyny, intersectionality, and challenges related to being an international scholar.

PAN-15

EARLY CAREER EXPERIENCES: DISCUSSING THE IMPORTANCE OF CULTURAL COMPETENCY IN THE FIELD OF SPORT PSYCHOLOGY

Duygu Gurleyik, Ozyegin University, Turkey;
Eric Martin, Boise State University, USA;
Dolores Christensen, University of Oklahoma Athletics Department, USA;
Steven Cohen, Magellan Federal, USA;
Celia Naivar-Sen, Ozyegin University, Turkey

The globalization of sport has led athletes, coaches, and practitioners to interact with performers from highly diverse cultural backgrounds. Thus, cultural competency has become one of the most critical factors in delivering services that are both highly effective and ethical. Yet, cultural competence in the Sport Psychology (SP) field is still an understudied concept compared to its role in mainstream psychology (FEPSAC, 2018; Schinke & Moore, 2011). Cultural competence, a multilevel concept, can be examined both between countries (e.g., best practices considering the norms and customs of the countries or regions) and within countries/cultures (norms in different organizational cultures and climates within a single country; Ryba & Wright, 2010). Further complicating these relationships, professionals must interact with individuals from various backgrounds within different hierarchical levels (e.g., coaches, managers, players, parents). To be culturally competent, all these aspects should be considered simultaneously.

Acknowledging the importance of sharing unique experiences, this panel will focus on different cultural climates of the SP field both between different countries (USA and Turkey) and within various settings (applied and academic). Five early career sport psychologists/consultants will discuss the challenges of navigating the culture and climate of their own

environments including country of origin and organization. Specifically, two individuals will discuss their work in Turkey, one as an academic and one as an academic also working with a national soccer club. The other three panelists will discuss their experiences in the United States in differing contexts (academia, military, collegiate athletics). The panel will focus on what it means to be culturally competent in these positions, steps taken to learn about their own culture, challenges of working in these environments, and advice they would give to future professionals.

PAN-16

THE CLINICAL SPORT PSYCHOLOGIST: THE (X) SCIENTIST-PRACTITIONER MODEL OF INTEGRATING SPORT PSYCHOLOGY IN CLINICAL DOCTORAL EDUCATION AND TRAINING PROGRAM

Jordan Collins, Saint Louis University, USA;
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Sport psychology consultation and clinical psychology practice are becoming increasingly related, as the field of sport psychology has begun using empirically supported treatment criteria for performance enhancement interventions (Gardner & Moore, 2006). Since its inception in 2015, the (X) Sport Psychological Sciences and Consultation Lab has integrated more evidence-based interventions and expanded services beyond (x) student-athletes and teams. In its pilot year, the (x) Sport Psych Lab was challenged with engaging in outreach and recruiting clients, time constraints for case supervision, and developing an assessment battery for use at baseline, throughout services, and at termination (Perry & Ross, 2016). Now in the 7th year of operating, the sport consultant team has become a functional part of (x) Athletics Department and the greater community.

Recent education and training guidelines in professional psychology identify sport psychology as an APA proficiency that can be integrated as a 'focus' in graduate training programs and the need for sport psychology services has drastically increased for athletes of all backgrounds. The focus of this panel is to facilitate a discussion regarding the similarities and differences of practicing sport psychology and clinical psychology and the integration of the two through clinical sport psychology. Furthermore, the panelists seek to provide guidance for training programs interested in establishing a focus in sports psychology. The panelists include current graduate trainees/consultants, licensed clinical psychologists, and clinical sport psychologists, and will discuss how to implement an applied clinical sport psychology training program within a university's athletic department, including a detailed description of the experience and an evaluation of services. Furthermore, consultants will discuss the (x) Sport Assessment Battery, the integration of third-wave acceptance-based approaches such as the Mindfulness-Acceptance-Commitment (MAC) and Mindful Sport Performance Enhancement. The panelists will discuss the strength, weaknesses, opportunities, and threats that emerged over the past 7 years in the (x) Sport Psychological Sciences and Consultation program.

POSTERS

Coaching

P-01

'WHEN THE FIRE IS BURNING BRIGHTLY AND IS STRUGGLING TO GET GOING' COACHES PERCEPTIONS OF THE MOTIVATIONAL PROCESSES IN ELITE ATHLETES

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CoBuilding upon previous research (e.g., Mallett & Hanrahan, 2004) which looked at the motivational processes of elite athletes, the present study sought to explore elite track and field coaches' perceptions of elite athletes' thoughts, feelings and behaviours when optimally motivated and when they have motivational difficulties. Following institutional ethical approval, individual semi-structured interviews (n = 9; 7 males, 2 females) were conducted with elite international level (World Juniors, Commonwealth, European, World, Olympic) coaches to elicit relevant qualitative data. Questions posed were 'Can you describe what an athlete looks like' when he or she is optimally motivated/having motivational difficulties? What behaviours do they display? How do they tend to act? What types of thoughts and feelings might they experience? Due to the pandemic, all interviews were conducted over Zoom. The data were drawn from verbatim transcriptions of the interviews and analysed using a reflexive thematic analysis approach guided by Braun and Clarke's (2006) six phase process. Three overarching themes emerged: (1) when the fire is burning brightly : elite athletes revealed a focus on self-mastery, demonstration of positive emotions and are more social when optimally motivated, (2) red flags : cause for concern : included a range of cognitive (e.g. lack focus, negative self-dialogue, question their why?) and behavioural issues (e.g. inconsistent, rushing, becoming distant and training becomes a drag) that are indicative of compromised motivation, and (3) motivation is variable and impressionable : motivation ebbs and flows, is impacted by outside factors and the athlete motivation profile is highly individual. Athletes and relevant social agents (e.g., coaches) could benefit from these findings, reflect on their own experiences of their motivational processes and experiences to promote reflection and self-awareness in themselves (coaches) and their athletes.

P-02

A QUALITATIVE INVESTIGATION INTO THE IMPACT OF THE PERCEIVED MOTIVATIONAL CLIMATE ON MALE COLLEGE STUDENTS' MOTIVATIONS AND EXPERIENCES WHILE LEARNING A NEW PHYSICAL ACTIVITY-BASED SKILL

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Achievement goal theory (Nicholls, 1984, 1989), a leading theory of motivation, has provided strong evidence that creating a caring, task-involving climate (CTIC) in sport yields

more adaptive responses compared to an ego-involving climate (EIC). In CTICs coaches foster positive relationships, focus on mastery and effort, and treat mistakes as part of learning. In EICs coaches pit athletes against one another, focus on winning and outperforming others, and punish mistakes. Unfortunately, most achievement goal theory research is quantitative. Qualitative research provides a more in depth understanding of the experience of participants and can help explain the range of responses that participants have within EICs and CTICs. The purpose of this investigation was to examine the impact of the motivational climate on the motivations and experiences of male college students learning a new physical activity-based skill in a group setting. Participants (N = 56; Mage = 19.95 y.o.) were taught to juggle in either a CTIC or EIC. Following the session, participants completed a questionnaire that included: 1) When you were faced with performance stress, how did you respond? 2) Describe the environment that you and your fellow participants created during the juggling session. Deductive and inductive qualitative processes were used for analysis and revealed the following themes for the EIC participants: a) disengaged; b) submissive behavior; c) performed under their potential, especially when observed by others; d) humiliation; e) better performers were competitive, others were supportive; f) positive coping strategies were utilized (e.g., focused on skill mastery). Themes for the CTIC included: a) highly engaged; b) had fun; c) were confident in their skills and ability to learn; d) focused on skill mastery; e) supported one another. Examples will be shared. This research provides a greater understanding of processes that lead to heightened motivation for participants in both CTICs and EICs.

P-04

COACH AS MPC? HIGH SCHOOL ATHLETE PERSPECTIVES ON LEARNING MENTAL TOUGHNESS SKILLS FROM THEIR COACH

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The frequent and consistent interactions between high school coaches and their athletes put coaches in a unique position to teach mental skills to their athletes (Madrigal et al., 2018; Voight, 2005). However, there is a dearth of information regarding coach-led mental skills training programs. Do athletes like it when their coaches are in these dual roles, and more importantly do they benefit from this experience? The purpose of the case study was to investigate female athletes' perspectives of a mental toughness curriculum and their experiences of learning these skills when taught by their coach. After reviewing the weekly activities with the researcher (a Certified Mental Performance Consultant, CMPC) and completing a quiz on the content, a high school varsity water polo coach taught the Mental Toughness UNIFORM (Gilbert, 2011, 2017) to his team. Though the curriculum has a teaching structure (9 activities in a specific order for each mental skill), the coach was given autonomy in terms of the schedule and pace of activities. Seven athletes participated in individual semi-structured interviews lasting approximately 40 minutes each after the curriculum concluded. All athletes reported that they enjoyed the curriculum and perceived that their mental toughness increased from the beginning of the intervention. The coach's pre-established relationships with his athletes facilitated their participation and dedication to learning the skills as they respected and trusted him. However, the athletes also reported that the coach's irregular teaching schedule

interfered with their ability to fully learn and apply all of the mental skills. Content analysis revealed that their engagement in the mental toughness curriculum contributed to the following themes: Winning Team Culture, Growth, Accountability, and Common Language. Discussion will include suggestions for coaches regarding their relationships with their athletes, ways to authentically incorporate mental skills into practice, and the importance of consistency to athlete learning.

P-05

COACHING STYLES AND COLLEGIATE ATHLETES' MOTIVATION AND BURNOUT

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Specific coaching styles and athletes' motivation have presented as potential contributors to the overall performance and burnout in athletic performance (Gillet et al., 2010). While there has been some research done linking motivation and burnout to coaching behaviors and coaching styles, there is not enough research to determine if there is a significant effect between coaching styles on the two variables. The purpose of the proposed study was to further the research between coaching styles and how they affect the athletes' motivation and burnout. Participants in the study consisted of 82 current National Collegiate Athletic Association Division I (42.7%), Division II (23.2%), and Division III (24.4%) collegiate athletes. Participants ranged in age from 18 to 28 with a mean age of 19.76. Participants ranged in year in school with first year (23.2%), sophomore (14.6%), junior (32.9%), seniors (20.7%), and other (8.5%). White was reported for race 86.8% of the time and female was selected for gender 75.6% of the time. Data was collected through a Qualtrics survey distributed via email. Coaching style was measured through the Leadership Scale for Sports (LSS; Chelladurai & Saleh, 1980); athlete motivation was measured via the Sports Motivation Scale-II (SMS-II; Pelletier et al., 2013), and, athlete burnout was measured via the Athlete Burnout Scale (ABO-S; Isoard-Gautheur, 2017). Data analysis is ongoing and the results regarding the relationships among coaching style, athlete motivation and athlete burnout will be shared. Results from this study could inform educational workshops conducted to help coaches understand how their coaching styles and behaviors impact their athletes' motivation and burnout.

P-07

EGO-INVOLVING CLIMATE TRIGGERS INFLAMMATORY RESPONSE IN COLLEGE AGE STUDENTS LEARNING A NEW PHYSICAL ACTIVITY-BASED SKILL, WHILE LEARNING IN A CARING, TASK-INVOLVING CLIMATE ELICITS ADAPTIVE RESPONSES

Candace Hogue, Penn State University, Harrisburg, USA

Researchers utilizing achievement goal theory (Nicholls, 1984, 1989) to better understand the impact of leader practices in physical activity-based achievement settings have revealed an array of maladaptive cognitive, behavioral, and affective participant responses to an ego-involving (EI) climate and more promising responses for those in a caring, task-involving (C/TI) climate. What is less understood is how the motivational climate might impact physiological stress responses of participants. The purpose of the investigation was to

experimentally investigate the impact of the motivational climate (i.e., C/TI vs. EI) on participant IL-6 levels, a marker of inflammation. Inflammation can impact the psychological and physical health of athletes and exercisers and is important to consider when hoping to promote greater well-being and maximize performance potential. As a secondary purpose, psychological responses including the satisfaction of basic psychological needs of competence and relatedness (Deci & Ryan, 2000) were investigated. Male college students (N = 56; Mage = 19.95 y.o.) were randomly assigned to either a C/TI or EI instructional juggling session that lasted 30 minutes. Saliva samples were collected prior to (t = -20) and following (t = +30, +45, +60 minutes) the start of the juggling session (t = 0 min). The inflammation levels of participants in the EI group rose significantly from baseline and were significantly greater than the IL-6 levels of the C/TI group, as were their reports of need thwarting and demand appraisals. In contrast, the C/TI group reported significantly greater need satisfaction and improvement, as well as greater perceived coping resources. Finally, perceptions of a task-involving climate negatively correlated with post-juggling IL-6 levels, while perceptions of an EI climate positively correlated with IL-6 response levels. This research signifies that, in addition to concerning psychological responses of participants, there may be important physiological consequences of creating EI climates in physical activity-based settings.

P-09

EMOTIONAL REGULATION AMONG HIGH SCHOOL BASKETBALL COACHES

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As the field of sport psychology has grown, more researchers and applied practitioners have turned their attention from working solely with athletes to working with the coaches who lead those athletes. Coaches, with their various roles, constraints and stressors, are performers in their own right, in need of assistance with their mental performance (Giges, Petitpas & Vernacchia, 2004). The present study examined the manner by which emotional regulation is valued as a psychological skill among 10 high school varsity basketball coaches. Through semistructured interviews and thematic content analysis, the coaches' view on how emotions impact their coaching practice is explored. Results regarding their challenges and successes are presented, as well as techniques and sources of their ability to regulate emotions. The present study adds to the current sport psychology literature in the realm of coaching education and supports a direction towards enhanced social emotional learning among coaches.

P-10

EXAMINING HOW ELITE ICE HOCKEY GENERAL MANAGERS BUILD AND SUSTAIN CULTURES OF EXCELLENCE

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Jordan Lefebvre, University of Queensland, Canada;
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Leading a high-performance sport organization is a multifaceted, complex, and demanding position. To date, most research in this domain has focused on coaches and athletes.

This does not account for teams that have an individual with a greater role, the General Manager. Few positions are as multifaceted and demanding as the sport General Manager, who are responsible for implementing a vision, building a winning team, and most importantly, creating alignment throughout the entire organization. The purpose of the current study was to gain insight into how ice hockey General Managers created and sustained a culture of excellence for their teams. Participants were five experienced Canadian Hockey League General Managers (40-65 years of age) who worked with elite athletes/teams (16-20 years of age). All of these General Managers initially took over poor programs and turned them around on and off the ice, including leading their teams to championship victories. Semi-structured interviews were analyzed using a thematic analysis. The findings revealed that the General Managers played a key role in creating a cultural transformation of excellence. Despite all of the pressures to win, these top hockey executives achieved success by implementing a set of values and principles that were focused on holistic athlete development and maintained a level of excellence within every aspect of the organization. Additionally, each General Manager facilitated a cultural transformation by implementing a clear and consistent vision that led to the creation of a strong organizational culture that ultimately resulted in continued success on and off the ice. Findings from this study could provide valuable information for current and future leaders in both high performing sport and business domains by providing crucial knowledge on how to build and sustain a culture of excellence.

P-11

EXPLORING THE NATURE AND FEATURES OF THE COACH-TEAM RELATIONSHIP

Samuel Booth, Peak Sport Psychology, USA

Grounded in Jowett's (2007) 3+1 Cs model that centres on the characteristics of the coach-athlete relationship (i.e., degree of closeness, commitment, and complementarity), the initial studies in my PhD are qualitatively exploring coaches' and athletes' views regarding the nature, determinants, and consequences of the coach-team relationship. Previous research has demonstrated that reported cohesion, collective efficacy, and perceptions of the motivational climate amongst athletes on a team are shared perceptions and emerge at a team as well as an individual level. Such quantitative findings suggest that a greater understanding of what are key underlying dynamics manifested in team sports and their implications for assessment and intervention (e.g., team building) will stem from a more in-depth awareness of the relationship between the coach and his/her team as a whole.

The present study examined through qualitative sampling of high school athletes and their coaches (1) whether the concept of a coach-team relationship exists (and has meaning) in team sports and how this relationship is defined in the views of high school athletes and their coaches, and (2) the perceived characteristics of a positive and negative coach-team relationship.

A semi-structured interview schedule was created to explore and expand upon Jowett's (2007) Coach-Athlete Relationship Model and explore the research questions. In-depth interviews were conducted with High School Varsity female and male athletes (n=12) and coaches (n=11) from multiple team sports (soccer, basketball, volleyball & lacrosse).

Reflexive thematic analysis revealed that (1) athletes and coaches reported that a coach-team relationship exists and is characterized by closeness/passion, commitment (attachment, loyalty, and attitude), and support/quality of inter-relationships between the coach-athlete-team. (2) Positive characteristics (themes) of the coach-team relationships included harmonious passion, commitment, and integrated support. The negative characteristics described were captured in the themes of low commitment, waning passion, and segregated/broken support between coach-athlete-team.

The present findings strongly support the existence of the coach-team relationship and indicate the need to further explore the contributors and consequences of positive and negative coach-team relationships. The results are supportive of a preliminary model with the coach at the center differentially connecting with each athlete, the team as a whole, and the relationships between athletes in ways that vary in closeness, commitment, and complementarity. It is the hope that the findings from this study can also be used to inform the development of a questionnaire to assess the various facets of the coach-team relationship.

P-12

THE RELATIONSHIP BETWEEN ATHLETE PERCEPTIONS OF COACH LEADERSHIP BEHAVIORS AND ATHLETE GRIT

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USA*

Coach leadership style has long been linked to athlete experiences and performance outcomes (Fransen et al., 2016, 2018). More recently, grit (Duckworth et al., 2007) has also been linked to athlete experiences such as engagement (Martin et al., 2015), self-regulation and motivation (Thapar & Nancy, 2018), and decreased burnout (Howard, 2020). Given the positive psychological benefits of grit and the impact of coaches on their athletes, it makes sense to explore the intersections of coaching behaviors and grit. As such, the purpose of the current study was to examine the relationship between athlete perceptions of coach leadership behaviors and athlete grit. Intercollegiate athletes (n=77) completed: (a) the 12-item Grit Scale-Original (Duckworth et al., 2007), consisting of two subscales (i.e., perseverance, consistency of effort), and; (b) the 40-item Leadership Scale for Sport (LSS: Chelladurai & Saleh, 1980), consisting of five subscales (i.e., democratic behavior, autocratic behavior, training and instruction, social support, positive feedback). Pearson correlational analyses were used to examine the relationships between athlete grit and athlete perceptions of coach leadership behaviors. Significant relationships were identified between the grit subscale of perseverance and the leadership behaviors of training and instruction $r(71)=.27$, $p=.02$, social support $r(72)=.39$, $p<.001$, and positive feedback $r(72)=.45$, $p<.001$. Stepwise linear regression was conducted to evaluate whether athletes' perceptions of coach's positive feedback, social support, and training and instruction predicted their grit perseverance. Results indicated that athlete perceptions of coach positive feedback significantly predicted their perseverance, $R^2 = .48$, $F(1,71) = 18.69$, $p < .001$, with 48% of grit perseverance accounted for by

this subscale alone. Taken together, these findings suggest that athletes' ability to persevere could be connected to the perceived positive feedback they receive from their coach. Implications of these results for professional practice and future research are discussed.

P-13

THE ROLE OF COACH EDUCATION IN COACHING PHILOSOPHY DEVELOPMENT AND IMPLEMENTATION

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Coaches are influential in creating safe and positive sport environments for their athletes (Collins, Barber, & Moore, 2011). However, the need for an effective coaching philosophy is an often-overlooked area in the field of coaching. Despite the numerous benefits identified in the literature for understanding and developing a coaching philosophy (Burton & Raedeke, 2008; Gould et al., 2017), limited research exists on whether coaches actually utilize their stated philosophies (McCallister et al., 2000), which has created a gap in the coaching theory to practice literature (Light, 2008). Therefore, the purpose of this study was to explore coaches' perceptions of their coach education experiences and the influence this has had on their coaching philosophy development and implementation. A secondary purpose was to understand athletes' perceptions of their Head Coach's coaching philosophy through their experiences with their Head Coach. A case study methodology, which is useful when exploring experiences and perceptions (Mabry, 2008), was employed to address the purpose of this study. Two NCAA head coaches—one female and one male, along with two athletes from each coach's team, were recruited for this study. The researcher interviewed each participant using semi-structured interview questions and used Braun and colleagues (2016) six-phase model of thematic analysis to examine the data. The current study identified three major themes: Influences on Coaching Philosophy, Coaching Philosophy, and Actual Coaching Practice. A discrepancy between coaching philosophy theory and practice was observed via the disconnect in athlete and coach responses. Coaches' reported experiences with coach education were also found to impact their coaching philosophy development and implementation. This study may be of use to coaches and coach educators interested in coaching philosophies and highlights the need for future research with larger, and more inclusive samples.

P-14

UNDERSTANDING COACHING BEHAVIORS FOR THE DEVELOPMENT OF YOUTH PLAYERS' SELF-REGULATORY ABILITIES

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The body of research on self-regulated learning in sport has grown. Yet, few studies investigated how and what sport coaches develop athletes' self-regulated learning skills. Therefore, the purpose of this research is to understand

what coaching strategies youth soccer coaches relied on for developing youth athletes' self-regulated learning skills. In particular, this research addressed what strategies volunteer soccer coaches believed to develop players' self-regulatory abilities, and how they employ them in their practice. Data were from eight youth volunteer soccer coaches who worked with elementary and middle school players with semi-structured interviews, nearly 60 minutes in length. Thematic analysis was conducted by following Braun and Clarke's guideline (Braun & Clarke, 2006).

As a result, three major themes and eight subthemes, subordinating one of the major themes, emerged. First, coaches attempted to organize the practice environment by specifying the purpose of the practice, creating a positive atmosphere, and respecting player-oriented activities. Second, motivational strategies were actively used, such as setting team goals and building a relationship between players. Lastly, the coaches used some strategies for improving the quality of practice by role models, informal reflection with coaches, and life lessons.

These findings were discussed in terms of self-regulated learning perspectives (Zimmerman, 2013). That is, coaches relied on team goal settings reflecting the significance of players' motivation for self-regulatory ability development. Also, positive coaching approaches were commonly used for creating a positive practice environment. Furthermore, coaches believed that learning opportunities, using performance and personal role models, reflecting practice, and highlighting 'learning moments', may develop the athletes' self-regulatory abilities. Further research is needed to investigate the effects of strategies and activities that aimed to develop self-regulatory abilities of players found in this research.

P-16

UNDERSTANDING THE POSITIVE AND NEGATIVE SIDES OF COACHING THROUGH COLLABORATIVE INQUIRY: ONE FLOURISHING COACH'S JOURNEY

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Mental health and wellness are significant topics, and much energy has been put into understanding variables that impact and programs needed to improve support services among athletes to encourage them to thrive. However, coaches are still an understudied population, especially in relation to emotional wellbeing (Purdy & Potrac, 2016). Whereas some researchers are pushing for studies to identify problems in the coaching world (Potrac et al., 2012), others see the need to further assess the positive side (i.e. why some coaches are flourishing) (Pankow et al., 2012). In response, the current study aimed to explore the positive and negative lived experience of one coach more deeply and over time, while also examining benefits and drawbacks to qualitative versus quantitative data collection techniques. One experienced male field hockey coach in a female dominated sport participated in interviews during his inaugural season at a Division II (DII) program and completed surveys and interviews again three years later. The principals of collaborative inquiry (i.e. inquirer explores and inquiry members are peers in analysis) were used to yield the final part biographical and part auto-biographical story. Factors influencing his ability to flourish amid the challenges of creating a program one season prior to the pandemic and throughout his 20-year U.S. coaching journey are discussed

from both his perspective and in connection with existing theory. The final story is told through conversations between the first (CMPC) and second (coach) authors, integrating the first author's analysis, using both inductive and deductive reasoning, and the coach's reflections. In response to this story, participants will be asked to consider programs and practices needed to enhance future coaches' ability to flourish regardless the environment or stressor.

Collegiate Sport

P-17

ANXIETY AND ACADEMIC FUNCTIONING IN COLLEGIATE STUDENT-ATHLETES

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Anxiety is common among college students, with about 60% of college students endorsing symptoms (ACHA, 2018). Adjusting to academic requirements, time constraints, and social engagements provide a number of significant stressors that may worsen anxiety. Moreover, students who have additional responsibilities, such as student-athletes, may have unique experiences that relate to anxiety. Although student-athletes experience some protective factors, up to 50% of student-athletes report overwhelming anxiety (Davorean & Hwang, 2014). This population is also at higher risk of incurring head injury that can be related to reports of anxiety (Kontos et al., 2019). As such, it is important to examine the relationship between adjusting to college and anxiety in this population. This current project evaluated the frequency of anxiety symptoms, concussions, and therapy treatment between student-athletes who report emotional impacts on academics ($n = 4056$) and those who do not ($n = 1087$). As part of the Healthy Minds Study, participants evaluated various factors related to college student mental health. Independent t-tests between student-athletes with and without emotional impacts were performed for the anxiety, concussion, and treatment variables. Results found that those who reported feeling their emotional functioning was negatively impacting academic performance, more frequently reported anxiety, use of mental health treatment, and more concussions. These results suggest that student-athletes who are indicating more difficulties with academics are also showing poorer mental health outcomes which may also be related to experiencing a concussion. More research should be done on the relationship between head injury and academic functioning, as well as programmatic interventions for these athletes.

P-18

COLLEGE STUDENT ATHLETES AND PSYCHOLOGICAL WELL-BEING IN RETIREMENT

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Each year, 98% of college student-athletes conclude their competitive careers, graduate from college, and transition into a new, nonathlete life. For many athletes, transitioning

into sport retirement is accompanied by psychological, career, physical, and behavioral challenges (i.e., body image concerns, depression, loneliness), which can remain for years. Although past studies have examined such outcomes, many have been limited by cross-sectional designs and/or outcomes measured years after retirement. Thus, we used a longitudinal methodology to investigate college student athletes' psychological well-being four months following graduation/retirement. NCAA athletes ($N = 166$; 83.1% from female teams) who reported graduating and terminating their sport careers completed measures just prior to (Time 1), and four months after (Time 2), graduation. Measures included retirement readiness, depressive symptoms, body satisfaction, and life satisfaction at Time 1 and the three psychological well-being measures (e.g., life satisfaction) at Time 2. Through a series of hierarchical regression analyses, we controlled for athlete gender and the Time 1 psychological well-being measure, and then determined how retirement readiness predicted their Time 2 well-being. Regardless of gender, athletes who believed they had developed a new life focus and who had positive social support systems at their graduation/retirement were more satisfied with their lives (Adj. $R^2 = .424$) and less depressed (Adj. $R^2 = .328$) at Time 2. Our findings are particularly important, as the first study to examine longitudinally, in understanding how to prepare collegiate athletes for retirement. That is, athletic departments through their academic staff and/or sport psychologists, can purposefully work with athletes to help them establish post-retirement goals and encourage them to maintain and expand social support systems as they transition away from their schools and teams.

P-19

COLLEGIATE STUDENT-ATHLETE DEVELOPMENT THROUGH STRONG GIRLS U, A YOUTH SPORTS AND MENTAL SKILLS COMMUNITY SERVICE PROGRAM

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Ashley Kuchar, The University of Texas at Austin, USA;
Skyler Espinoza, SG United Foundation, USA

Sports participation supports long-term health, achievement, and well-being (Women's Sport Foundation, 2009). Unfortunately, youth girls (especially girls of color) are much more likely to drop out of sport than youth boys (Sabo & Veliz, 2008). However, one of the most positive factors towards girls' retention in sports is having role models within the sports community (Zarrett et al., 2020).

By partnering with colleges and universities, SG United Foundation (SGU) provides leadership training for female student-athletes to coach a sport and mental skills program called 'Strong Girls U' for underprivileged girls in their community. Student-athletes work together with the SGU director to run the 6-8 week programs at local schools or community centers using a research-based curriculum involving sports and wellbeing activities (e.g., mindfulness, confidence, goal setting, failure management). Over the last two years, over 300 girls from around the US have participated with nearly 200 college-athletes serving.

According to parent surveys, youth girls experience several positive changes after participating. For instance, 93% of parents noticed their daughters had more confidence, were

more open to trying new things, and felt more connected to a team after participating last year. Additionally, all of the athlete volunteers reported that serving as a coach benefited them in several ways. For example, one athlete said 'I have never gotten the opportunity to [work with kids] in a capacity where the focus is improving and encouraging empowerment, mental health, etc. I feel like being a mentor shifted my mindset surrounding these issues.'

Strong Girls U flourishes in every type of environment where collegiate female athletes have a desire to lead and grow their own mental and life skills. In this presentation, the founder and director of SGU will share the model, the benefits to both the collegiate students and the youth they serve, and future directions.

P-20

DIFFERENCES AMONG RELAXATION AND IMAGERY STRATEGIES IN NCAA DIVISION I ATHLETES

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Robyn Trocchio, Texas Christian University, USA

Athletes use psychological skills such as imagery and relaxation to decrease stress, cope with competitive anxiety, and achieve an optimal state of arousal (Hagan & Schack, 2019). There is conflicting literature around how team and individual sport athletes use imagery, with some saying that individual sport athletes have better capabilities (Di et al., 2019) and others saying team sport athletes use imagery more frequently (Adegbesan 2009). Kudlackova et al. (2013) found that elite athletes use deep breathing, imagery, and muscle relaxation to cope with competitive anxiety, so many techniques need to be analyzed to understand the whole picture. Understanding how different groups utilize these skills can assist professionals implement these psychological skills. The current study analyzed sport type differences in the use of relaxation and imagery among NCAA Division I (DI) athletes. This study included 135 NCAA DI athletes, including team (N = 86) and individual (N = 49) sports. Participants completed a modified version of The Deliberate Relaxation for Sport Survey (Kudlackova, 2011) through Qualtrics. Results indicated there is a statistically significant ($p = .023$) difference in the type of relaxation technique used based on the individual's sport type. Team sports used muscle relaxation, autogenic relaxation, deep breathing, eastern relaxation, stretching and, imagery relaxation more frequently than individual sports. Additionally, the individual's sport type had a significant effect on the reason the individual used performance imagery for their sport ($p = .012$), specifically for mental focus for competition. Individual sport athletes were found to use performance imagery for this reason more than team sport athletes. There were no differences between sport types in the level of deliberate practice of relaxation and performance imagery. This study supports the use of individualized intervention programs to best help athletes use relaxation and imagery in the most effective ways for their performances.

P-21

EFFECTS OF VIRTUAL REALITY AND EXTRINSIC FEEDBACK ON COLLEGIATE ROWERS' PERFORMANCE AND PSYCHOLOGICAL STATES

Ashlyn Fesperman, Boston University, USA;
Natalie Robb, Boston University, USA;
Edson Filho, Boston University, USA

In this poster presentation we will discuss findings from our research on the effects of virtual reality and live feedback on rowers' performance output, physiological measures, motivation, and attentional states. To this extent, previous research has shown that rowers who use virtual reality do not perceive themselves to be exerting as much physical effort with respect to a control condition (Murray et al., 2016). Our within-subjects experimental design includes four conditions: no feedback/no virtual reality, feedback/no virtual reality, no feedback/virtual reality, feedback/virtual reality. Twenty participants have taken part and completed each condition in a randomised order to account for learning and motivation effects. In our preliminary data analysis, we have observed trends in the hypothesised direction, namely higher performance, physiological output, motivation, and dissociative attentional states linked to the feedback/virtual reality condition. These trends coincide with research suggesting that (a) virtual reality training enhances athletic performance as it provides athletes with an immersive multi-sensorial experience that helps to regulate their attentional focus, see Filho, 2015; and (b) feedback facilitates performance and boosts motivation likely because of its enhancing efficacy belief effects, see Chiviawowsky, 2020. Therefore, coaches and sport psychology consultants should consider integrating virtual-reality training and concomitant feedback to their intervention strategies.

P-22

ENDORISING NEGATIVE SPORT PERFORMANCE AND THE IMPACT ON HEALTH

Carmyn Hayes, USA;
Dafina Chisolm-Salau, University of North Texas, USA; Cachet Lue, University of Minnesota, USA;
Cameron Pryor, University of North Texas, USA;
Trent Petrie, University of North Texas, USA

The pressures that college athletes experience to perform (e.g., academically and athletically) may result in psychological distress, including alcohol misuse (Druckman et al., 2015; Martin et al., 2021) and disruptions in sleep (Bolin, 2019), but not in help-seeking. Thus, we examined the extent to which athletes who were struggling with their performances requested sport psychology assistance and reported sleep disruptions and problematic drinking. Participants were 229 Division I athletes (62% women, 2.2% non-binary, 35.6% men; 52.4% White, 20.5% Black, 7.0% Latinx, 4.8% Asian, 3.5% Native American, 2.6% Pacific Islander, 8.7% Bi/Multi-racial) who completed questions regarding their athletic performance (e.g., my current psychological state negatively affects my sport performance - YES/NO), want to work with a sport psychology consultant (SPC) to improve their performances (YES/NO), PROMIS sleep scale, and AUDIT-C. There was a significant relationship between perceiving their psychological state as negatively affecting their athletic performance and wanting to

meet with a SPC ($X^2(1, N = 226) = 26.4, p < .001$); of those struggling with their sport performance, significantly more (56.1%) want to meet with an SPC. Through two independent ANOVAs, we found a significant association between their current psychological state negatively affecting performance and experiencing sleep disturbances, $F(1, 222) = 11.22, p < .001$; athletes who reported being negatively affected were experiencing more sleep disturbances. For problematic drinking, there was no significant relationship, $F(1, 224) = 0.57, p = .450$. When athletes are experiencing psychological struggles that they believe are affecting sport performances, they also are reporting more disturbances in their sleep, which is a behavioral indicator of such psychological distress. Positively, these athletes also indicate being more likely than not to also want to work with an SPC who they believe can assist them.

P-24

EXPLORING ATHLETE'S EXPERIENCES OF UNCONDITIONAL POSITIVE SELF-REGARD

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Jeff Cochran, The University of Tennessee, USA;
Sondra LoRe, The University of Tennessee, USA

Person-Centered Theory (PCT, Rogers, 1959) provides the understanding of how growth-promoting relationships facilitate holistic well-being through the provision of unconditional positive regard (UPR; unconditional acceptance, respect, engagement, belief, and challenge). Through coaches' provision of UPR, athletes reported experiencing an increase of motivation, successful performances, and strengthened trust in their coach (McHenry et al., 2020). Most intriguingly, athletes created a relationship with themselves (i.e., self-regard) that mirrored their coaches' treatment of them (McHenry et al., 2020, 2021). While UPR has just recently been studied in the coach-athlete relationship, little to no attention has been given to the relationship an athlete has with themselves. According to PCT theorists, the provision or thwarting of UPR builds or destructs an individual's unconditional positive self-regard (UPSR; Iberg, 2001), an indicator of thriving (Brown et al., 2017). Using the lens of PCT, 11 former NCAA D1 swimmers were interviewed about their experiences of UPSR and its influence on their well-being and performance success (8 females, 3 males). Using Consensual Qualitative Research (CQR; Hill & Knox, 2021) procedures, the following domains were constructed: a) Perceptions of UPSR, b) UPSR experienced in moments, c) Critical factors of UPSR d) Perceived outcomes of UPSR, e) Critical factors of conditional self-regard, f) Outcomes of conditional regard, and g) Power of coach regard in club swimming. Participants spoke about the influence of club environments on their development of how they treated themselves at an early age and had a strong influence on their self-regard in college. For example, even when their collegiate environments were better, participants still battled destructive self-talk and feelings of worthlessness. Future research directions and practical implications for mental performance consultants (MPCs) will be highlighted. For instance, the competitive club level may be a critical place for MPCs to begin UPR training for coaches.

P-25

EXPLORING THE EXPERIENCES OF COLLEGIATE ATHLETES IN THE COVID-19 ERA

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The COVID-19 pandemic has had serious implications on the health and well-being of student-athletes (Economou et al., 2021; Rowe et al., 2022). The present study explored the experiences of NCAA Division II collegiate athletes both during the period of forced time off caused by the pandemic as well as in their return to competitive sport participation during the COVID-19 era. Student-athletes from individual and team sports were interviewed to learn about how the pandemic affected their lives. Four major themes were identified following data analysis: (1) influence of COVID on athletic identity, (2) increased anxiety during COVID, (3) social aspects of sport participation, and (4) factors that influence mental health. Findings indicated a combination of positive and negative effects on the athletic identity and well-being of student-athletes. Similarities and differences from previous research are discussed. Practical implications and considerations for future research are made.

P-26

IS PSYCHOLOGICAL STRAIN RELATED TO ATHLETES' AGE?

Charlotte Payne, Saint Louis University, USA;
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Athlete burnout, psychological strain, and overall mental health have been of growing interest and concern for sports psychological research. Psychological strain and burnout in athletes have been identified as physical, social, and emotional withdrawal from activities that were once enjoyable due to stress, emotional exhaustion, reduced accomplishment, depersonalization, and other pressures from academic, personal, or sport-related pressures (Gould & Whitley, 2009). Specifically, collegiate athletes have high, but varying, levels of psychological strain. This population reports that some years are consistently more stressful than others (Lubker & Etzel, 2007). First-year college students specifically have been found to have diminished self-concept, disengagement from the sport, and difficulty adjusting which leads to a higher risk of psychological strain (Lubker & Etzel, 2007). Several individual factors may impact psychological strain in athletes, but there is little research assessing age explicitly. With a better understanding of trends in psychological strain across age levels, interventions and support could be targeted towards specific years in school and could be tailored to the differential strains of each grade level. The purpose of this study is to investigate psychological strain amongst collegiate athletes and assess how this strain differs across ages. In the current study, participants completed the Athlete Psychological Strain Questionnaire (APSQ) online. Items on the APSQ investigate sources of stress, maladaptive avoidance coping patterns, relationship challenges within and outside sports settings, problems with substance use, performance concerns, and externalizing behaviors such as anger, aggression, and risk-taking (Rice et al., 2019). A Pearson correlation revealed no significant relationship between age and psychological strain

in a sample of 45 collegiate athletes. Results indicate that several factors may contribute to psychological strain and that athletes likely experience psychological strain in a nonlinear fashion throughout their collegiate careers.

P-28

MENTAL HEALTH CONCERNS AND SERVICE UTILIZATION AMONG DIVISION I COLLEGIATE ATHLETES

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Chris Brownson, University of Texas at Austin, USA

A growing empirical base has supported the importance of mental health support for student-athletes, resulting in an expansion of services targeting this population within university counseling centers and athletic departments (Sudano & Miles, 2017). The National Collegiate Athletic Association (NCAA) has identified mental health screenings as a gold standard for assessing student-athlete mental health (Drew et al., 2021). However, mental health has continued to be stigmatized throughout athletics despite efforts to increase awareness and improve treatment (Bauman, 2016). Our study aimed to understand division I (D-I) athletes' mental health concerns and service utilization.

Participants were 75 student-athletes across multiple sports at an NCAA D-I university who completed a screener at the onset of the 2021-2022 academic year including measures of anxiety (Generalized Anxiety Disorder-7 (GAD-7); Spitzer et al., 2006), depression (Patient Health Questionnaire-9 (PHQ-9); Spitzer et al., 1999), sleep (Athlete Sleep Screening Questionnaire; Samuels et al., 2016), alcohol use (AUDIT-C; Bush et al., 1998), and disordered eating (Brief Eating Disorder in Athletes Questionnaire; Martinsen et al., 2014). Whereas 80% of student-athletes had elevated scores on at least one measure, only 36% reported having sought mental health services. Additionally, although students with elevated scores on a greater number of measures were marginally more likely to have sought mental health services, $t(42.59) = -1.94, p = .059$, the only single measure in which elevated scores were significantly associated with a higher likelihood of seeking services was the GAD-7, $\chi^2(1) = 14.19, p < .001$.

Despite increasing support for student-athlete mental health services, there remains a paucity of information on mental health concerns and service utilization in this population. Our study suggests that although mental health concerns are common among student-athletes, many experience barriers to help-seeking, particularly those with concerns other than anxiety. Further implications and suggestions for future research will be discussed.

P-30

PERCEPTIONS OF FORMER COLLEGIATE ATHLETES ON CAREER TRANSITION PROGRAMS IN THE NCAA

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Lindsay Ross-Stewart, Southern Illinois University Edwardsville, USA

Many student athletes experience feelings of grief, sadness, loss of motivation, and depressive symptoms due to improperly preparing for sport retirement (Weigand, Cohen & Merenstein, 2013). Due to this, past literature encourages practitioners to incorporate psychoeducational programming into NCAA athletic programs that better prepare athletes for transition. However, it has been found that there is a lack of consensus on when and what is being advised to student athletes about the transition process (Leonard & Schimmel, 2016). Additionally, little research has investigated the overall effectiveness of NCAA collegiate career transitioning programs through the perceptions of student athletes. The purpose of this study is to investigate if current career transition programs in NCAA Athletic Departments are using best practices, as defined by the current research in the field, based on former collegiate athlete's perceptions of their experience with career transition programming. A secondary and equally important purpose is to investigate the overall impact athletic career transition has on former collegiate athletes' lives. Former collegiate student athletes completed structured interviews via Zoom to assess their experience with career transition programming during their time as an athlete and the level of effectiveness they felt the program offered. The findings of this study suggest that more attention is needed to implement effective athletic career transition programming into NCAA athletic departments that better prepare student athletes to transition from collegiate sport.

P-31

PERCEPTIONS OF LEADERSHIP STYLE AND LIKELIHOOD TO DISCLOSE CONCUSSION SYMPTOMS: COACHES AND ATHLETES' PERSPECTIVES

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Savana Robinson, Southern Illinois University Edwardsville, USA

The purpose of this study was to investigate the relationship between athlete's perceptions of their coach's leadership style and athlete's likelihood of reporting concussion symptoms. A secondary purpose was to investigate the relationship between coaches' perceptions of athlete concussion disclosure, and athletes reported likelihood of concussion symptom disclosure. Participants for this study included 75 NCAA collegiate athletes and 26 NCAA collegiate coaches who filled out the Leadership Scale for Sport questionnaire which assesses five subscales of leadership (training and instruction, social support, positive feedback, autocratic behavior, and democratic behavior). Athletes answered the question 'If you had concussion symptoms, how likely would you be to tell your coach?' while coaches answered the question 'As a coach I believe my athletes would tell me if they had concussion symptoms.' Pearson's correlational

analyses indicated that athletes' perceptions of their coaches' training and instruction, social support and positive feedback had a strong positive correlation with concussion symptom disclosure. To assess the difference between coaches' perceptions of athlete concussion symptom disclosure and athlete reported likelihood of disclosing concussion symptoms to their coach, a MANOVA was conducted. There was a statistically significant effect for group with follow-up univariate ANOVAs indicating that coach's perceptions of concussion symptom disclosure were significantly higher than athletes reported their likelihood of disclosing concussion symptoms. These results indicate quality training and instruction, high levels of positive feedback and social support are key to optimizing and fostering the normalization of athlete's disclosing a potential concussion to their coaches. Furthermore, the discrepancy between athletes reported likelihood of reporting concussion symptoms and coaches' perceptions that they would, indicates that more education is needed on concussion safety and protocol so coaches do not rely solely on symptom disclosure from athletes.

P-32

PRELIMINARY EXPLORATION OF COLLEGIATE BASEBALL PLAYERS' EXPERIENCES OF PERFECTIONISM AND STATISTICS

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Matt Anderson, Georgia Southern University, USA;
Adonis Baker, Georgia Southern University, USA;
Megan Byrd, Georgia Southern University, USA*

Perfectionism has been defined as individuals' commitment to extremely high standards of performance (Burns, 1980; Hamachek, 1978) and exhibiting concerns or doubt regarding achievements (Frost et al., 1990). Perfectionistic athletes and other elite performers may be impacted by the added excess stress and an increased fear of failure surrounding performance (Hill, Witcher, Gotwals, & Leyland, 2015). According to Gotwals and Spencer-Cavaliere (2014), those who identify as unhealthy perfectionists have difficulty recovering from mistakes, lack control, and are self-critical when coping with a challenge, all of which are factors that could potentially be detrimental to performance. Furthermore, while cross-cultural research in perfectionism is limited, preliminary explorations have revealed that perfectionism dimensions may be impactful among various cultures (Smith et al., 2017), including those considered individualistic and collectivist (Walton et al., 2018). The purpose of this qualitative exploratory study was to learn about the experiences of college baseball players and perfectionism, specifically how recurring exhibition of statistics conceivably impacts overall confidence and performance. Six, upperclassmen, male collegiate baseball players participated in semi-structured interviews. Results indicated that baseball players' perceptions of perfectionism were dependent on specific roles held (i.e. leadoff hitter) and role expectations (i.e. scoring, getting on base). Statistics also added to perfectionistic tendencies (i.e. on base percentage, batting average). The level of pressure in competition and perceived support may influence how perfectionism impacts performance. This study demonstrates how perfectionism influences intercollegiate baseball players' performance and mental well-being. It is pertinent that sport and exercise psychology professionals be aware of the ways in which perfectionism can potentially impact performance in order to provide optimized care for athletes. Additionally, it is important

for practitioners and coaches alike to consider the potential influence that culture may have on athletes' perceptions of perfectionism and possible interventions to minimize its impact on performance.

P-33

PSYCHOLOGICAL HARDINESS AND SUBJECTIVE WELLNESS IN DIVISION I COLLEGE LACROSSE

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Jody Langdon, Georgia Southern University, USA;
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Psychological hardiness, coined by Kobasa (1979), suggests individuals with certain personality characteristics are resistant to the psychophysiological effects of stress. These specific personality characteristics—commitment, control, and challenge—make up what Kobasa called the hardy personality. In conjunction with the trend to monitor athletes' physiological states on a daily basis, adding hardiness, as well as other psychosocial variables such as subjective wellness and session ratings of perceived exertion (sRPE), could help coaches better understand their athletes. The current study examined psychological hardiness scores (Dispositional Resilience Scale-15 (DRS-15; Bartone et al., 1989)), sRPE scores, and subjective daily wellness scores of female collegiate lacrosse players throughout an academic semester. Players (n = 25) rated their daily wellness based on muscle soreness, sleep, fatigue, and perceived stress. Results showed no differences in daily wellness or sRPE by level of hardiness ($p = .511$), but wellness scores for the athletes tended to decline throughout the semester ($p < .005$), and sRPE scores were lower during the 8-hour training weeks compared to the 20-hour training weeks ($p < .001$). The current project expands the research with female athletes in order to provide coaches with suggestions for planning effective practices and managing training loads throughout the season. As coaches consider ways to improve athletic performance, including psychosocial variables such as those hardiness, sRPE scores, and daily wellness scores may help to provide more well-rounded guidance on training load and its impact on athletes.

P-34

QUALITATIVE ANALYSIS OF THE CAREER TRANSITION EXPERIENCES OF INTERCOLLEGIATE ATHLETES WITH HIGH ATHLETIC IDENTITY: A COMPARISON OF ATHLETES WITH HIGH OR LOW RELIGIOSITY

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Linda Keeler, Western Washington University, USA;
Hillary Robey, Western Washington University, USA*

There is evidence that athletes with high athletic identity experience psychological difficulty following sport retirement (Menke & Germany, 2019); yet researchers have not qualitatively examined that group's sport transition experiences. Moreover, athletes' other identities have remained relatively unexplored in retirement research. Athletes use prayer as a coping mechanism (Czech & Bullet, 2007; Perera & Frazier, 2013), therefore, athletic and religious identities may intersect during sport retirement. The aims of this study were to examine

transition experiences of athletes with above average athletic identity and compare experiences of athletes with high versus low religious faith. Seventy-two former intercollegiate athletes (69.4% female; Mage = 22.6 years; 84.7% White) with above average Athletic Identity Measurement Scale (Brewer et al., 1993) scores completed the Santa Clara Strength of Religious Faith (SCSORF-SF; Plante et al., 2002) and described their transition via open-ended surveys. Inductive thematic analysis (Braun & Clarke, 2006) on the entire sample led to two higher-order categories for transition experiences (losses; difficulties) and coping methods (e.g., filling the void; managing challenges). SCORF-SF responses were used to categorize athletes into high religious faith (HRF; $n = 25$) or low religious faith (LRF; $n = 20$) subgroups, which included athletes of a variety of Christian-based faiths. Some differences emerged between subgroups; the HRF's most frequently reported coping method was Physical Activity, yet it was Maintaining Sport/Competitor Identity for the LRF group. The HRF group more frequently reported Loss of Sport Relationships (HRF = 35%, LRF = 15%) and Loss of Identity (HRF = 24%, LRF = 0%). Notably, 35 athletes (48% of entire sample) reported using prayer during their transitions. Among other applications, results imply that practitioners should help athletes with high athletic identity identify coping mechanisms prior to sport retirement, such as physical activity, finding new competitive outlets and, for Christian athletes, possibly prayer.

P-35

SELF-COMPASSION, MINDFULNESS, AND SYMPTOMS OF EMOTIONAL DIFFICULTIES PREDICT STUDENT-ATHLETE COPING STRATEGIES FOLLOWING THE SUDDEN END TO THEIR SEASON DUE TO COVID-19

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Although research on termination from sport has focused on injury, sport endings have recently taken on new meaning due to the COVID-19 pandemic. Our previous research showed the importance of self-compassion, mindfulness, and symptoms of emotional difficulties in predicting student-athletes' daily emotions following the premature end to their sport season (Weppner et al., 2021). The goal of the present study was to use daily diaries to explore athletes' coping during the pandemic.

Participants were 17 student-athletes (82.35% female) across multiple sports at a Mid-Atlantic NCAA D-III university. Baseline measures included the Depression Anxiety Stress Scales-21 (Lovibond & Lovibond, 1995), the Self-Compassion Scale (Neff, 2003), and the Five Facet Mindfulness Questionnaire-15 (Baer et al., 2012). After returning home for online classes due to COVID-19, student-athletes were asked to complete 14 end-of-day diary records that asked about use of different coping strategies to deal with the most negative event of each day.

As predicted, baseline levels of both self-compassion and mindfulness were significantly associated with coping strategies including Acceptance ($r = .70, .63$), Problem-Solving ($r = .61, .58$), and Self-Compassion ($r = .69, .65$). Significant inverse associations were found between stress and

Acceptance ($r = -.69$), as well as between depression and both Acceptance ($r = -.58$) and Problem-Solving ($r = -.52$). Contrary to our hypothesis, anxiety was not related to any of the coping strategies.

This study is distinctive in having access to pre-COVID baseline information and also was able to incorporate daily diary assessment after the onset of the pandemic. It thus contributes to a small but critical literature on student-athletes' well-being during the early days of the pandemic (Bullard, 2020; National Collegiate Athletic Association, 2021), and suggests important predictors of resilience during this difficult time. The implications for both athletes and coaches will be discussed, and suggestions made for future research.

P-36

SHARPENING THE MENTAL EDGE IN ICE-HOCKEY: IMPACT OF A SEASON-LONG PSYCHOLOGICAL SKILLS TRAINING AND MINDFULNESS INTERVENTION ON ATHLETIC COPING SKILLS, RESILIENCE, STRESS AND MINDFULNESS

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Ice-hockey is known for its dynamic nature requiring not only a versatile combination of athleticism, but also the effective management of mental factors. Limited number of psychological skills training (PST) interventions have been implemented in ice-hockey, and especially in combination with mindfulness training. This mixed-method study investigated the effects of a season-long (22 one-hour sessions) integrated PST and mindfulness intervention with a Division I men's collegiate ice-hockey team ($n = 30$; ages 18-23). The intervention utilized an eclectic approach (Poczwadowski, Sherman, & Ravizza, 2004) by including various theoretical frameworks and schools of thought, including Weinberg and Gould (2019) and Williams' (2001) guidelines for the PST tools and skills, as well as topics derived from Stoic philosophy, Eastern philosophies, Cognitive-behavioral therapy, and accomplished coaches and athletes. Quantitative measures consisted of Athletic Coping Skills Inventory (Smith, Schutz, Smoll, & Ptacek, 1995), Brief Resilience Scale (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008), Freiburg Mindfulness Inventory (Walach, Buchheld, Büttenmüller, Kleinknecht, & Schmidt, 2006), Mindful Attention Awareness Scale (Brown & Ryan, 2003), and Perceived Stress Scale (Cohen, Kamarck, & Mermelstein, 1983). Qualitative measures consisted of post intervention reflections relating to the beneficial aspects of the intervention, applicability to life, what could have been done better and any challenges encountered. Quantitative data analysis consisting of Repeated Measures ANOVA revealed statistically significant increases in the athletic coping skills ($F(1, 16) = 9.059, p < 0.08$), resilience ($F(1, 16) = 13.83, p < .002$) and mindfulness ($F(1, 16) = 93.64, p < .000$). Qualitative results indicated positive and beneficial perceptions of the intervention on not only performance-related aspects of ice-hockey, but also different aspects of life. The results suggest that a season-long integrated PST and mindfulness based intervention could be beneficial in helping athletes improve factors related to enhanced athletic performance and life in general.

P-37

SIMPLE STEPS TOWARD PHYSICAL AND MENTAL WELLBEING: WHY COACHES AND ATHLETES DON'T ENGAGE IN YOGA OR HEALTHY EATING?

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Jemorieana Golombeski, *Methodist University, USA*;
Kendal Cahill, *Methodist University, USA*;
Madeline Hernandez, *Methodist University, USA*;
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Nutrition and yoga training could yield significant gains in the mental and physical wellbeing of athletes and coaches. Inadequate nutrition is linked to poor athletic and academic performance, increased injury risk, and decreased mood (Alammar et al., 2020; Brown & Tenison, 2018); however athletes and coaches may not understand these connections (Botsis & Holden, 2015; Torres-McGehee et al., 2012). Yoga may influence mood, health and performance by mitigating the stress response, minimizing fatigue, and improving physical function, flexibility, and strength (Arbo et al., 2020; Benvenuti et al., 2017; Gothe & McAuley, 2016); yet, statistics show a limited population employ this approach (Park et al., 2015). Although there is some indication of a lack of participation in yoga and calls for nutrition interventions for college athletes (Coccia et al., 2020), more studies are needed to understand knowledge, reasons and barriers among athletes and coaches, especially among those with few wellness resources. Therefore, this study assessed current thoughts and practices of both student-athletes (n=76) and coaches (n= 12) from one DIII university. Findings confirmed a lack of regular participation, citing time as the primary deterrent and a lack of awareness concerning benefits of regular engagement. Similarly, most participants did not eat a healthy diet or focus food intake on energy expenditure. Findings regarding other behaviors and knowledge will be explained in relation to intersectionalities, along with recommendations for small colleges to better incorporate yoga and nutrition opportunities to benefit coaches' and athletes' mental and physical wellbeing.

P-38

SOCIAL SUPPORT AND MOTIVATION WITH STUDENTS VS. STUDENT-ATHLETES DURING THE COVID-19 PANDEMIC

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The current study examined the relationship between perceived social support (PSS), interest/enjoyment (IE), and perceived choice (PC) in academics and exercise among college students during the COVID-19 pandemic. As a secondary purpose, we compared the means of aforementioned variables between student-athlete and non-student-athlete participants. 103 participants (61 student-athletes and 42 non-student-athletes) volunteered to complete a survey of PSS, EI, and PC in both academic and exercise context on 1-7 Likert scale. All the scales demonstrated adequate reliability; Cronbach's alphas ranged from .72 to .95. Descriptive statistics and correlation coefficients were computed with the total sample as well as groups. Correlation analysis with the total sample revealed that there are statistically significant positive correlations between: 1. PSS and IE in exercise ($r = .30, p < .01$), 2. IE in exercise and PC in exercise ($r = .22, p = .03$), 3. PC in exercise

and PC in academics ($r = .27, p < .01$), and 4. IE in academics and PC in academics ($r = .53, p < .01$). Independent sample t-test revealed that non-student-athlete participants reported significantly higher PC in exercise [$M = 5.06, SD = 0.96; t(99) = -2.64, d = -.54 (p < .01)$] and IE in academic [$M = 3.06, SD = 1.31; t(96) = -1.76, d = -.36 (p = .04)$] than student-athlete participants did (MPC = 4.51, SDPC = 1.08 and MEI = 2.61, SDEI = 1.18). Results were partially in line with tenets from social support framework and self-determination theory. Future research should employ larger sample size to confirm these relationships. In conclusion, colleges may want to create more opportunities for social support and structures to satisfy college students' basic psychological needs, in order to support intrinsic motivation for their studies and exercise.

P-39

STIGMA, ATTITUDES, AND INTENTIONS TO SEEK MENTAL HEALTH CARE IN DIVISION I ATHLETES: A MEDIATION MODEL

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Kelzie Beebe, *University of North Texas, USA*;
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Justin Harker, *University of North Texas, USA*;
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Up to 50% of college student-athletes (SAs) experience mental health concerns (e.g., anxiety), yet fewer seek treatment, often due to barriers such as stigma (Davoren & Hwang, 2014). In samples of college students, the negative relationship of stigma on intentions to seek help has been mediated through poorer attitudes towards help seeking (Vogel et al., 2007). Because research with SAs has been minimal and limited to DII and III SAs (Hilliard et al., 2020), we surveyed 229 D1 SAs (men = 80; women = 144; nonbinary = 5; 11 different sports) on their perceptions of public- (Stigma Scale for Receiving Psychological Help [SSRPH]) and self- (Self-Stigma of Seeking Help Scale [SSOSH]) stigma, attitudes towards help-seeking (Attitudes Toward Seeking Psychological Professional Help Assessment [ATSPPH]), and intentions towards seeking help (Mental Help Seeking Intention Scale [MHSIS]). We tested the mediational model - Public stigma -> Self-stigma -> Attitudes -> Intentions - through the PROCESS macros with 10,000 bootstraps (Hayes, 2017). The relationship of public stigma to lower intentions was fully mediated through self-stigma and attitudes ($\beta = -0.15, 95\% \text{ Confidence Interval (CI) } [-0.21, -0.09]$). Between the total, and indirect, effects the variables explained 28% of the Intentions' variance. Overall, public stigma was related to more self-stigma ($\beta = 0.97, 95\% \text{ CI } [0.74, 1.20]$), self-stigma to less positive attitudes about seeking help ($\beta = -0.63, 95\% \text{ CI } [-0.75, -0.50]$), and more positive attitudes to greater intentions to seek help ($\beta = 0.15, 95\% \text{ CI } [0.10, 0.20]$). When college SAs, like college students, have adopted society's negative views about mental health, they are more likely to have internalized these views, have more negative attitudes toward seeking help, and see themselves as less likely to seek help for mental health concerns. By addressing both public and self-stigma, sport psychologists may be able to increase SAs' help-seeking.

P-40

TAKING THE STRAIN OFF THE BRAIN! RELATIONSHIPS BETWEEN SPORT DEMANDS, MENTAL REST, DEPRESSIVE SYMPTOMS, AND WELL-BEING IN STUDENT-ATHLETES

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David Eccles, Florida State University, USA

Demands placed on student-athletes raise concerns about their mental health and well-being. Of particular concern are female athletes because they are underrepresented within research on athlete well-being. This study was framed by the model of the psychology of rest in athletes proposed by Eccles and Kazmier (2019) in which mental rest is considered critical to well-being. The model proposes that physical, cognitive, and emotional demands of sport negatively affect perceptions of being mentally rested, which in turn reduce well-being and elicit depressive symptoms. Also proposed is that engaging in resting experiences buffers negative effects of sport demands on perceptions of being mentally rested. This study tested these predictions of the model. NCAA DI female athletes ($n = 179$) completed online the Demand-Induced Strain Compensation Questionnaire for Sport (Balk et al., 2018), Center for Epidemiologic Studies Depression Scale (Radloff, 1977), and Mental Health Continuum - Short Form (Keyes et al., 2008). They also completed a perceptions of recent resting experiences scale and a perceived current level of mental rest scale developed for this study. Results showed that emotional demands but not physical or cognitive demands, significantly predicted current level of mental rest. Also, recent resting experiences significantly predicted current level of mental rest but did not significantly moderate the relationship between sport demands and current level of mental rest. Finally, athletes who reported a lower current level of mental rest experienced a lower level of well-being and more depressive symptoms. Thus, the results provide support for some, but not all, of the components of the Eccles-Kazmier model of rest. Accordingly, practitioners should help athletes (a) develop mental skills for coping with the emotional demands of their sport (e.g., cognitive restructuring, mindfulness) and (b) create a 'mental rest plan' involving specific times and activities for engagement in each of the proposed resting experiences.

P-41

THE IMPACTS OF COVID-19 ON DEPRESSION AND ANXIETY IN NCAA ATHLETES: A LONGITUDINAL INVESTIGATION

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Rachel Menze, California State University, Northridge, USA

In March of 2020, due to COVID-19, collegiate athletics were shut down indefinitely in the U.S., with their return unknown. Student-athletes unexpectedly and quickly became isolated from their sports and teammates, and all sense of structure was gone. Such circumstances undoubtedly had negative impacts on mental health as student-athletes struggled to find their footing on a rapidly changing landscape, and with no idea of when a 'return to normal' would come. A 2020 NCAA investigation concluded that the rate of reported mental health concerns were 150%-250% higher than historically reported by student-athletes (NCAA, 2020). As we continue to explore the impacts of this global pandemic on student-

athlete mental health, it is critical that we look longitudinally to better understand the long-term effects. As such, the purpose of our study was to explore trends in depression and anxiety from before to during the COVID-19 pandemic. Two hundred student-athletes completed mental health screenings during August of 2019, 2020, and 2021 that assessed generalized anxiety and depression levels using the GAD7 and PHQ9 questionnaires. Unexpectedly, depression and anxiety showed a downward trend from 2019 to 2020 to 2021, ($p = .01$ and $p = .006$, respectively). These results, while surprising, point to the nuanced impacts that the pandemic has had on individuals. One explanation for the trend is that with the absence of their sport, many student-athletes had more time to focus on school and family. Other potential reasons include lowered levels of pressure day-to-day, having more time to develop non-sport identities, and the implementation of annual mental health workshops for all student athletes and continued mental health emphasis over the last four years. Furthermore, while the overall downward trend was the same for male and female-identifying athletes, female-identifying athletes scored significantly higher than male-identifying athletes across both questionnaires, across all three years.

P-43

THE INFLUENCE OF SCHOLARSHIP STATUS ON MOTIVATION TYPE AND GRIT LEVELS IN DIVISION I ATHLETES

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Self-Determination Theory posits that motivation is determined by the fulfillment of three basic needs; competence, relatedness, and autonomy (Deci and Ryan, 1985, 2002). These types of motivation range from external (extrinsic motivation) to internal (intrinsic) and the type of motivation one has for an activity will significantly influence the quality of participation and the outcomes received from engagement. Grit, or 'the perseverance and passion for long-term goals despite obstacles (Duckworth et al., 2007)', might be one construct that also helps predict quality of motivation and outcomes from engagement. In the sport environment, motivation type and grit level could influence sport achievement, and ultimately the level of achievement as measured by scholarship status in sport. Previous research has shown that scholarship status was related to motivation (Ryan, 1977), but more recent studies have indicated that instead of scholarship status it might be coaching behavior that is related to motivation (Amorose & Horn, 2000). Therefore, the aim of our study was to further investigate the relationship between scholarship status and motivation type, as well as investigated how grit was related to the other study constructs. In total, 264 athletes from a Northwestern university in the United States completed a survey that assessed scholarship status, Grit (Duckworth et al., 2007) and motivation (Behavioral Regulation in Sport Questionnaire' Lonsdale et al., 2008). Athletes in the sample had high levels of grit and intrinsic motivation and lower levels of more extrinsic forms of motivation. The relationship between scholarship status and motivation type and grit levels were non-significant. Intrinsic motivation was positively related, and extrinsic motivation was negatively related to grit levels. The study results support that scholarship status does not directly influence motivation and the significant relationships between grit and motivation deserve further study.

P-45

TRUST THE PROCESS: DEVELOPMENT OF A COACH-EDUCATION TRAINING PROGRAM AND WELLNESS PROTOCOL AT A DIVISION III INSTITUTION

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Building and maintaining a robust set of mental skills is crucial for sport performance and supports general well-being (Williams & Krane, 2021). While sport psychology services are often available within NCAA Division I programs (e.g., Wrisberg, et al., 2010), athletes in other NCAA divisions have fewer resources for both sport psychology and mental health. Having a community to support athletes' journeys to elite performance is essential. Because college athletes, regardless of level of play, should be provided with much needed tools to support mental skills, the purpose of this project was threefold: First, to explore coaches' and athletes' attitudes toward mental skills and wellness programs at a small Division III college; second, to design a coaching education program for those coaches; and third, to propose a mental health checkpoint for the college's athletic department.

Coaches (n=4) and athletes (n=10) at a small NCAA Division III college were interviewed about their attitudes, experiences, and expectations for mental skills training programs and mental health resources on campus. Interview data were transcribed verbatim and subjected to thematic analysis (Berg, 2012). Seven themes emerged including positive previous experiences, sports as an added stressor, outside stressors impacting sport performance, lack of available resources, sense of security for available resources, reduced stigma for mental health concerns, and implementation strategies.

Based on these themes, a proposal for a coach education program was developed based on Harwood's (2008) 5Cs Coaching Efficacy Program. Furthermore, the need for a mental health 'checkpoint' became clear. This checkpoint was designed to help coaches check on athletes for mental health concerns and open a pathway to referral to other mental health services.

Consulting & Interventions

P-46

'IT'S ABSOLUTELY ESSENTIAL': SEPP PRACTITIONERS' PERSPECTIVES ON TRAINING, USE AND IMPORTANCE OF DEBRIEFING IN APPLIED WORK

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Debriefing is a commonly used technique within sport, exercise, and performance psychology (SEPP) but little has been done within the field to create educational materials centered on debriefing. Although the 3Cs Debriefing Approach (Byrd et al., 2021) is a helpful means for consultants to understand the purpose of engaging in debriefing in their applied work, there is

still much left unknown about this technique. The study's aim was to identify SEPP practitioners' training and experiences using debriefing in applied work through descriptive data and interviews. Specifically, the researchers were interested in practitioners' debriefing education and training, frequency of use, the importance of using debriefing, and how they evaluate their debriefs. This study was completed in two phases: quantitative (phase I) and qualitative (phase II). A total of 143 participants were included in phase I, and from that sample, 13 were included in phase II. For phase I, researchers developed a 16-item questionnaire with demographic questions and questions regarding training, use, and frequency of debriefing. Participants indicated using debriefing every session (44%) or often (39%) and most rated debriefing as extremely (53%) or very important (39%). Participants desired more debriefing training from their coursework (65%) and were not satisfied with the training they received (55%). From the interviews, practitioners' use of debriefing in their applied work was characterized by four themes: (a) contextual factors of applied work, (b) training and education, (c) how practitioners use debriefing, and (d) value of debriefing. SEPP as a field has limited research on debriefing. The present study advances previous work by furthering knowledge about improving the training experiences of SEPP practitioners and how debriefing is used in practice.

P-47

8-WEEK MINDFULNESS INTERVENTION ON ANXIETY AND PUTTING PERFORMANCE IN COLLEGIATE GOLFERS

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Introduction: Mindfulness as a form of mental training is defined as being aware of the present with a non-judgmental attitude (Kabat-Zinn, 2003), and research showed that mindfulness was significantly related to athletic performance and mental state (Chuang et al., 2021). This study examined the effectiveness of an 8-week mindfulness intervention to reduce anxiety and improve golf putting performance.

Methods: Three female and four male collegiate golfers completed the 8-week mindfulness intervention sessions and a follow-up test. The participants attended a 30-minute mindfulness session two times per week for 8 weeks. They filled out the Competitive State Anxiety Inventory-2 (CSAI-2; Martens et al., 1990) at the first meeting, 4 weeks, 8 weeks, and a follow-up test to measure cognitive and somatic anxiety and confidence. A short interview was conducted after the last putting test at 8 weeks to ask about their experience with the mindfulness intervention. 4 weeks after the end of the mindfulness intervention, the participants were asked to fill out the CSAI-2, perform the putting tests, and have a short interview. The putting tests were conducted every day (i.e., Monday to Friday) on the outdoor practice putting greens at golf courses. Twelve ball markers were placed at a 22-foot distance from the hole as the clock's hour hand shape. The participants had two putts from each of 12 markers.

Results and Conclusion: Results indicated that the mindfulness intervention was effective at reducing anxiety and increasing confidence. The CSAI-2 scores gradually decreased throughout the intervention and had no significant

changes at the follow-up test. The participants stated that the intervention helped them focus on the present moment and not have the feeling of anxiety about the failure of such long putts. They also reported that focusing on the present moment increased confidence (e.g., I'm going to make this putt) and in turn that they could make a ball closer to the hole. The findings of this study highlight the importance of utilizing mindfulness interventions to reduce anxiety and enhance athletic performance.

P-48

A MULTI-METHOD RANDOMIZED STUDY OF MINDFULNESS TRAINING WITH COLLEGE RUGBY PLAYERS: DOES INTERVENTION SCHEDULING MAKE A DIFFERENCE?

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Evidence suggests that athletes may experience beneficial performance and mental health outcomes from Mindful Sport Performance Enhancement (MSPE; Glass et al., 2019; Kostrna & D'Addario, 2022), but less is known about when and for whom MSPE is more beneficial. The purpose of the present study was to explore whether athletes experience mindfulness training differently depending on whether they receive it before or after practice.

Twenty-seven collegiate rugby players were randomly assigned to a before- or after-practice MSPE group. Participants completed measures assessing flow, anxiety, mindfulness, emotion regulation difficulties, and sport performance satisfaction before beginning the 6-week intervention. After athletes left campus due to the pandemic, the final session was delivered via Zoom before participants filled out these measures again, along with a program evaluation questionnaire (PEQ). Ten athletes also voluntarily participated in follow-up structured interviews about their experiences with the program.

No significant quantitative differences between groups were found, probably due to the confounding effect of the pandemic. Interviews were analyzed using Consensual Qualitative Research (CQR; Hill et al., 1997; Hill & Knox, 2021), an inductive qualitative method emphasizing research team consensus, and the modified CQR protocol (Spangler et al., 2012) to analyze responses to open-ended PEQ questions. Qualitative results shed light on important differences in athlete perceptions about receiving the intervention before or after practice (e.g., feeling physically/mentally ready for practice or able to apply mindfulness to their sport immediately after the session; helping with post-practice mental and physical recovery). Athletes also spoke more generally about perceived program benefits, how they practiced mindfulness, how it helped deal with the pandemic, challenges experienced during the training, and recommendations for future interventions. In addition to presenting these findings, this talk will stress how qualitative data can provide useful and potentially different perspectives from quantitative findings, and the importance of multi-method assessment.

P-49

A PSYCHOLOGICAL SUPPORT GUIDELINE DEVELOPED BY JAPAN INSTITUTE OF SPORT SCIENCES

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Chisato Kuribayashi, Japan Institute of Sport Sciences, Japan;
Takuya Endo, Japan Sport Council, Japan;
Hanae Yachi, Japan Institute of Sport Sciences;
Shigeo Abe, Japan Institute of Sport Sciences, Japan;
Joyo Sasaki, Tokyo Seitoku University, Japan;
Kyosuke Enomoto, Japan Institute of Sport Sciences, Japan;
Kunimune Fukui, Nihon Fukushi University, Japan

Since 2001, Japan Institute of Sport Sciences (JISS) was found, JISS has conducted psychological supports for Japanese elite athletes, and we aggregated our supporting experiences and perspectives from mental training consultants into a guideline for psychological support. The purpose of this study is to present the psychological support guideline the Sport Psychology Group of JISS developed. This evidence-based psychological support guideline aimed to facilitate for those of who obtained the Certified Mental Training Consultant in Sport (CMTCS) by Japanese Society of Sport Psychology. The contents of the guideline included 1) individual psychological support, 2) online psychological support, and 3) team psychological support.

To develop the contents of this guideline, we collected data from 92 CMTCSs by asking their consulting processes and cases in individual, online, and team psychological supports. Especially, we were highly interested in their theoretical backgrounds for psychological support, the process of their psychological support from the beginning to the end, experiences of online psychological supports, and considerations for traveling and accompanying with a team. Integrating such information, recommended psychological support processes and considerations for better psychological supports were presented.

Qualitative data gained from the participants presented psychological support cases and their considerations in individual, online, and team psychological supports. Descriptive statistics in individual psychological supports session, remarkably, 93 percent of the participants reported that they evaluated the effects of psychological support by the change of athletes' performance and behaviors. Because we started developing this guideline in 2019, when the COVID-19 pandemic occurred, we decided to include an online psychological support section, which illustrated typical considerations for conducting psychological support using online device and technologies. On the team support section, we explained the team culture in elite sports and expected roles of sport mental training consultants in a team.

P-50

ASSESSING MENTAL SKILL DEVELOPMENT IN A CAMP CONTEXT: WORKING AS PARTNERS WITH SPORT CAMP PROVIDERS

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Sport psychology professionals have recognized the importance of creating partnerships with existing sport organizations to improve curriculum and facilitate evidence-based practice (Glover & Fry, 2019; Kendellen et al., 2019). One such sport camp is Beam Queen Bootcamp (BQBC), which is a traveling youth gymnastics camp created in 2017 with the purpose of helping young female gymnasts improve their skills on the balance beam and build confidence to excel in gymnastics and in life. In 2020, the authors developed a partnership with BQBC, originally through the provision of mental performance services during camp programming. As the partnership grew, discussions of assessing the camp's effectiveness in developing confidence through the current programming began with the camp's founder. This resulted in an evaluation focused on mental performance consultant effectiveness (Anderson et al., 2002) and an opportunity for the BQBC founder to receive data that could be used to enhance program improvement and demonstrate camp effectiveness (Glover & Fry, 2019). Hence, a procedure for assessing athlete growth and camp experience was co-created. The Trait Sport Confidence Inventory-28 (TCSI: Vealey, 1986) and Athletic Coping Skills Inventory (ACSI: Smith et al., 1995) were selected in conjunction with individual athlete interviews for assessing growth in confidence and mental skills, as well as overall camp experience. While results of camp and consultant effectiveness are context specific to BQBC, the process of creating the partnership and establishing the initiative to assess camp and consultant outcomes is valuable to share with other sport psychology professionals. Thus, this presentation has a two-fold purpose: (1) to share lessons learned in the creation of the partnership with a sport camp as a context for provision of mental performance consulting, and (2) to provide insights into strategies and obstacles for the assessment of the camp and consultant services in enhancing mental skills.

P-51

BIOSOUND TECHNOLOGY: A MULTIMODAL TOOL FOR MENTAL PERFORMANCE CONSULTING

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Sport psychology and mental consulting practitioners have been successful at increasing performance and well-being through single modality interventions, such as biofeedback (Rijken et al., 2016), music therapy (Sharma et al., 2015), meditation (Colzato & Kibele, 2017), and guided imagery (Sharma, 2017). However, multimodal approaches may offer additional benefits as these interventions have demonstrated improvements in sport performance, the development of

psychological skills, and reductions in state anxiety (Rogissart & Martinet, 2017; Zakrajsek & Blanton, 2017). Therefore, practitioners should be knowledgeable of contemporary multimodal techniques to improve athlete well-being and performance.

Recently, technology has become increasingly integrated into sport psychology through virtual reality, eye tracking analysis, sonification, and neuroimaging (Schack et al., 2014). Biosound technology, a piece of equipment established in 2010, has been identified to be of potential benefit in an athletic population. Biosound integrates heart rate variability biofeedback, music therapy, vibroacoustic massage, guided meditation, imagery, and positive affirmations into one piece of equipment. The goals of Biosound sessions are to attain high coherence levels and theta-level meditative states to promote relaxation and improve self-regulation.

Research has supported the benefits of Biosound on substance misuse patients, producing findings of decreased self-reported stress, racing thoughts, fear, depressed feelings, anxiety, muscle tension, body aches, and headaches (Secor et al., 2017). These findings may be desirable if replicated in a population of athletes or performers. Research on sport-specific outcomes should also be conducted, such as physical recovery, mental recovery, and competitive anxiety. Using a scientist-practitioner perspective, this presentation will highlight current practice and research on Biosound; the potential for application in an applied sport psychology setting; and future research projects and recommendations. Understanding the current application paired with the emerging research on Biosound will aid in understanding the efficacy of this technology to improve well-being and performance outcomes in athletes and performers.

P-52

COPING WITH ADVERSITY, BUT NOT MENTAL TOUGHNESS OR ATHLETE PSYCHOLOGICAL STRAIN, IS ASSOCIATED WITH COVID-19 RELATED ANXIETY IN A MIXED ATHLETE SAMPLE

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The ongoing COVID-19 pandemic has resulted in increased stress and negative affectivity in the general population. Athletes are at high risk for psychological distress if training is disrupted but may also demonstrate resilience to COVID-19 related stress due to athletic values and coping skills (Knowles et al., 2021; Sanborn et al., 2021). Coping with stressors is critical for mitigating negative psychological effects, with active strategies associated with less distress in athletes (Leguizamo et al., 2020; Pete et al., 2021). Mental toughness is a trait related to active coping, but limited research exists regarding its relationship to coping during the COVID-19 pandemic (Dagnall et al., 2021). The current study examined relationships between coping with adversity, mental toughness, and COVID-19 related anxiety. Data were collected in a mixed sample (n=51) of Division 1 student athletes and competitive, private clients at a university-based sport psychology service. Participants completed several online questionnaires, including the Athletic Coping Skills Inventory (ACSI), Athlete Psychological Strain Questionnaire (APSQ), Mental Toughness Scale (MTS),

and the Fear of Coronavirus-19 Scale (FCV-19S). Pearson bivariate correlations yielded significant relationships between the ACSI Coping with Adversity (ACSI-CA) subscale and the ACSI Freedom from Worry (ACSI-FW) subscale ($r = .57, p < .001$), the MTS ($r = .314, p = .025$), the APSQ ($r = -.453, p = .001$), and the FCV-19S ($r = -.312, p = .026$). The APSQ and the MTS were not correlated ($r = -.175, p = .219$), nor did they correlate with the FCV-19S ($r = .154, p = .282$; $r = .021, p = .884$, respectively.) Results suggest that active coping is associated with increased mental toughness and decreased sport-related distress and COVID-19 anxiety. However, the fact that COVID-19 anxiety was not associated with sport-related distress or mental toughness suggests that athletes' anxiety regarding the pandemic may be explained by factors other than those related to sport participation. Individualized, holistic services are recommended to address non-athletic factors contributing to athletes' coping with COVID-19 related stress.

P-53

DEVELOPMENT AND VALIDATION OF THE WELL-BEING IN SPORT QUESTIONNAIRE (WBSQ)

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Damon Burton, University of Idaho (Retired), USA

Much of an athlete's global well-being may be derived from their sport well-being and vice versa (Foster & Chow, 2019; Lundqvist, 2011). While well-being measures have been explored in non-sport contexts (e.g., Gallup Inc., 2021), researchers and practitioners in sport psychology have sought to explore the well-being context of competitive athletes. Inconsistencies in the literature indicate a lack of understanding of sport well-being and concerns with sport specific well-being assessments lacking psychometric rigor are evident (Giles et al., 2020). Holistic perspectives of well-being have been proposed to focus on the whole person in athletes and interactions they may have in their environment (Lundqvist, 2021). Therefore, the purpose of this study was to develop and validate the Well-Being in Sport Questionnaire (WBSQ) to identify dimensions that address sport-specific well-being. The WBSQ focuses on holistic and integrated aspects that are perceived to be important for well-being in athletic contexts. The development of the WBSQ addresses developmental and conceptual issues in the sport well-being literature (Giles et al., 2020; Lundqvist, 2021). Specifically, the WBSQ was developed using a series of steps following contemporary instrument development recommendations from Boateng et al. (2018) including: (a) formulation of new items, (b) use of an expert panel to refine the items and examine the content validity, (c) conduct an exploratory factor analysis study (EFA) to identify the best items and dimensions; (c) conduct exploratory structural covariance modeling (ESCM) and confirmatory factor analysis (CFA); and (d) examine the construct and concurrent validity to examine the relationships with correlate variables. Practitioners aspire to help athletes achieve peak sport performance, but even more importantly, help performers experience positive well-being related outcomes (Didymus & Fletcher, 2017). Full results will be delineated and suggestions for practical application of the study's outcomes will be provided.

P-54

ENDURING STRESS: A QUANTITATIVE ANALYSIS ON COPING PROFILES AND SPORT WELL-BEING IN AMATEUR ENDURANCE ATHLETES

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Clarissa Richardson, Illinois College, USA

Endurance athletes experience physical and psychological stress during training and competition that can inhibit performance and promote negative health implications (i.e., lower well-being) without proper coping mechanisms (McCormick et al., 2018; Sakar & Fletcher, 2014). Additionally, these athletes that train at an amateur level have received limited attention regarding coping with stress and how it impacts well-being (McCormick et al., 2018). The purpose of this study was threefold: to (a) determine common coping profiles of trained amateur endurance athletes, (b) explore the relationship between sport well-being and these coping profiles, and (c) examine the potential roles that appraisals might play in the coping-well-being relationship. The results yielded five distinct coping profiles: Mixed Adaptive Copers (MAC), Mixed Maladaptive Copers (MMC), Highly Effective Copers (HEC), Less Effective Copers (LEC), and Social Copers (SC). Coping profiles differed across various variables including sport well-being, appraisals, and coping effectiveness. Overall, MAC and HEC had higher levels of sport well-being. MAC viewed stressors as a challenge appraisal compared to HEC and LEC. The findings suggest athletes emphasize some strategies and de-emphasize others and these multivariate methodologies may be a more advantageous way of understanding the complexities of coping in sport. Thus, researchers are encouraged to study coping via cluster analysis to capture multidimensional profiles to provide valuable information to practitioners to support adaptive behaviors. Practitioners aspire to help athletes achieve peak sport performance, but even more importantly, help performers experience positive well-being related outcomes (Didymus & Fletcher, 2017). Full results will be delineated and suggestions for practical application of the study's outcomes will be provided.

P-55

EXPERIENCES AND LESSONS LEARNED FROM A YEAR OF ESPORTS MENTAL PERFORMANCE CONSULTING

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Gabriel Hall, Ball State University, USA;
Lindsey Blom, Ball State University, USA;
Jean-Charles Lebeau, Ball State University, USA

Sport psychology services are starting to become more widely accepted and used in eSports environments (Garcia-Naveira et al., 2018). While mental performance consultants (MPCs) are being employed by professional eSports organizations, MPCs are newer to the college scene, as eSports teams start to grow on university campuses (King et al., 2021). Regarding intervention strategies, MAC-based training has been shown to increase athletic performance in traditional sports (Bernier et al., 2009; Gardener & Moore, 2004), and has been recommended as an intervention for eSports athletes (Poulos et al., 2021). The purpose of this

poster is to highlight our consulting work with multiple college eSports teams, lessons learned, and recommendations to help other practitioners step into this space with confidence. The poster will be segmented into three sections: understanding the environment, implementing the MAC model (Gardener & Moore, 2004) as a consulting framework, and future implications and considerations for those interested in working with collegiate eSports teams. To truly understand the environment, a practitioner needs to understand the specificities of eSports (Pannekeet, 2019; Warman, 2017), know about the terminology in each game to effectively apply mental skills in an online environment (Garcia-Lanzo et al., 2021), and be familiar with the unique technology and culture surrounding collegiate eSports and gaming in general. Through observation and direct work with each of the collegiate teams, we discuss how we have used the Mindfulness-Acceptance-Commitment model (Gardener & Moore, 2004) to integrate mental toughness and communication into various games to meet the needs of the athletes. Lastly, future implications and considerations for practitioners will include recommendations and lessons learned to help practitioners work effectively with eSports teams.

P-56

EXPLORING CONNECTIONS BETWEEN MINDFULNESS AND THRIVING IN ADOLESCENT ATHLETES

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Thriving is the co-experience of vitality and learning, and is often associated with optimal well-being and performance (Brown et al., 2018). Little research has explored the connection between thriving and mindfulness in sport populations, despite evidence that some correlates of well-being are outcomes of mindfulness-based interventions (Noetel et al., 2019). The purpose of the current study was to assess thriving in a sample of elite adolescent athletes, and to explore the correlations between mindfulness and elements of thriving. The research team analyzed baseline data from a mindfulness-based program with student-athletes at a US college preparatory academy. Forty student-athletes (35% Caucasian) from track and field, swimming, basketball, and wrestling completed the survey packet which included measures of sport-specific mindfulness, three measures of thriving (sport, academic, general), mental health, and subjective performance in sport and school. Additionally, the survey screened for negative life events, mental health concerns, and adverse experiences with mindfulness. Overall, student-athletes scored higher on sport thriving than academic thriving. General thriving levels ($M = 3.89$; $SD = 0.83$) were average relative to a normative sample of adults (Su et al., 2014). Bivariate correlational analysis revealed significant, moderate relationships between sport-specific mindfulness and academic vitality ($r = .40$) and sport learning ($r = .52$). There was also a small significant relationship between mindfulness and general thriving ($r = .32$). Both mindfulness ($r = -.52$) and general thriving ($r = -.49$) were negatively correlated with the measure of depression, anxiety, and stress. These findings confirm that thriving and mindfulness may be connected in sport populations, and that different elements of thriving may be more or less salient. Future research could further explore these connections in larger sample sizes or track longitudinal outcomes over time. Additionally, future research may explore interventions to specifically target thriving and mindfulness simultaneously with the aim of improving student-athlete well-being alongside performance.

P-57

PERCEPTIONS OF MENTAL SKILLS TRAINING AT THE NCAA DIVISION-III LEVEL

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The purpose of this research project was to describe the attitudes student-athletes, coaches, and athletic administrators have regarding mental skills training for sport at NCAA Division-III institutions. Previous research has evaluated the views held by athletes of various levels (Gentner et al., 2005; Martin et al., 1997; Rooney et al., 2021), coaches (Gentner et al., 2004; Thelwell et al., 2018; Zakrajsek et al., 2013), and administrators (Gilbert et al., 2009; Wrisberg et al., 2012). While this research has highlighted the importance of considering factors such as a client's culture (Ong & Harwood, 2018), gender (Martin, 2005), personality (Ballesteros et al., 2019), and even the type of sport (Martin, 2005; Rooney et al., 2021), one important missing piece in the literature is the perceptions of those at NCAA Division-III institutions. Division-III colleges and universities are substantially different than other settings that have been studied - namely, NCAA Division-I institutions (institutional resources, athletic scholarships, student-athlete future sport aspirations, etc.), Olympic sport, and professional sport.

Participants in this study completed the SPA-R (Martin et al., 2002) and Wrisberg et al.'s (2009) measure to provide their previous and current experience(s) with mental skills training, as well as their perceptions on a variety of topics, including confidence in mental skills training, perceived benefits of mental skills training for their team, and their support for a mental performance consultant having an official role at their institution. In addition to describing these perceptions for individuals at Division-III institutions, comparisons between previous research in other settings will highlight similarities and differences across consulting settings. This information can help practitioners have a better understanding of the opportunities and challenges that may exist, in addition to how supportive stakeholders are of having a formal role for a mental performance consultant in this environment.

P-58

PERFORMANCE PSYCHOLOGY AND THE PERFORMING ARTS: A SUMMARY OF PROVIDER EXPERIENCES IN A PRE-PROFESSIONAL BALLET CONSERVATORY

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William Reid, Center for Performance Excellence, USA*

In this article, an autoethnographic case study approach is used to summarize the first and second authors' experience providing performance psychology (SPP) services to group of pre-professional ballet performers. Existing research on the application of SPP services in the performing arts is contrasted with the authors' own consulting experience. The first author's perspective as an outsider is contrasted with the second author's perspective as a former professional ballet dancer to illustrate the positive effects of cultural familiarity and trust in consulting relationships. The intention of this article is to illustrate the needs of ballet institutions and how existing SPP approaches can be adapted to meet those needs in the

context of a structured wellness program. Wellness programs have been shown to be effective preventative and rehabilitative resources for dancers' physical health, but despite the well documented stress of training and performance in ballet, similar resources for psychological wellness are not as abundant (Aujla & Farrer, 2015; Thompson & Jacque, 2015). The balance of physical performance and artistic expression is not unique to ballet, but it is complicated by centuries of rigid tradition that might be viewed as ethically inappropriate to an unfamiliar practitioner (Brandfonbrener, 2004; Clark, 2014). The systems informed by those traditions are explored through the lens of SPP as understood by the first and second author. The progression of their consulting approach over a year of service is used to propose a flexible format that emphasizes systematic engagement and collaboration to meet individual needs. Additional changes to that system drawn from the authors' work establishing a private practice focused on ballet will also be documented to demonstrate the professional implications of this work.

P-59

PREDICTING PROSOCIAL AND ANTISOCIAL BEHAVIORS IN SPORTS AND LIFE OF YOUNG ADULTS

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Limited research exists that examines whether childhood maltreatment and protective factors can predict social behaviors in early adulthood. Therefore, the purpose of this study was to explore the ability of demographic variables (i.e., age, ethnicity, gender), childhood maltreatment, and protective factors (e.g., resilience, self-efficacy) to predict prosocial and antisocial behaviors in sport and life. Undergraduate students enrolled in kinesiology courses ($N = 213$; 116 females) completed the Child Trauma Questionnaire-Short Form (Bernstein et al., 2003), Protective Factors Survey (Counts et al., 2010), Prosocial and Antisocial Behavior in Sport and Life Survey (Kavussanu & Boardley, 2009), Connor-Davidson Resilience Scale-10 (Campbell-Sills & Stein, 2007), and the Self-Efficacy Scale (Sherer et al., 1982). Omnibus regression analyses were conducted to identify statistically significant contributors to the core regression model. Hierarchical regression analyses were conducted to explore the ability of childhood maltreatment, resiliency, and self-efficacy to predict social behaviors in sport and life after controlling for demographic variables. Results indicated that resiliency helped to explain additional variance in prosocial behavior in life over and above gender ($\Delta R^2 = .060 - .147$, $\Delta F(1, 201) = 13.510 - 35.228$, $p < .001$). Childhood maltreatment helped to explain additional variance in antisocial behavior in both sport ($\Delta R^2 = .063 - .095$, $\Delta F(1, 204) = 15.796 - 23.962$, $p < .001$) and life ($\Delta R^2 = .078 - .094$, $\Delta F(1, 198) = 18.952 - 22.026$, $p < .001$) over and above demographic variables. Additionally, self-efficacy helped to explain additional variance in antisocial behavior in life over and above gender and childhood maltreatment ($\Delta R^2 = .024 - .026$, $\Delta F(1, 197) = 5.708 - 6.369$, $p = .012 - .018$). These findings suggest that greater self-efficacy may protect against some of the negative social outcomes associated with childhood trauma, such as antisocial behavior toward peers and strangers.

P-60

PROFILING SPORT PSYCHOLOGY SERVICES WITH A CIRCUS PERFORMER: UTILIZATION OF AN ASSESSMENT BATTERY

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Recent literature has examined psychological challenges faced by an underrepresented group in research by highlighting the experiences of circus performers (Ross and Shapiro, 2017; van Rens et al., 2022). Within this population, domain-specific challenges exist, pointing to the importance of identifying effective assessment and intervention services for circus artists. An assessment battery, comprised of nine measures, was used to capture objective data on areas like coping skills (Smith et al., 1995), athletic values (Collins et al., 2021), academic/athletic identity (Yukhymenko-Lescroart, 2014), psychological strain (Gouttebarger et al., 2020), mental toughness (Madrigal et al., 2013), sport injury (Clarsen et al., 2014; Rex & Metzler, 2016), flow-state (Jackson & Eklund, 2022), and fear of COVID-19 (Ahorsu et al., 2020). These measures were administered at both the onset (pre) and conclusion (post) of Sport Psychology services with an individually treated 18-year-old female circus performer who presented with an interest in improving psychological aspects of her performance. Across nine sessions, the consultant introduced topics and skills within the Mindfulness-Acceptance-Commitment (MAC) approach like mindfulness, cognitive defusion, values, value-driven behavior, and goal setting (Gardner & Moore, 2007). Mean scores on measures of flow-state, coping skills, athletic identity, and mental toughness increased from pre to post administrations, indicating improvement in these areas at the conclusion of treatment. Means scores on measures of psychological strain and fear of COVID-19 decreased, representing less overall distress following services. The use of an assessment battery for Sport Psychology services is advantageous for both research and clinical purposes. Specifically, assessing an athlete assists consultants in gathering relevant data, conceptualizing the case, developing a treatment plan, tracking progress, and ensuring that a client is making progress toward personal goals (Taylor, 2018). This work illustrates the effective and useful implementation of an assessment battery with an individual performing in a unique domain like circus arts.

P-61

RECENT TRENDS IN THE EMPLOYMENT OF SPORT PSYCHOLOGY CONSULTANTS IN PROFESSIONAL BASKETBALL LEAGUES

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In recent years, there has been increasing interest among scholars and practitioners in the expansion of sport psychology opportunities in the United States and around the world (e.g., Connole et al., 2014; Mugford et al., 2017). Some investigators have focused on the utilization of sport psychology consultants at the intercollegiate level (e.g., Hayden et al.,

2014). More recently, several studies (Klonsky et al., 2013, 2015, 2018, 2019, 2020, 2021) have investigated the nature and prevalence of sport psychology services in professional sports. The present study was based upon previous research which examined the percentages of NBA, MLB, NHL, NFL, MLS, and EPL teams providing sport psychology services. Based upon the increasing stressors and demands facing professional basketball players and the impact of NBA and WNBA players' associations (Minsberg, 2019; Reynolds, 2021) it was predicted that there would be a continuing increase in the utilization of sport psychology consultants in the 2012 to 2022 period. In order to test these predictions, content analyses of online media guides and team websites were conducted. In addition, Google and LinkedIn searches were employed to more accurately assess the numbers of NBA and WNBA teams utilizing the services of sport psychologists and mental performance consultants. These predictions received support with 80% of NBA teams and 33% of WNBA teams employing sport psychology consultants. Both were improvements over the 2012 data. In addition, interjudge agreement in classifying sport psychologists and mental performance consultants was consistent with prior studies. NBA G League data will also be discussed at the AASP conference. The proportion of teams utilizing Certified Mental Performance Consultants (CMPCs) will also be reported. The limitations of the present study will also be addressed.

P-62

RELATIONSHIP BETWEEN ADVERSE CHILDHOOD EXPERIENCES, SOCIAL BEHAVIORS, SELF-EFFICACY, AND RESILIENCY OF YOUNG ADULTS

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Adverse childhood experiences (ACEs) contribute to immense stress with potentially long-lasting mental and physical health issues, such as negative social cognitive functioning, decreased social interactions, and reduced participation in the work force (Herzog & Schmal, 2018; Sansone et al., 2012). However, limited research exists that examines the relationship between ACEs, social behaviors, and protective factors as individuals transition into early adulthood. Therefore, the purpose of this study was to examine the relationships between ACEs, prosocial and antisocial behaviors, and protective factors (e.g., resilience, self-efficacy). College health and exercise science majors (N = 213; 116 females) completed the Child Trauma Questionnaire-Short Form (Bernstein et al., 2003), Protective Factors Survey (Counts et al., 2010), Prosocial and Antisocial Behavior in Sport and Life Survey (Kavussanu & Boardley, 2009), Connor-Davidson Resilience Scale (Campbell-Sills & Stein, 2007), and the Self-Efficacy Scale (Sherer et al., 1982). Pearson Product Moment correlations indicated a moderate positive association between resilience and self-efficacy ($p < .01$). In addition, self-efficacy and resilience was positively related with prosocial behavior toward teammates ($r = .244$ and $r = .328$ at $p < .01$, respectively) and resilience was positively related to prosocial behavior toward peers ($r = .365$ at $p < .01$). Emotional neglect was negatively correlated with family-functioning/resiliency and social support ($r = -.608$

and $r = -.555$ at $p < .01$, respectively) and physical abuse was positively correlated with antisocial behavior toward opponents and strangers ($r = .320$ and $r = .353$ at $p < .01$, respectively). These findings indicate that protective factors such as self-efficacy, resiliency, and prosocial behaviors are associated with individuals' health and wellbeing as they transition into adulthood.

P-63

ROUTINE OUTCOME MONITORING OF SPORT PSYCHOLOGY CONSULTATION SERVICES FOR UNDERREPRESENTED ATHLETES

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Routine Outcome Monitoring (ROM) can provide valuable feedback, for both the consultant conducting and the athlete receiving sport psychology consultation services (Carlier et al., 2012; Lambert et al., 2018). In fact, ROM can aid in reducing failure and enhancing the positive effects of psychotherapeutic interventions (Lambert & Harmon, 2018). The Sport Psychology Outcomes and Research Tool (SPORT) is a validated 17-item questionnaire, with a reliable indicator of statistically and clinically significant change, which athletes can complete within a few minutes at the outset of each session (Hansen et al., 2019). The questionnaire provides data on athlete wellbeing, self-regulation, performance satisfaction, and sport-related distress, which can be used to monitor sport-related psychological functioning over time, as services progress.

Working with athletes who are underrepresented in the sport psychology literature (e.g., based on age, sport, race, etc.), ROM becomes paramount in providing effective and responsive athlete-centered services. The SPORT was used to monitor progress in a case study of an individually-treated adolescent female equestrian athlete (age 16) who presented for performance anxiety related to a recent sport injury. A well-accepted approach for working with collegiate and elite athletes (Dehghani et al., 2018; Josefsson et al., 2019), the mindfulness-acceptance-commitment-based approach was adopted, primarily utilizing mindfulness, self-talk, arousal regulation, imagery, and task-focused attention skills to affect positive change. Clinically significant improvement (i.e., 10-point reduction of the SPORT total) was achieved within 8 sessions and sustained for the remainder of sessions (20 sessions total). In a sport and age-group that is underrepresented in sport psychology research, ROM was particularly important in evaluating the ongoing impact of the mindfulness-acceptance-commitment-based approach. The use of the SPORT ROM tool provides continual data-driven feedback to both the consultant and athlete regarding the effectiveness of a sport psychological intervention.

P-64

THE EFFECT OF A STRESS MINDSET INTERVENTION ON BURNOUT SYMPTOMS IN COLLEGE STUDENT-ATHLETES: A RANDOMIZED CONTROLLED TRIAL

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In athletes, burnout can negatively impact performance, diminish physical and psychological well-being, increase risk of depression, increase one's fear of failure, and can lead to failure to enjoy sport participation at all (Madigan, 2021). Although there is limited research on burnout interventions in athletes, they have been found to reduce burnout symptoms. However, the interventions spanned nearly the entire sport season and were led by an experienced practitioner (Dubuc-Charbonneau & Durand-Bush, 2015; Langan et al., 2015), which may not be accessible for many coaches or practitioners. Recent research has shown that there is a relationship between stress mindset, or one's beliefs about the nature of stress, and burnout in athletes (Shipherd et al., 2022). Given stress mindset interventions are brief and cost-effective, this may be a more practical option to reduce symptoms of burnout. Therefore, the purpose of the present study was to examine if a stress mindset intervention could alleviate burnout symptoms in college student-athletes. Fifty-nine NCAA DI and DII college student-athletes completed demographic information, the Stress Mindset Measure (SMM; Crum et al., 2013), and the Athlete Burnout Questionnaire (ABQ; Raedeke & Smith, 2001) and then either viewed three stress-is-enhancing videos (experimental condition) or an informational video unrelated to stress (control condition). Participants then completed the measures again 24-48 hours later online via Qualtrics. Using Pillai's trace, there was a significant effect of the intervention on stress mindset and burnout, $V = .72$, $F(4, 54) = 35.23$, $p < .001$. Post hoc analyses revealed significant effects for stress mindset, total burnout score, and all three burnout subscales. Thus, the stress mindset intervention effectively improved stress mindset and decreased burnout symptoms in the sample of college student-athletes. Future studies should examine if these intervention effects are maintained over time and should also explore this intervention in different populations.

P-65

THE EFFECTS OF VIRTUAL REALITY ON ANXIETY AND PERFORMANCE IN FEMALE SOCCER PLAYERS

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Robyn Trocchio, Texas Christian University, USA

With the increased use of technology, relaxation interventions are finding their way into technology devices like virtual reality head mounted displays (VR HMDs). However, there is a lack of evidence on the efficacy of VR relaxation interventions to reduce anxiety in athletes and how that is portrayed in their movement patterns. The purpose of the current study was to examine how a VR relaxation intervention affected perceived anxiety levels and penalty kick performance of female soccer players. Thirteen female soccer players took five penalty kicks

in baseline, stress-induced, and VR relaxation conditions. Perceived levels of anxiety, self-confidence, mental effort, heart rate, accelerometry of the lumbar spine and thigh, and performance in each condition was obtained. Results indicated that the VR intervention significantly reduced cognitive anxiety and somatic anxiety from baseline ($p = .002$; $p = .001$) and stress ($p < .001$; $p < .001$) with a large effect sizes (Kendall's $W = .72$; $.83$). VR significantly increase self-confidence from baseline ($p = .002$) and stress ($p = .001$) with a large effect size (Kendall's $W = .71$). Also, all participants felt the VR helped them relax. Mental effort was significantly higher in the stress condition compared to baseline ($p = .007$) with moderate effect size (Kendall's $W = .39$). Peak acceleration and performance were not significantly influenced by stress or VR. This study serves as an initial step to evaluate VR relaxation interventions on performance in female soccer players.

P-66

THE QUIET BRAIN: A META-ANALYTICAL REVIEW ON THE LINKAGE BETWEEN T7-FZ COHERENCE AND SUPERIOR PERFORMANCE IN SPORTS

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Skilled athletes' neural states have been primarily studied using EEG methods, including brain coherence analysis (Bertollo et al., 2020; Filho et al., 2021). In this meta-analytical review we examined whether EEG coherence is related to superior sport performance. In particular, we examined alpha band coherence between T7-Fz, which indexes the degree of co-activation between the language and the motor areas of the brain (Parr et al., 2021). We searched for relevant papers across eight databases: ProQuest Central, Pro-Quest Psychology Journals, PsycARTICLES, PsycINFO, SPORTDiscus, MEDLINE, Scopus, and Web of Science using relevant keywords (i.e., EEG AND sports AND coherence). Six studies, representing a total of 152 participants, met our inclusion criteria and were shortlisted for statistical analysis. We compared EEG coherence data between best and worst performances for within experimental designs, and between experts and novices for between-subjects designs. Our analysis revealed that athletes showed lower coherence in T7-Fz for the alpha band ($g = .59$, $p = .04$) when performing better. We did not find any moderating effects for sport type, experimental design, and experimental manipulation. These findings support the theoretical notion that athletes become more 'neurally efficient' as the verbal and motor areas of their brains function more independently (i.e., the neural efficiency hypothesis; see Hatfield, 2018). Therefore, athletes who can limit verbal interference are more likely to experience peak performance (Mesagno et al., 2021). Future research should advance neurofeedback interventions to help athletes sustain lower T7-Fz coherence.

P-67

VISUAL REPRESENTATION OF THE GEOGRAPHICAL DISTRIBUTION OF CMPCS IN NORTH AMERICA

Jerry Holt, Florida A&M University, USA

In conjunction with the distributional analysis of CMPCs as proposed for a lecture presentation, this poster presentation will provide opportunities for physical visualization of the

distribution of CMPCs in North America. The primary display will be a map of North America in which each CMPC will be represented with a stick-pin, placed on the map at the city or town indicated in the AASP website for CMPCs. Formal narrative, in poster form, will be included that provides explanatory discussion of the visual distribution of the CMPCs. As with the lecture presentation, the narrative will concentrate on population centers that are underrepresented in terms of CMPC services. Handouts will be available in both paper and digital forms regarding the distributional patterns of CMPCs. In addition to the pre-set map of North America on which the CMPCs are indicated, two smaller ancillary maps will be displayed for interaction by attendees. One map of North America and one world map will be displayed, on which attendees can indicate their locations of origin by means of stick-pins. In providing an opportunity for interaction with the maps, it is hoped that interest can be generated in the distributional patterns of CMPCs, as well as in the locational origins of attendees. Thus, the presentation will consist of both formal and informal elements: the present geographical distribution of CMPCs, as well as interactive maps for participation by conference attendees.

Diversity & Culture

P-68

EXAMINING THE EFFECTS OF PERCEIVED COACH-ATHLETE RACE AND GENDER MATCHING ON BLACK FEMALE COLLEGIATE BASKETBALL PLAYERS

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In 2018-19, Black women comprised 41.9% of Division I women's basketball team rosters (Lapchick, 2019). At the same time, only 14.0 percent of the head coaches identified as Black females (Lapchick, 2019). This leaves a significant gap between Black female coaches as role models and Black female student-athletes (BFSA's). The current study aimed to examine whether Black female basketball players believed they benefited from having a Black female coach (BFC) and whether there were negative impacts on the coach-athlete relationship if a mismatch of either race or gender occurred. Participants were 60 BFSAs, 30 of whom identified as a BFSA who did not have a BFC, and 30 identified as a BFSA who did have BFC. Participants completed three instruments online during this study via Qualtrics: (a) Demographic Questionnaire, (b) The Coach-Athlete Relationship Questionnaire (CART-Q), and (c) Race and Gender matching Open-ended Questionnaire. A two-factor ANOVA found a statistically significant difference in mean CART-Q between those with and without a gender match ($p < .001$), but there was no statistically significant difference for race match ($p = .849$). However, the interaction between the impact of race and gender matching on the overall CART Q score was significant, $F(1, 56) = 5.091$, $p = .028$. Simple main effects analysis indicated that a race match increased CART-Q scores for BFSAs with a gender match but not for those with a gender mismatch. The results further indicated BFSAs who had a BFC preferred a BFC, and those who never had a BFC believed that a BFC would better understand their culture and would better support their sport performance and professional development.

Keywords: Black female student-athletes, The Coach-Athlete Relationship, race and gender matching.

P-69

MINDING THE GAP: AN ASSESSMENT OF CHALLENGES OF INTERNATIONAL COLLEGIATE-LEVEL STUDENT-ATHLETES IN THE U.S.

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Lennie Waite, University of St. Thomas, Houston, USA

There are currently over 20,000 international student-athletes (ISAs) across the three divisions of NCAA member institutions (NCAA.org, 2021). In addition to typical student-athlete burdens, ISAs are exposed to further challenges unique to their experience, including cultural adaptation, homesickness, language barriers, and limited social support (Pierce et al., 2011), and require substantial systematic support from coaches, professors, and administrators to ensure success. International student-athletes generally entail a greater recruiting cost, as represented by time, effort, and money, than their domestic counterparts. Coaches have an interest in maximizing this investment by ensuring a smooth transition and high retention of these student-athletes (Newell, 2015). This study employs an empirical phenomenological approach to facilitate a deeper understanding of the ISA experience during the COVID-19 pandemic. Participants include seven female and three male NCAA student-athletes, representing Australia and countries within Europe, South America, and Africa from tennis, soccer, swimming, track and field, baseball, and golf. Individual recorded interviews lasted approximately 45 minutes and consisted of in-depth, open-ended questions to draw out the rich details of their experiences. Interviews were analyzed and general themes and sub-themes were identified to better understand the commonalities and differences between these student-athletes. Results showed significant adjustment in training and performance upon transitioning to the U.S; effects on anxiety and motivation during COVID-19; and reliance on teammates for support. Findings from this study will not only help coaches and administrators better understand the academic and athletic experience of ISAs in the NCAA but will also help identify gaps in support and potential interventions for Sport Psychology Consultants to assist these athletes in their transition. Providing the best possible support system and environment for these athletes will ultimately sustain a positive retention rate and lead to the best possible performance and life experience on and off the field.

P-70

THE IMPACT OF CULTURE ON AN ATHLETE'S SUBSTANCE USE

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Drugs and alcohol have been consumed for thousands of years, and been altered by the established codes of various cultures throughout the ages. Culture, when based on substance use, can be both inclusive and exclusive (Unger, 2014). It is often defined by the intersectionality of shared circumstances and lifestyle choices. (Westermeyer, 2004). Substance use can be influenced by gender, age, nationality, region, SES; and even furthermore by leadership position and specific sport participation (Johnston et al, 2022; Ashdown-Franks et al 2019; NCAA 2017).

By reviewing the historical and cultural implications of substance use, then comparing this information to current trends of use by athletes (McCartney et al 2020; Di Forti et al 2019; Lisano et al 2019; Gillman, Hutchison, Bryan 2015; Finn et al 2020; Charron 2021; Kramer, Sinclair and Sarris 2020; Docter et al 2020; Zeiger et al 2019) one can provide more knowledgeable and culturally sensitive interventions. Race and religion, all the way to tailgating culture can have a significant impact on patterns of use.

The concerns that substance use brings to athletes and sport communities are multidimensional. Knowledge of sociocultural beliefs and cultural practices will serve to enhance the astuteness of providers. Early intervention, treatment and messaging should be designed with the sport culture in mind to increase efficacy (SAMSHA, 2006).

P-71

WHO WERE THE WOMEN WHO LED THE WAY?

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Ashley Samson, California State University, Northridge, USA;
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USA*

Women leaders in sport are still being delegated to the 'back of the bus' by the media. Media in the United States infrequently touches upon the significance of female sports psychologists' contributions to sport, if ever. Time for change. Minimal exploration, research, and recognition on pioneering sport psychology women leaders and members has been conducted within AASP, especially the early leaders and members in the Association for the Advancement of Applied Sports Psychology (AAASP, precursor to AASP). In a 1995 article, 'Women's place in the history of sport psychology,' Dr. Diane Gill (1995) discussed that women have often been omitted in the history of sport psychology. Roper (2002) further explores the gender bias in sport psychology and the marginalization of women in the applied field. Despite the influx of girls and women in sport since Title IX, the contributions of early female pioneers, including black women, in the field are rarely given recognition. However as you see today, the situation for women in sport psychology is significantly progressing. What's often been missing from the early days of AAASP is the discussion/acknowledgement of black and white women's contributions early on. More recently, Hyman, White, and David (2021) examined the importance of diverse methodologies when looking through a 'Black feminist lens.' One woman, Barbadian Marcia Oxley was one of the first black women to be a member of AAASP in 1987. Her contributions were numerous. Another example is Dr. Betty Wenz' who developed the primary technique of centering and serving as the clinical sport psychologist for the 1984 & 1988 Olympic track & field teams. In our presentations, we will be exploring and discussing the contributions of specific white and black women members of AAASP, their contributions, specialties, and any particular sport psychology techniques they developed and contributed to the field.

Elite/Pro Sport

P-72

A QUALITATIVE EXPLORATION OF THE MOTIVATIONAL CLIMATE IN ELITE SPORT: UNDERSTANDING THE IMPLICATIONS OF SOCIAL AGENTS ON ATHLETE MOTIVATION

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Understanding of the features and consequences of the motivational climate in sport stems from research grounded in achievement goal theory (Ames, 1992), self-determination theory (Deci & Ryan, 2000), and a theoretically integrated conceptualisation (Duda (2013)). This literature is primarily marked by studies involving youth, recreational, or interscholastic/university athletes and centred on the motivational climate created by the coach. Building on previous research on elite competitors (Mallett & Hanrahan, 2004; Keegan 2014), this study explored elite track and field athletes' perceptions of the motivational climate as created by a range of social agents and its positive and negative impact on the quality of athletes' motivation. Following institutional ethical approval individual semi-structured interviews (n = 15; 9 males, 6 females) were conducted with elite international level (Commonwealth, European, World, Olympic level) athletes, from the UK, Canada, Japan, Netherlands, Lebanon, Ireland and the USA. Questions posed included: What is it that impacts your motivation in a positive /compromised manner? How do the actions, attitudes or strategies of your coach/training partners/family/NGB influence your motivation to compete and to train in a positive/compromised manner? Initially interviews were conducted face to face (n = 7) but due to the pandemic, remaining interviews were conducted over Zoom (n = 8). Data were drawn from verbatim transcriptions of the interviews and analysed using a reflexive thematic analysis approach guided by Braun and Clarke's (2006) six phase process. Four overarching themes emerged: (a) Motivation facilitated by social relations, with all targeted social agents demonstrating unique supportive behaviours, (b) Athlete internal regulation, suggesting athletes themselves were instrumental agents regulating their own motivation, (c) Social agents as inhibitors, with NGBs, coaches, training partner(s) behaviours negatively impacting motivation quality, and (d) Non-social external influences, such as injury and the weather, compromising athlete motivation.

P-73

A QUALITATIVE EXPLORATION OF THE PSYCHOLOGICAL DEMANDS OF PROFESSIONAL MOTORSPORT RACING

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Christopher Hill, California State San Bernardino, USA;
David Ferguson, Michigan State University, USA*

Successful motorsport racing careers require drivers to develop and maintain unique physical and technical skill. One can assume it is a psychologically strenuous sport that involves numerous demands that must be appropriately managed. However, this is not well established in the existing literature, and motorsport contexts have been relatively understudied in comparison to more traditional team and individual sports.

Thus, little is known about what pressures professional drivers experience and how they may cope. Therefore, the purpose of this qualitative study was to explore professional drivers' perspectives of the psychological demands of motorsport racing. Eleven professional drivers (Mage = 32.5, 1 female and 10 male) actively training and/or competing were included in the sample. A qualitative approach was employed and semi-structured interviews were conducted with each participant. Thematic analysis was used to analyze data across the sample. Themes included psychological demands associated with 1) effectively managing emotions, 2) attentional control and regulation, 3) relationships within and external to sport, 4) maintaining optimal physical health, and 5) financial requirements for racing. Drivers mentioned the presence of these diverse pressures can be observed within training and competition settings as well as during season and off-season. Therefore, for successful careers in professional driving, one must realistically be aware of and manage these demands year-round. The results of the present exploratory study suggest that motorsport is in fact psychologically demanding, and drivers may have some skills and techniques in place to manage such demands. Drivers highlighted that the psychological components of the sport are critical to success in motorsports. There is a need for further investigations into the psychological nuances of professional racing as well as an opportunity for applied sport and exercise psychology practitioners to intervene and provide services to aid in the management of these unique psychological demands.

P-74

CONTRIBUTIONS OF SPORT PSYCHOLOGY CONSULTATION: THE ROAD TO THE WORLD CHAMPIONSHIPS FOR A FEMALE YOUTH IRISH DANCER

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Tanasha Johnson, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA*

In the last two decades, Irish Dancing has become increasingly competitive among competitors of all ages and demands a higher level of athleticism from dancers. Irish Dance encapsulates culture, heritage, and expression originating from Ireland. According to Christensen et al., (2021) Irish dancers must land from difficult moves without letting their knees bend or heels touch the ground, causing large forces to be absorbed by the body. Irish Dancers must deliver a high energy performance with a specific number of steps that must be precise and quick with as little movement from their upper body as possible. Little research exists investigating competitive Irish dancers engaging in mental skills training or individual sport consulting.

This poster presentation is a case conceptualization by two clinical sport psychology doctoral candidates working together to provide sport co-consulting to a female youth Irish dancer at the Open Championship Level. The sport consultants will provide a thorough outline of the mental skills and preparation for competition supported by both quantitative and qualitative data. Integrating their expertise in sport psychology and child and adolescent development, the consultants created a tailored treatment to address issues of performance anxiety, emotion regulation, and positive self-talk. Additionally, traditional mental skills, Mindfulness Acceptance Commitment (MAC), Cognitive Behavioral Therapy, and Mindful Sport Performance Enhancement interventions were utilized in setting goals, emotion regulation,

grounding techniques, and understanding the value of one's athletic identity. Furthermore, the sport consultants utilized a cultural lens to provide culturally responsive consultation in the face of biases and prejudices.

P-75

EXPLORATION OF ATTENTIONAL FOCUS STRATEGIES AMONG ELITE TRACK AND FIELD ATHLETES DURING PRACTICE AND COMPETITION

*Tatiana Zhuravleva, New Mexico State University, USA;
Jack Sampson, New Mexico State University, USA;
Kevin Becker, Texas Woman's University, USA;
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Few studies within the attentional focus literature have investigated the effects on elite performers. The results from previous work have been ambiguous in terms of the attentional focus type that has led to enhanced performance. The current study aimed to examine the strategies of elite USA track and field athletes (throwers) during different phases of training and competition. Semi-structured, in-depth interviews were conducted to understand the use of attentional focus during practice and competition. Interviews were conducted at the USA Indoor National Championships. 10 throwers (5 males and 5 females) volunteered to participate in the research study. Data were coded into attentional focus type used during pre-competition practice, and preparation, execution, and reflection phases during competition. Athletes identified various attentional focus techniques during practice and competition, which included internal (i.e. focus on the movement), external (i.e. focus on the effects on the environment), and holistic (i.e. focus on the general feeling). During pre-competition practice and preparation during competition, individuals reported using internal, external, and holistic foci. For the execution phase, both holistic and external foci were reported. The final phase of reflection, internal, external, and no use of attentional focus emerged. Understanding the attentional focus utilized by elite performers potentially alters how this concept is understood in the literature. Traditional research on motor learning suggests that an external focus is superior for performance and learning (Wulf, 2013). However, elite athletes' use of attentional focus is much more complex (Fairbrother, et al., 2016). It appears that attentional focus changes during practice and competition. Additional research is still needed to understand this complex interaction but can be used to guide how coaches instruct athletes of various skill levels. These findings are consistent with recent research showing that elite throw coaches also used various attentional focus cues (Zhuravleva, et al., 2022).

P-76

EXPLORING PRE-PERFORMANCE ROUTINES AMONG ELITE TRACK AND FIELD THROWERS

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Tatiana Zhuravleva, New Mexico State University, USA;
Kevin Becker, Texas Woman's University, USA;
Christopher Alken, New Mexico State University, USA*

Pre-performance routines are foundational to successful sport performance and have become a critical factor during Olympic competition. Pre-performance routines are defined as the systematic engagement of task relevant thoughts and actions prior to the performance of a specific skill (Moran, 1996). The

effectiveness of pre-performance routines has been well-established within the literature (Lidor et al., 2014). Routines help structure an athlete's emotional and thought processes, assisting in keeping their attention focused on the task at hand (Cotterill, 2010; Hazell et al., 2014). Routines may also reduce stress, trigger automatic movement patterns, and enhance performance under pressure (Cotterill, 2010). There has been limited exploration into the psychological processes and strategies athletes adopt during a routine that occurs prior to movement execution (Cotterill, 2010). The purpose of the study was to explore what athletes attend to, or focus upon, during their pre-competition routine. Semi-structured interviews were conducted on 10 (5 male, 5 female) elite American weight/hammer and shot-put throwers, following their performances at the USA track and field indoor championships. Through a thematic analysis (Braun et al., 2016), the findings indicated that these athletes viewed pre-performance routines connected with preparation, execution, and reflection. Athletes implemented arousal increasing techniques prior to their throw during preparation. Upon entering the ring (execution), their focus shifted towards technique reminders and increased arousal maintenance. Immediately after the throw (reflection), their focus was on maintaining their heightened arousal, performance feedback, and falling back into their routines to prepare for the next throw. The findings provide insight into the psychological processes and strategies that elite athletes adopt before, during, and after task execution. These findings could have practical implications for coaches and sport psychology professionals working with elite throwers.

P-78

PHYSIOLOGICAL AND PSYCHOLOGICAL CORRELATES IN TRAINED COMPETITIVE FEMALE POWERLIFTERS AND COMBATIVE MARTIAL ARTISTS

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Forty-four competitive female powerlifters and combative martial artists from two countries (15 U.S. states) were interviewed. Mean competitor age was 34.8 years. Experience among 38 powerlifters and 10 combative martial artists ranged from novice to world champion or ranked UFC fighter (four athletes had competed in both sports). Interviews ranged from 35 minutes to 3 hours. Athletes were assessed for perceived locus of causality (Vlachopoulos, et. al., 2021), hardiness (Bartone, 1995), self-efficacy (Schwarzer, et. al., 1995), and grit (Duckworth & Quinn, 2012). Fitness benefits were discussed as per earlier research by Paul (2015). Aspects of balancing masculinity and femininity were explored (Pitetta, 2019). Athletes demonstrated high levels on internal locus of control, hardiness, self-efficacy, and perseverance. Most competitors experienced socially facilitated entry into the sport via friends or significant others. Family support was common, though less from older generations for those of Latina ethnicities. Athletes overwhelmingly felt their sport improved strength, power, skills, ability, mastery of technique, conditioning, ability to compete, and confidence in all spheres of life. Athletes felt competitive time in their sport improved self-esteem, self-confidence, self-concept, self-reliance, self-regulation, self-control, and elevated their sense of independence. Many reported temporary mood or attitudinal changes per the quality of training sessions or contest outcomes. Most competitors had developed effective, but highly varied, ways to cope with competition-related anxiety. Athletes overwhelmingly rejected the justness of biological males competing as females,

citing sex-related differences in strength and aggression. A minority of athletes reported experiencing stigma competing in a stereotypically masculine sport; these experiences were sourced outside athletes' sport, familial, and social circles. All felt their sport demanded and trained 'mental toughness,' an outcome positively impacting life beyond the sport. Findings suggest desirable psychological and physiological outcomes for females participating in these two stereotypically/traditionally male sports.

P-79

PSYCHOLOGICAL FACTORS STRUCTURE FOR TABLE TENNIS PERFORMANCE

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Purpose: The objective of this study is to explore the structure of psychological factors that affect table tennis performances by verifying the validity of the psychological factors, and to help improve table tennis performances.

Methods: Data were collected from 224 players through questionnaires that assessed the psychological factors in table tennis performances. From the collected data, the results were deduced through the verification of question suitability, analysis of credibility, construct validity and concept validity.

Results: One question that has high credibility when it is removed was deleted in the verification of question suitability. After exploratory factor analysis for twice on selected 34 questions, total 17 questions were deleted due to less than .30 factor loading. Next, confirmatory factor analysis was done on 17 questions of four factors, and the suitability of the model was verified. The selected final model consists of anxiety and emotion regulation(6 questions), game strategy(4 questions), self-control(4 questions) and confidence(3 questions). The whole credibility of the final model is .906, and each sub-factor's credibility is .766~.794, which is a satisfactory level. Lastly, the convergent validity was analyzed for concept validity verification on the model, and the overall results meet the standard, so the concept validity is secured.

Conclusion: the structure of psychological factors that can affect table tennis performances was confirmed, and the validity was verified in this study. The results can be used in psychological skills training to improve table tennis performances, along with actual game fields.

P-80

RESILIENCE AND PERFORMANCE STRATEGIES AS PREDICTORS OF FLOW STATE IN HIGH-RISK EQUESTRIAN ATHLETES

Ashley Johnson, USA

Given the scarcity of research on elite three-day eventing athletes, this study aims to bridge the current gap between studies of competitors in other equestrian disciplines as well as studies of personality traits and states of athletes and individuals in other sporting and performance domains that involve high-risk and sustained focus. The study hypothesized that elite three-day eventing athletes would demonstrate higher baseline resilience and dispositional flow characteristics than members of the general population, and that higher baseline

resilience levels and better use of performance strategies would predict higher levels of flow state within the group. Participants consisted of international level three-day eventing athletes competing in the United States in the Spring of 2021. Flow state during specific competitions was measured using the Flow Short Scale. Baseline resilience levels were measured using the Connor-Davidson Resilience Scale-10 (CD-RISC 10). Use of performance strategies in relation to the same specific competitions was assessed using the Test of Performance Strategies-3 (TOPS 3). The results showed significance in correlation between baseline resilience levels and flow state for all athletes, as well as significant correlations in the performance strategies sub-scales of emotional control and negative thinking in relation to flow state and significant correlations in the performance strategies sub-scales of automaticity, emotional control, activation, self-talk, negative thinking, and attention control in relation to resilience. There were no significant findings between an athlete's highest level of experience and their resilience scores or flow scores, but both resilience levels and flow state scores were higher than that of the general population. This study is the first of its kind conducted on three-day eventing athletes and indicates a self-selection of riders in the elite levels of three-day eventing based on riders who already demonstrate high levels of resilience and high propensity for experiencing flow state in competition.

P-81

THE EXAMINATION CHALLENGE AND THREAT STATES UPON EVENTING PERFORMANCE

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Challenge and Threat motivational states can be adopted regarding sporting performance and involve affective, cognitive and physiological mechanisms (Meijen, Jones, Sheffield, & McCarthy, 2014; Blascovich & Mendes, 2000). Understanding how these motivational states might change within a sporting event which has various components (Dressage, Show Jumping & Cross Country) maybe important for performance.

Twenty-one participants competed in affiliated eventing (BE80 up to advanced) completed self-report measure to capture emotion (Sport Emotion Questionnaire; Jones et al, 2002), Challenge and Threat states (Challenge and Threat in Sport Scale, Rossato et al, 2016), Self-Efficacy (Bandura, 2006 & O'Callaghan, 2015), Achievement Goals (Achievement Goal Questionnaire (Elliot & McGregor, 2001), Perceived Control, Mental Effort (Rating Scale of Mental Effort; Zijlstra, 1993) and Cognitive Appraisal (Cognitive Appraisal Ratio Scale, Tomaka et al, 1992) in order to examine potential influence on performance.

Dressage

Regression analysis indicated that perceived control predicted dressage performance level ($F(1,19) = 4.95, p = .04$). The analysis also revealed a negative correlation regarding excitement and dressage performance ($r = -.53, p = .01$), happiness and dressage performance ($r = -.55, p = .01$).

Show Jumping

Positive associations were observed within show jumping regarding the emotions of anger ($r = .54, p = .01$) and dejection ($r = .46, p = .04$). Furthermore, a Repeated measures ANOVA

revealed that Mastery Approach was significantly higher in Cross-Country competition compared to Show Jumping ($F(2,40) = 3.9, p = .03$).

The results suggest that emotions related to Challenge and Threat have an impact upon Dressage and Show Jumping performance and a mastery approach is adopted within Show Jumping performance at a higher level than Dressage and Cross Country.

Exercise/Health/Fitness

P-83

ANXIETY AND BODY MASS INDEX IN YOUNG ADULTHOOD: THE ROLE OF PHYSICAL ACTIVITY AND EMOTIONAL EATING

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Physical activity (PA) and emotional eating (EE) are both associated with anxiety and are two vastly examined factors among the predictors of subsequent increase in weight and body mass index (BMI) in adults (Konttinen, 2020). Studies draw inconsistent findings about the effects of anxiety on BMI (Haidar et al., 2016). Considering the link of anxiety with both PA and EE, the purpose of this study was to investigate anxiety as potential precursor of BMI via EE and PA and to assess this possible mediating effect. Yet such an indirect effect has not been tested before. Data was collected from 235 young adults (Mage = 21.91, SD = 2.83; 192 females) in Turkey. Participants reported their anxiety, EE (in negative situations), cognitive barriers to PA, and their height and weight (to assess BMI) via online questionnaires. Path analyses were conducted to examine the direct and indirect roles of anxiety in BMI. Since participant age and gender were related to BMI in the preliminary analyses, they were added as control variables. Results revealed that anxiety was related to cognitive barriers to PA ($B = .23, p < .01$). Moreover, EE ($B = .32, p < .001$) along with age ($B = .24, p < .01$) and gender ($B = .25, p < .01$) were related to BMI ($\chi^2(5) = 4.83, p = .44, RMSEA = .00, (90\% CI [.00, .09])$). No other paths were significant. Additional analyses with gender as the grouping variable showed that the association between EE and BMI was significant only for female ($B = .34, p < .001$) but not for male ($B = .24, ns$) participants. Overall, the results suggested that the participants (especially females) with higher emotional eating were susceptible to having higher BMI. Even though anxiety was not related to BMI, highly anxious individuals were found to have higher cognitive barriers to physical activity.

P-85

EXPLORING SOCIAL PHYSIQUE ANXIETY, ETHNIC IDENTITY, AND GENDER IDENTITY IN EXERCISERS

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Social physique anxiety (SPA) has been a motivator (Frederick & Morrison, 1996) and demotivator (Eklund & Crawford, 1994; McAuley et al., 1995) for exercise. Little is known about SPA

levels across race/ethnicity groups (Russel, 2002), and there is no known data on potential differences in SPA by ethnic identity (i.e., one's strength of identification with an identified ethnic group; Baugh et al., 2010). The purpose of this study was to explore the relationships and predictability of ethnic identity, race/ethnicity, and gender identity on SPA in regular exercisers. Random stratified sampling of two popular U.S exercise chains and snowball sampling resulted in 1,765 participants, including nine races/ethnicities and multiple gender identities. There was a small, negative correlation between SPA and total ethnic identity for the entire sample ($r_s = -.063$, $p = .008$); for White/European American exercisers, there was a small, negative correlation ($r_s = -.093$, $p = .001$), and for Black/African American exercisers there was a moderate, negative correlation ($r_s = -.309$, $p = .026$). When investigating the predictive value of gender identity and total ethnic identity on SPA, the model was statistically significant [$R^2 = .010$, $F(3, 1754) = 5.737$, $p = .001$] and explained 1% of the variance in SPA. There was a unique contribution from total ethnic identity and cisgender women on SPA, yet both were small. Additional exploratory analyses tested for differences in ethnic identity between racial/ethnic groups, differences in SPA between genders, and correlations between age and SPA. No large differences were found in SPA among exercisers when grouped by race/ethnicity or gender, but there may be differences in relationships between SPA and ethnic identity for Black/African American exercisers. These findings provide practitioners with insight on how ethnic identity, not just race/ethnicity, may influence clients' anxiety related to their bodies in exercise contexts.

P-86

GUILT OR ENTITLEMENT: NUTRITION AND HEALTH BEHAVIORS ON EXERCISE VS. NON-EXERCISE DAYS

Brian Butki, Colorado State University, USA

Healthy behaviors beget other healthy behaviors - or do they? Previous researchers have shown that athletes are more likely than nonathletes to engage in risky health behaviors (like drug use and sexual behaviors), but does the same hold true for less extreme behaviors, such as nutrition, tobacco, alcohol or cannabis use? Regular exercisers can either use exercise as a foundation of a healthier lifestyle or as justification for poor habits. The literature shows little evidence of any reason for why adults differ in these rationales of exercise. A better understanding of what effects health decision-making for active young adults may help in creating a healthier lifestyle for these participants as well as have implications for those who are not currently physically active. Physically active college-aged students ($n = 883$; age 18-24) completed a survey designed to assess health behaviors on scheduled exercise days, scheduled non-exercise days, and missed exercise days. The survey included questions centering on exercise, nutrition, and other healthy and non-healthy behaviors (such as alcohol, tobacco, and cannabis use). Results suggest there is a significant gender difference relative to health behaviors on exercise days. Specifically, males are more likely to engage in negative health behaviors on days when they exercise. Qualitative trend analysis revealed justification for those behaviors ranging from "entitlement" to "risk seeking." Females were much more likely to reject unhealthy behaviors, trending toward justifications such as "guilt" or "waste avoidance." We found a strong relationship between age and constancy of health behaviors. We also noted

several interesting gender differences relative to the guilt vs. entitlement issue. The relatively high variability in findings suggest the need for further research, but several important trends emerged and are discussed relative to future research ideas. Recommendations for practitioners are also provided.

P-87

PERCEIVED ABILITY AS A MODERATOR OF THE RELATIONSHIP BETWEEN ATHLETES' PERCEPTIONS OF AN EGO-INVOLVING TEAM CLIMATE AND THEIR SPORT COMMITMENT

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Research employing achievement goal perspective theory (AGTP) has revealed benefits for athletes who experience a caring and task-involving climate in sports (Roberts, 2013). Concerns emerge, however, when athletes experience an ego-involving climate. Nicholls (1989) maintained that if individuals experience an ego-involving team climate and have low competence, they will be more prone to have maladaptive sport experiences, though limited research has addressed this with adult athletes. The purpose of this study was to examine the extent to which perceived ability moderates the relationship between athletes' perceptions of an ego-involving climate and their sport commitment. US Master Swimmers ($N = 566$; Mage = 53.12 years; 67% female) who participate in programs with a coach volunteered to complete an online survey. Results from latent moderated Structural Equation Modeling analyses indicated that athletes' perceptions of an ego-involving climate were not significantly associated with their sport commitment, but were significantly associated with their perceptions of ability. Further, there was a significant interaction between athletes' perceptions of ego-involving climate and ability, indicating the significant moderator role of athletes' perceptions of ability. Specifically, there was a positive relationship between athletes' perceptions of ego-involving climate and sport commitment for athletes with higher perceptions of ability, but a negative relationship for athletes with lower perceptions of ability. Consistent with the tenets of AGPT, these findings suggest that athletes on highly ego-involving teams will need to perceive high levels of ability to remain committed to swimming. Coaches who recognize and reward swimmers for their ability and performance and give most of their attention to the most talented athletes may be undermining the experiences of less competent adult swimmers. As participation in physical activity across the lifespan is critical for optimizing physical and mental health (Musich et al., 2017), swim coaches should proceed with caution in creating highly ego-involving team climates.

P-88

PHYSICAL ACTIVITY INTENTION-BEHAVIOR GAP DURING THE COVID-19 PANDEMIC: THE MODERATING ROLE OF MOTIVATION AND HEALTH-BELIEF

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While many people intend to perform physical activities for the various benefits that they will receive, the challenge for more

than half of individuals is the ability to regularly participate. The COVID-19 pandemic physical and social constraints have inevitably increased this intention-behavior gap, which is related to various health issues such as the susceptibility to infectious diseases. The present study aims to identify the psychological mechanism that moderates the physical activity intention-behavior gap during the pandemic based on the self-determination theory (SDT) and the health belief model (HBM). Online questionnaires reflecting the context of the COVID-19 pandemic were developed to measure the intention of physical activity and actual frequency, motivation (intrinsic motivation and external regulation), and health belief (perceived susceptibility). A cross-sectional study was conducted on 194 Korean adults with a total sample size of 190. The moderating effects of motivation and belief were tested using a hierarchical regression analysis that predicts physical activity based on intention. The results showed that, even in a controlled condition for the level of physical activity prior to the pandemic and the current intention for physical activity, significant predictions could be made for the frequency of physical activity during the pandemic from controlled motivation (external regulation) and perceived susceptibility. The results also verified significant moderating effects, whereby the physical activity intention-behavior gap decreased with high external regulation but increased with high perceived susceptibility to infectious diseases in the COVID-19 context. The findings in this study suggest that the desire to attain an external reward for physical activity and the awareness that participation in physical activity does not increase the risk of infection, were the key determinants regarding the intention to perform physical activity during the pandemic.

P-89

QUANTIFYING BODY IMAGE THROUGH SMARTPHONE-BASED ARTIFICIAL INTELLIGENCE

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Ryan Graham, Texas Christian University, USA;
Jessica Renteria, Texas Christian University, USA;
Elizabeth Warfield, Texas Christian University, USA;
Caleb Brandner, University of Southern Mississippi, USA;
Jada Willis, Texas Christian University, USA;
Austin Graybeal, University of Southern Mississippi, USA

Body image is multidimensional construct that includes perceptual elements of one's body (Cash & Smolak, 2011). Distorted body perceptions may lead to extreme exercise regimens and excessive exercise is often a sign of misperceived body image (Corazza et al., 2019). New technological developments allow smartphone-based artificial intelligence (AI) to assess body composition and are equipped to automate one's appearance at a given objective body fat percent (BF%). Automating body composition through AI may better capture current body image issues, but this method has not been evaluated. The purpose of this study was to explore body dissatisfaction and society attractiveness between sexes and varying body composition levels using predictive AI. Ninety-eight participants (m=35, f=63) underwent body composition scans using the HALO App and DXA. Using the HALO automated BF% visual analogy scale (VAS), participants selected an image representing their perceived body, ideal body, and what a partner would find attractive. Additionally, participants completed the Body Image State

Scale (BISS) and Multidimensional Body Self-Relations Questionnaire-Appearance Scale (MBSRQ-AS). DXA and HALO BF% were highly associated ($r=0.95$, $p<0.001$). BF% questions using HALO VAS showed differences for measures of actual, perceived, ideal, and partner BF% ($p<0.05$) and no mean difference (MD) from actual by sex. After adjusting for measures of adiposity, males had a greater PERCEIVEDMD ($p=0.035$) and PARTNERMD ($p=0.028$). IDEALMD ($p<0.001$) and PARTNERMD ($p<0.001$), but not PERCEIVEDMD ($p=0.827$) differed by BMI classification. IDEALMD was greater for obese and overweight compared to normal ($p<0.001$, $p=0.001$) and underweight (both $p=0.001$). MD for all BF% questions were not associated with MBSRQ-AS ($p>0.05$). BISS was associated with IDEALMD ($r=0.41$, $p<0.001$) and PARTNERMD ($r=0.24$, $p=0.019$). Distorted body perceptions can be assessed using automated BF% VAS and may assist sport and exercise psychology consultants in better quantifying these issues.

P-90

THE COVID-19 PANDEMIC AND EXERCISE: CHALLENGES, TRENDS, AND FORGING A PATH FORWARD

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The COVID-19 pandemic has led to many changes and created additional barriers to exercise. Exercisers have faced extended home stays/quarantines, gym closures/restrictions, opportunities for various exercise modalities, and challenges in starting/maintaining exercise routines. The purpose of this presentation by Exercise Psychology and Wellness SIG members is to discuss how exercise behaviors have changed throughout the pandemic, apply exercise adherence strategies, and provide recommendations for practitioners working with individuals continuing or returning to exercise within and outside of gym/fitness settings. A recent longitudinal study showed exercise frequency in the US has significantly varied during the pandemic, with a decrease between April 2020 and January 2021 and an increase between January and July 2021. Additionally, participants at risk for lower exercise frequency were females, non-Whites, those not living with a partner, lower socioeconomic status individuals, and those who were insufficiently active, obese, and had hypertension or diabetes before COVID-19 (Wijngaards et al., 2022). The more widespread use of vaccinations, mitigation efforts, and desired return to normalcy may have influenced the most recent trends (Thompson, 2022). Trends predicted to stay post-pandemic will be described including: 1) a hybrid model for workouts/fitness classes (gyms offering in-person and virtual options); 2) personal training (including virtual options); 3) home exercise gyms/fitness products/equipment; 4) outdoor activities; 5) wearable technology and data; and 6) holistic health and fitness goals designed to include improved mental health and increased productivity. Exercise adherence strategies particularly focused on those disproportionately affected by the pandemic and considered at-risk for reduced exercise frequency will be discussed. Finally, a health/fitness professional who was an integral part in leading a chain of gyms throughout the pandemic will share the successes/challenges and offer insights into how to alleviate concerns/motivate members returning to the gym setting/personal training.

P-92

THE EFFECTS OF HEART RATE MONITORING ON RATINGS OF PERCEIVED EXERTION AND ATTENTION ALLOCATION IN INDIVIDUALS OF VARYING FITNESS LEVELS

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Kaitlyn Harrison, Texas Christian University, USA;
Elizabeth Warfield, Texas Christian University, USA;
Jessica Renteria, Texas Christian University, USA

There has been a rapid increase in the use of wearable technology-based physical activity trackers. Most of these physical activity trackers include tracking and displaying the individual's heart rate (HR). There is little known about how HR monitoring influences the perception of exertion and attention allocation. Shifting attentional focus toward the body (association), such as monitoring HR, instead of environmental stimuli (dissociation) may increase one's perceived level of exertion. The purpose of the study was to examine the effects of HR monitoring on ratings of perceived exertion (RPE) and attention allocation during an exertive stepping task in individuals of varying fitness levels. The YMCA stepping task normative values determined fitness levels. For the experimental condition, participants were randomly assigned to one of two conditions (i.e., HR monitoring or control) and completed a stepping task with a weighted vest at 20% of their bodyweight. HR, RPE, and attention allocation were collected at 30-second intervals. Performing the stepping task resulted in a gradual increase of HR and RPE along with a shift from dissociative to associative attention across all conditions. Monitoring one's HR during the task resulted in more dissociative attention allocation, however, no RPE differences were reported between the two conditions. Unfit individuals reported lower levels of RPE during the first time point compared to fit individuals despite having higher HR throughout the task. The results of this study have relevance for applied practitioners implementing physical activity interventions with individuals who monitor their HR.

P-94

THE ROLES OF MOTOR DEVELOPMENT ON PHYSICAL, COGNITIVE, AND PSYCHOSOCIAL HEALTH OUTCOMES IN UNDERSERVED PRESCHOOLERS

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Purpose: Although a few studies reported the disparities in the development of fundamental motor skills (FMS) in underserved preschoolers (Hardy et al., 2012; Okely & Booth, 2004), limited empirical evidence exists regarding how FMS impact various health outcomes in underserved preschoolers in Head Start, a federal program for low-income children and families. The purpose of this study was to examine the predictive strengths of FMS competence on physical, cognitive, and psychosocial health outcomes in underserved preschoolers.

Method: 216 preschoolers (Mage = 4.32, SD = 0.63; 56.5% girls; 54.6% Hispanic) enrolled from six Head Start centers in underserved urban communities in North Texas participated in this study. We measured these preschoolers' actual FMS

(locomotor skills and ball skills), moderate-to-vigorous physical activity (MVPA; Actical activity monitors), executive functioning, and perceived competence using previously validated assessments. Descriptive statistics, correlation, and multiple linear regression were performed to examine the relations and predictions among study variables.

Results: About 70% of underserved preschoolers in the Head Start did not meet the age-related motor development norm. Locomotor skills and ball skills were significantly correlated with MVPA, executive functioning, and perceived competence ($p < 0.5-0.1$), and they were significant predictors of MVPA, executive functioning, and perceived competence ($\beta = 0.13-0.41$, $p < 0.5-0.1$).

Conclusion: The findings highlight the importance of developing FMS competence in underserved preschoolers, which is associated with various health outcomes in early childhood and may affect the healthy lives of young children in Head Start. Given that underserved preschoolers in Head Start are likely to show a disparity in motor development, future FMS interventions and PA programs are needed to provide developmentally appropriate PA policies and practices for early childhood educators to promote health equity and advance health equity in underserved preschoolers.

P-95

UNDERSTANDING NCAA DIVISION II COACHES' EXERCISE GOALS: A SELF-DETERMINATION THEORY PERSPECTIVE

Ari Sapinsley, USA; Tucker Readdy, University of Wyoming, USA;
Johannes Raabe, West Virginia University, USA

National Collegiate Athletic Association (NCAA) coaches work in highly stressful environments characterized by the pressure to win, long work hours, and volatile employment (Didymus, 2016). Such settings can limit individuals' capability to engage in appropriate physical and psychological recovery, which increases their probability of experiencing negative outcomes such as burnout, decreased sleep quality, and interpersonal conflict (Kellmann et al., 2016). Along with commonly reported physical health benefits, exercise has also been shown to increase psychological well-being (e.g., subjective vitality, confidence; Abidin et al., 2018). However, there is limited research about coaches' exercise behavior and its antecedents. According to Self-Determination Theory (Ryan & Deci, 2017) people's likelihood of engaging in regular exercise is influenced by the degree to which their goals are intrinsic in nature, which in turn is determined by their perception of the basic psychological needs of autonomy, competence, and relatedness. The purpose of this study was to investigate the relationship between coaches' perceived basic psychological needs, exercise goal content (social affiliation, image, health management, social recognition, and skill development), and exercise behavior. A total of $N = 300$ NCAA Division II coaches from multiple sports participated in the current research. Path analysis indicated significant positive links between coaches' basic psychological needs and all but one (i.e., image) of the five different types of exercise goal content ($p < .05$). The satisfaction of competence and relatedness appear to have a particularly meaningful influence ($.29 \leq \beta \leq .66$; $p < .001$). In turn, health management goals were significantly associated with participants' reported number of exercise hours per week ($p < .05$). These findings highlight the

importance of understanding basic psychological needs and goal content to facilitate coaches' exercise behavior. Practical implications for those who aim to improve the physical and psychological well-being of coaches will be discussed.

Injury/Rehabilitation

P-97

AMBIGUOUS LOSS AND SPORT INJURY

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The purpose of this qualitative interpretive phenomenological study is to explore the experiences of college athletes who had a sport injury in the past two years. The theory of ambiguous loss will be applied as it gives a framework for understanding non-death losses such as a sport injury. Ambiguous loss was first defined by Boss (1999) to describe loss that can occur in situations outside of solely a death. For example, a physical loss can occur while psychological presence is maintained (e.g., kidnapping). Also, a psychological loss can occur while physical presence is maintained (e.g., Alzheimer's, addiction). Ambiguous loss creates a difficult grief process as it can keep individuals in a state of 'in between' as others often do not realize the gravity of the loss given that it is non-death. Boss (1999) suggests ways for moving forward with ambiguous loss, which includes acknowledging the loss, defining new hopes, developing identity, and others. In this study, the losses experienced during a sport injury will be explored as physical or psychological or both. Further, subsequent grief will be explored and the strategies utilized to move forward with the loss. In this presentation, the findings of this study will be shared as well as suggestions for applying to practice.

P-99

EXPLORING FEMALE ATHLETE EXPERIENCES OF COPING WITH PROTRACTED CONCUSSION SYMPTOMS

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A sport-related concussion is a traumatic brain injury caused by a direct hit to the head, face, neck, or body, resulting in rapid onset of cognitive, somatic, and psychological symptoms. Approximately 30% of concussed athletes experience protracted symptoms (Zemek et al., 2016). The severity of a protracted concussion injury, compounded with daily life stress, has lasting psychological implications that can be mediated through the use of different coping mechanisms (Andr eacute;-Morin et al., 2017). The purpose of the current study was to identify and describe coping outcomes and factors that facilitated or prevented coping responses in five female University athletes (rugby, ice hockey, synchronized swimming, and softball) who experienced protracted symptoms for more than 6 weeks. We approached this study from a postpositivist paradigm, with a critical realist ontology and a modified dualist/objectivist epistemology. We conducted semi-structured interviews with each athlete and we analyzed the transcripts using a coding reliability approach to thematic analysis. Athletes stated their coping abilities were influenced by a lack of perceived control over their injuries and

a lack of a symptom-specific treatment protocol, and the type of social support they received, resulting in emotion-focused coping strategies such as avoidance and acceptance. The athletes felt that their lack of control and individualized treatment negatively impacted recovery, leading to avoidant behaviors. However, quality social support personalized to the need of the athlete helped them accept their injuries, and led to injury-related growth. These results suggest that concussed athletes should be educated on effective coping strategies such as acceptance early in recovery, and sport psychology professionals should promote acceptance by giving athletes a voice during their recovery and helping athletes identify and use meaningful social support during recovery.

P-100

HELPING THE HAVE-NOTS: EXAMINING THE RELATIONSHIP BETWEEN REHABILITATION ADHERENCE AND SELF-EFFICACY BELIEFS IN ACL RECONSTRUCTED NAIA AND NCAA DII AND III FEMALE ATHLETES

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Anterior cruciate ligament injuries, among the most common and traumatic sport-related injuries, can often negatively impact one's quality of life during and post-rehabilitation. For many female NCAA Division I and professional athletes, injury rehabilitation is streamlined with a multidisciplinary team, including sport psychology. For others (e.g., NAIA, NCAA Division II, III athletes) this may not always be the case, as many of these athletic programs may not have the resources available to meet the various needs of injured and rehabilitating female student-athletes. Moreover, because these athletes are rarely mentioned in the media, their injury and rehabilitation experiences are largely unreported both in research and public news outlets. In these instances, rehabilitation motivation, adherence, and return-to-play success may be more dependent on the athletes' individual resources and personalities, as compared to their Division I and professional counterparts. With so many more female athletes competing at the NAIA and NCAA Division II and Division III level across the U.S., a better understanding of ACL injury rehabilitation and return to sport with limited resources is warranted. Thus, the purpose of this study was to examine what factors related to motivation and self-efficacy contribute to a successful rehabilitation for NAIA and NCAA Division II and III female athletes following ACL reconstruction who have limited resources. Qualitative interviews were used to investigate personal factors, as well as cultural and social elements that impact adherence to rehabilitation protocols and ultimately, recovery.

P-101

MODEL OF PSYCHOLOGICAL READINESS TO RETURN TO SPORT AFTER A CONCUSSION

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Most researchers investigating psychological readiness to return to sport have examined athletes who have sustained orthopedic injuries (Podlog et al., 2015; Ardern et al., 2013).

The purpose of the present study was to understand readiness to return to sport participation following a sport-related concussion. From this grounded theory qualitative research, a comprehensive theory and model of Readiness to Return to Sport Participation (RRSP) following a concussion emerged. The RRSP model explains the components of psychological readiness and the external factors influencing the process of feeling RRSP after a concussion. Psychological readiness and physical readiness emerged as the constructs needed for an athlete to be RRSP. Subconstructs of psychological readiness included feeling normal, confident, and valued, and having a positive attitude/mindset. Subconstructs of physical readiness included being symptom free and having the perceived ability to meet to demands of the task. Psychological readiness and physical readiness were hypothesized to have a reciprocal relationship that could be influenced by the motivation and expectations of the athlete. Physical readiness seemed to be influenced by professional guidance/management. Perceived social support and professional guidance/management seemed to influence psychological readiness, motivation, and expectations throughout the RTP process.

Sport Psychologists and mental performance consultants play a vital role the recovery process of injured athletes. If they understand the relationships among the RTP phase, the psychological components of readiness, and the physical aspects of readiness, they will be better able to support athletes following concussions. Currently, during the RTP process, only criteria for physical readiness to return are met through their concussion protocols, however the RTP process should ensure athletes are both psychologically and physically ready to return. Sport psychologists and CMPCs can improve the RTP process following a concussion by understanding the physical and psychological components required for an athlete to feel RRSP.

P-102

THE EFFECT OF TYPE OF SPORTS INJURY AND TIME MISSED ON COLLEGIATE ATHLETES MOTIVATION

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Self-determination Theory (Deci & Ryan, 1985, 1991) indicates the fulfillment of basic needs of autonomy, relatedness, and competence will influence a large number of athlete outcomes. Even though this need fulfillment is important in understanding athlete motivation at any time during their participation, it might be especially important to understand athletes' need fulfillment when they experience challenges related to their sport. One challenge that might be especially important to understand athletes' need fulfillment is following injury as, often, an athlete is separated from their team, loses their confidence in their own performance, and may feel like they are fully reliant on others. Further, the type of injury and the length of absence from participation might influence these basic needs. Therefore, we investigated the types of injuries athletes experience over the course of a season, the time lost from injury, and whether either of these aspects were related to the various forms of motivation. In our study, 264 collegiate athletes from a large Division I university in the pacific northwest completed a survey where they reported their injury history and time lost from injury

over the previous 12 months and the Behavioral Regulation in Sport Questionnaire (BRSQ; Lonsdale et al., 2008). In total, 45% of athletes indicated they had at least one injury within the last 12 months. Of these athletes, 67 reported acute and 42 reported chronic injuries (several reported both acute and chronic). Results showed no significant relationships between motivation and time lost nor between the types of injury and type of motivation. These findings indicate that an athlete's previous injury history was unrelated to motivation type. As practitioners, it is critical to promote athlete's autonomy, relatedness, and competence during injury in much the same way as if an injury is performing fully.

P-103

THE RELATIONSHIP BETWEEN RACE, ATHLETIC IDENTITY, AND SYMPTOM SEVERITY SCORES FOLLOWING CONCUSSION

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Athletic identity (AI) is defined as the extent to which an individual identifies with the athletic role (Brewer et al., 1993). This normal-range psychological factor may be related to outcomes of concussion recovery, as those higher in AI experience prolonged recovery (O'Rourke et al., 2017). There is limited evidence examining the relationships between race and AI on post-concussion symptoms, with a suggestion that athletes of color who are higher in AI may be more motivated to return to play for scholarships and career opportunities (Aggarwal et al., 2020). Therefore, the purpose of this study was to assess the relationship between race and AI and concussion symptom severity scores post-injury. A total of 42 college-aged students (30% Black, 70% White) were examined in a university laboratory setting within 5 days of a diagnosed concussion. Individuals completed demographics, injury information, symptoms from the Sport Concussion Assessment Tool-5 (SCAT5), and the Athletic Identity Measurement Scale (AIMS). Multiple regression analysis was used to determine if race and AI significantly predicted individuals' concussion symptom severity. The average total score on the AIMS was 34.19 (SD = 10.7) and the average concussion symptom severity score was 17.46 (SD = 19.6). The regression revealed race and AI explained 9.8% of the variance ($R^2=.098$, $F(2,40)=2.058$, $p=.142$). Neither AI ($\beta=.515$, $p=.095$) nor race ($\beta=5.106$, $p=.440$) significantly predicted concussion severity scores. Contrary to previous research, AI was unrelated to concussion symptom severity. Additionally, race did not predict concussion symptom severity scores. A larger sample size may indicate differences among these variables, or perhaps, the relationship of race and AI do not predict symptom severity scores following concussion and would not be a concern for practitioners caring for these individuals. Further research examining race and AI by biologic sex and sport may be important for outcomes of concussion recovery.

Mental Health

P-104

A CONTROLLED EVALUATION OF A SPORT-SPECIFIC PERFORMANCE OPTIMIZATION PROGRAM IN A BIRACIAL BLACK AND WHITE ATHLETE DIAGNOSED WITH SOCIAL ANXIETY DISORDER AND AGORAPHOBIA WITHIN THE CONTEXT OF COVID-19

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Black adolescent athletes with anxiety disorders experience unique challenges that impair their sports performance, including fear of speaking up when they need help and barriers to receiving services (Alegria et al., 2010). In this multiple-baseline across behaviors case trial design (Barlow & Hersen, 1988) (i.e., positive assertion and negative assertion), The Optimum Performance Program in Sports (TOPPS; Donohue et al., 2018) will be evaluated in an adolescent athlete diagnosed with agoraphobia and social anxiety disorder. Intervention skill sets were targeted sequentially in a virtual format to safeguard against contracting COVID-19. A battery of psychological measures was administered at the baseline, post-intervention, and a three-month follow-up. The results demonstrated improved negative and positive assertion skills, but only when targeted. The severity of social anxiety disorder and agoraphobia symptoms, general mental health symptoms, and factors affecting sports performance improved from pre- to post-intervention; and these improvements were maintained at the three-month follow-up. The athlete's relationships with coaches, teammates, and family were improved in the same way. Additionally, treatment integrity and consumer satisfaction were rated high.

P-105

A SYSTEMATIC REVIEW OF EATING DISORDER PREVENTION AND PREVENTATIVE PROTOCOLS FOR ELITE FEMALE ATHLETES IN INDIVIDUAL SPORTS

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Female athletes are at a great risk of developing an eating disorder due several risk factors. The purpose of this systematic literature review was to explore what sport psychology preventative interventions are effective for eating disorders within elite female individual-sport athletes, and to create best-practice recommendations for preventing eating disorders within this population. This project synthesized and analyzed literature related to preventing eating disorders among the elite female individual sport population, and determined which interventions were most effective and why. The results indicated sport psychology interventions such as athlete modified healthy weight focus interventions (AM-HWI) and athlete modified cognitive-behavioral-dissonance-based interventions (AM-CBT) were most effective at preventing eating disorders. Findings also suggested that interventions

such as providing prevention education to coaching staff and athletes were also effective with prevention. The findings were integrated into a pamphlet that can be distributed to coaches and practitioners with the purpose of educating elite coaching staff and peers on the warning signs, risk factors, and ways to assist athletes with eating disorders.

P-107

BIGGER BICEPS ARE BETTER: A DYADIC ANALYSIS BETWEEN MALE FRIENDS

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Women have often been the sole focus of dyad research on negative body talk. Recently, researchers reported adolescent boys and adult men engage in two types of negative body talk reflective of both men's body image and masculinity: fat talk (i.e., body fat concerns) and muscle talk (i.e., muscularity concerns). Negative body talk is associated with higher levels of disordered eating behaviors, appearance investments, and muscle dysmorphia symptoms. This study is one of the first to examine men's self-directed negative body talk and their responses to another man expressing muscle talk. Building upon adult men (N = 110) were recruited to complete an online survey including measures of their body talk engagement and a discourse completion task (DCT; SturtzSreetharan et al., 2019) depicting male dyads of similar and different body types (i.e., normal-normal, normal-overweight, normal-muscular, normal-thin). For consistency, the respondent was always depicted with a 'normal' body type. First, men's engagement in self-directed fat talk was related to their BMI, whereas their muscle talk was not related to their BMI. Second, qualitative thematic evaluation of the DCT responses revealed differences by the speaker's body type. Validating statements were given more to overweight and normal weight speakers; deflections and expansion requests were given more to muscular speakers. Taken together, our data suggested that BMI was associated with men's reported engagement in self-directed fat talk but not muscle talk and that when men peers engage in muscle talk, they are more likely to be supportive of men desiring to lose fat and gain a defined, muscular, lean body. As one of the few studies to research male dyads, this study provides an important foundation for understanding the role male friendships play in positively or negatively influencing men's body image perceptions, including potentially positive benefits in reducing adult males' body image disturbance.

P-108

BODY DISSATISFACTION AND DISORDERED EATING AMONG MALE COLLEGIATE ATHLETES

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Male athletes experience disordered eating (DE) and can struggle with their body image, often experiencing themselves as being insufficiently muscular or lean. However, relationships between different types of body image concerns and DE have been minimally explored within this population. Thus, we examined the relationship of body dissatisfaction and DE in a national sample of male collegiate athletes who represented all collegiate sports. Via an online survey, athletes (N = 1975;

9.9% Hispanic, 76.4% White, 21.1% Black, 2.5% Asian/Pacific Islander) completed measures of body dissatisfaction (satisfaction with body leanness, with body muscularity, with overall size/shape, with body thinness, and current weight), the EDE-Q Short Form, and demographics as part of a larger study. The athletes' rates of body dissatisfaction across the five domains (leanness, muscularity, thinness, weight, overall) ranged from 31.5-40.4%. We then conducted a hierarchical regression to test the relationship between each of the five body dissatisfaction domains and their EDEQ-SF total score, which served as the measure of DE; we controlled for athletes' BMI and race/ethnicity. BMI was not significantly related to DE symptomology in the final model, however, race was. Compared to White men athletes, Hispanic men athletes reported significantly ($p = .002$) higher DE ($B = -1.36$, $\beta = 0.06$). The addition of the five body dissatisfaction items at Step 2 was significant ($F(5, 1959) = 201.791$, $p < .001$, $\Delta R^2 = 33.5\%$); three were significantly ($p < .001$) related to eating disordered symptomology: 1) Overall ($B = -1.02$, $\beta = -0.19$); 2) Weight ($B = -1.07$, $\beta = -0.22$); and 3) Thinness ($B = -1.20$, $\beta = -.25$). Substantive percentages of male athletes are dissatisfied with all areas of their bodies and, with respect to DE symptoms, their levels of dissatisfaction with their weight, level of thinness, and overall body size/shape are most explanatory.

P-109

CHILDHOOD TRAUMA, SOCIAL BEHAVIORS IN SPORT AND LIFE, RESILIENCE, AND SELF-EFFICACY OF MALE AND FEMALE COLLEGE KINESIOLOGY STUDENTS

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Childhood abuse and neglect contribute to immeasurable stress with potentially long-lasting mental and physical health issues, such as negative social cognitive functioning, decreased social interactions, and reduced participation in academic activities and the work force (Herzog & Schmal, 2018; Sansone et al., 2012). However, limited research exists that examines gender differences between childhood maltreatment, social behaviors, and protective factors as individuals transition into early adulthood. Therefore, the purpose of this study was to examine differences that exist between males and females regarding childhood maltreatment, prosocial and antisocial behaviors in sport and life, and protective factors (e.g., resilience, self-efficacy). College students in kinesiology courses ($N = 213$; 97 males, 116 females) completed the Child Trauma Questionnaire-Short Form (Bernstein et al., 2003), Protective Factors Survey (Counts et al., 2010), Prosocial and Antisocial Behavior in Sport and Life Survey (Kavussanu & Boardley, 2009), Connor-Davidson Resilience Scale-10 (Campbell-Sills & Stein, 2007), and the Self-Efficacy Scale (Sherer et al., 1982). Results of a one-way ANOVA indicated significant differences between males and females for resilience ($p = .038$), physical abuse ($p = .019$), prosocial behavior toward opponents ($p = .003$), prosocial behavioral toward strangers ($p = .001$), antisocial behaviors toward teammates ($p = .001$), antisocial behaviors toward opponents ($p = .001$), antisocial behaviors toward

peers ($p = .001$), and antisocial behavior toward strangers ($p = .001$). Specifically, females indicated significantly higher prosocial behaviors toward opponents and strangers than did males. Conversely, males, as compared to females, reported significantly higher resilience, physical abuse, and antisocial behaviors toward teammates, opponents, peers, and strangers. These findings suggest that males may be at a higher risk to experience physical abuse during childhood and engage in antisocial behaviors toward others when transitioning into early adulthood.

P-110

COMPARING MENTAL HEALTH NEEDS IN ATHLETES AND NON-ATHLETES FOLLOWING PEDIATRIC CONCUSSION

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Background and Current Study: Concussion is associated with increased risk for mental health problems including anxiety and depression (Gornall et al., 2021). Research suggests that sports participation promotes mental health (Easterlin et al., 2019), however, less is known about links between sports participation and mental health resilience following concussion. This study compares the mental health needs of athletes and non-athletes among a population of youth referred for specialty mental health care following concussion. Scores on mental health screenings were predicted to be worse in non-athletes.

Methods: Ninety-one patients with concussion and their parents underwent evaluation of mental health needs including completing measures of youth's current symptoms of anxiety and depression using the Revised Children's Anxiety and Depression Scale. Independent samples t-tests and chi-square tests were used to examine group differences.

Results: Participants were on average 14.8 years old, 74.7% white, 65.9% female, and 72 days post-injury. Overall, 60.4% played a sport; among athletes, 80% played a team sport. Athletes and non-athletes did not differ in terms of age, gender, time since injury, number of prior concussions, or mental health history. Athletes were significantly more likely than non-athletes to be white. Depressive symptoms were significantly worse in non-athletes via parent but not child-report; anxiety symptoms did not significantly differ. Non-athletes were significantly more likely to have clinically elevated symptoms of anxiety and depression via parent but not child-report; 50% and 31.3% of non-athletes had clinically elevated symptoms of depression and anxiety, respectively, compared to 22.9% and 6.3% of athletes.

Discussion: Results suggest sports participation is associated with reduced likelihood of clinical mental health needs following concussion. Future research should explore discrepancies in parent and child reports, demographic differences between athletes and non-athletes, and possible mechanisms through which sports could promote resilience following concussion.

P-111

CORTISOL VARIABILITY BETWEEN MALES AND FEMALES: A RESPONSE TO AN OBJECTIFIED ENVIRONMENT

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Individuals' (self and social) perceptions can significantly impact their mental and physical health. For example, self-objectification (SO), or treating oneself as an object, can have negative effects on individuals' well-being, including increased shame, anxiety, depression, and eating disorders [1]. In turn, these psychological ramifications can lead to changes in physiological arousal (e.g., altered heart rate, cortisol levels). However, previous research on whether SO can impact physiological arousal is inconclusive [1 2]. Therefore, the purpose of this study was to explore differences in cortisol levels between males and females in response to an objectified environment.

We recruited 102 undergraduate college students (nfemales = 63, nmales = 39, Mage = 18.8, SD = 1.18) between 18 and 25 years of age. First, participants completed a demographic questionnaire and provided a saliva sample. Then, they were randomly assigned to wear revealing exercise attire (experimental group) or baggy exercise attire (control group). After manipulation, they provided another saliva sample. A 2(sex: males/females) x 2(groups: experimental/control) x 2(pre-, post-cortisol levels) mixed-subjects Analysis of Variance demonstrated main effects for time, where pre-cortisol levels were higher (M = 0.31, SD = 0.04) compared to post-cortisol levels (M = 0.30, SD = 0.04), $F(1, 98) = 16.71$, $p < .01$; and sex, where females had higher cortisol levels (M = 0.31, SD = 0.04) than males (M = 0.29, SD = 0.04), $F(1, 98) = 5.74$, $p = .02$.

Our findings are contradictory to the existing evidence suggesting that social- or self-evaluations lead to increased cortisol levels [3], however, they are congruent with previous literature that showed decreased physiological arousal (HR) [1, 4, 5]. Given that at the practical level, social- and self-evaluations (wearing revealing clothing) can impact one's performance, our findings are informative for coaches, athletes, and performers.

P-113

EATING DISORDER PREVALENCE AMONG FEMALE COLLEGIATE ATHLETES: IMPLICATIONS OF RACE/ ETHNICITY

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Women athletes are a subgroup at-risk for eating disorders (ED); research with collegiate samples have found prevalence rates of clinical ED concerns as high as 10% (e.g., Anderson

& Petrie, 2012). Such research, however, has been limited by sample demographics, specifically around racial identity. Thus, with a national sample of 3886 women collegiate athletes (9.4% Hispanic, 75.9% White, 8.4% Black, 4.1% Asian/Pacific Islander), we determined the prevalence of clinical and subclinical EDs as well as the relationship of racial identity to ED symptoms. The student athletes completed the EDE-Q Short Form and demographics as part of a larger study. The student athletes' ED prevalence rates were: 32.5% (clinical) and 8.0% (subclinical) based on established EDEQ-SF cut-off scores. We then conducted a univariate ANCOVA to examine the relationship of racial identity to EDEQ-SF total score; we controlled for the athletes' BMI. There was a significant main effect for the athletes' racial/ identities ($F(4, 3881) = 4.097$, $p = .007$, $\eta^2 = .003$). Specifically, the Black women athletes (M = 9.480) reported significantly lower disordered eating symptoms than both the White (M = 10.834), and the Hispanic (M = 11.235), athletes. Overall, the ED prevalence rates were higher than has been reported in past research. Such differences may be due to how we measured ED, but likely was influenced by when we collected the data for this study, which was two months after the start of the COVID-19 pandemic when athletes were home. Athletes' eating scores may reflect the stress and uncertainty they were experiencing in relation to sport and the fact that most were home and may have been struggling with maintaining consistent and healthy eating. Further, the White and Hispanic athletes scored highest on the EDEQ, suggesting that it is important to consider race/ ethnicity when examining EDs within athletes.

P-115

ELITE FEMALE FOOTBALLERS IN ENGLAND: AN EXPLORATION OF MENTAL ILL-HEALTH AND HELP-SEEKING INTENTIONS

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Objectives: The rapid professionalisation of women's football (soccer) in England over the last decade has resulted in fruitful changes for the women's game (e.g. increased media attention and salary deals). Despite these changes, elite female footballers in England are experiencing financial instability, a lack of support, limited post-career options, and mental health concerns (Culvin, 2019). Drawing upon their findings, this study explored the mental ill-health of elite female footballers competing in the top two tiers of women's football: the Women's Super League (WSL) and Women's Championship. Additionally, this study explored the potential associations between mental ill-health symptoms (depression, anxiety, disordered eating) and factors such as starting status, injury status, and dual-career status.

Methods: An anonymous online questionnaire was distributed between November 2020 and March 2021 to elite female footballers competing in the WSL and Women's Championship. The questionnaire measured personal and player characteristics and included the Patient Health Questionnaire (PHQ-9), Generalised Anxiety Disorder scale (GAD-7), Brief Eating Disorder Questionnaire (BEDA-Q), and General Help-Seeking Questionnaire (GHSQ).

Results: 115 players completed the questionnaire. Findings indicated 36% of footballers presented high disordered eating symptoms, 11% displayed moderate-to-severe

anxiety symptoms, and 11% displayed moderate-to-severe depression symptoms. Additionally, 35% of footballers were 'currently trying to lose weight.' Associations emerged between starting status, want for psychological support, student-athlete status, help-seeking intentions score, and mental ill-health symptoms.

Conclusion: This study revealed high prevalence rates for disordered eating symptoms in elite female footballers which warrants further research attention given the potential severe consequences of disordered eating behaviours on one's mental and physical health. Further, 86% of footballers wanted psychological support but the large majority were not offered any support at their club which is problematic. Together, more research is needed to explore elite female footballers lived experiences with mental health which will help to inform more appropriate support mechanisms.

P-116

INVESTIGATING ATHLETIC PARTICIPATION AND STUDENT WELL-BEING DURING THE PANDEMIC THROUGH THE FRAMEWORK OF SELF-DETERMINATION THEORY

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Self-Determination Theory (SDT; Deci & Ryan, 2000) posits individuals have three basic needs, including those of competence, relatedness and autonomy. Research has shown that the satisfaction of these needs has been related to numerous positive outcomes, including positive moods, increased positive affect and well-being (e.g., Tang et al., 2020). In the current study, we examine whether participation in athletics as well as other organized group activities such as band, provide for the greater satisfaction of these needs, in particular relatedness. We then investigate whether during the pandemic when many students reported increased feelings of loneliness and decreased well-being (e.g., Labrague et al., 2021), satisfaction of these needs relates to greater student well-being and reduced negative moods.

One-hundred and twelve participants completed measures of SDT needs, mood, perceived stress, well-being, participation in athletics and other organized extra-curricular group activities as well as demographic variables. These data will be examined using ANOVA, regression and correlational analyses. It's expected that participation in athletics (and other group activities, such as band) will be associated with higher levels of the SDT need of relatedness during the pandemic. In turn, it's expected that higher satisfaction of this need (as well as autonomy and competence) will be associated with greater reported student well-being, reduced perceived stress and increased positive mood states. The implications of such findings would provide support for the hypothesis that athletic and other organized group activity served as a buffer against negative emotions and mental health concerns, such as lower well-being and feelings of isolation during the pandemic. This would provide further evidence of the importance and encouragement of athletic participation on college campuses.

P-117

JUDGEMENT FROM ABOVE: RELATIONSHIPS BETWEEN COVID-19 ANXIETY AND INJURY ANXIETY

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COVID-19 has impacted the world at large, and athletes are no exception. Many athletes were forced to take time away from their sports due to pandemic-related restrictions. As such, COVID-19 can be conceptualized as similar to sport injury as both disrupt athletic participation. The current study examined the similarities between anxiety around COVID and injury anxiety, as well as the factors related to COVID anxiety regarding sports. College athletes were given an assessment battery including the Fear of COVID-19 Scale (FCV19-S; Ahorsu et al., 2020) and the Sport Injury Anxiety Scale (SIAS; Rex & Metzler, 2016). Correlations between total score and subscales of the SIAS with the FCV19-S demonstrated that while injury anxiety, loss of physical skill, loss of social support, and having an impaired self-image and COVID anxiety were not related, being perceived as weak ($r = .48, p < .05$) and letting down important others ($r = .36, p < .05$) were moderately, significantly correlated. These findings suggest that in collegiate athletes, anxiety around COVID centered around social perception, primarily from figures in power, such as coaches. This is supported by previous literature, which has found that coaches are perceived as the least supportive group following an injury (Covassin et al., 2014), and that COVID anxiety is in fact buffered by peer support (Graupensberger et al., 2020). The fear of judgement from people in power in both injuries and in illness situations indicates that while illness may not be perceived as a lasting physical problem in most situations, it still affects athletes psychologically.

P-118

LET'S TALK TRAUMA: WHEN TO CONSULT, TREAT & REFER

Mike Clark, University of Arizona, USA

This lecture will discuss considerations for the management and treatment of psychological trauma within collegiate athletics. Insights around when to consult, when to treat, and when to refer will be shared from the perspective of an embedded sport psychologist working within a university setting. De-identified vignettes will be utilized to highlight differences in approaches with presenting concerns including sport related injuries and sexual assault ranging from acute, single episode cases to complex PTSD. Discussion is supported by evidence-based approaches and antidotal experience.

P-119

MENTAL HEALTH OUTCOMES OF PERCEIVED SAFETY FOR STUDENT-ATHLETES ON COLLEGE CAMPUSES

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Lower levels of perceived safety on campus have been connected to college students' mental health concerns (e.g.,

sleep disturbances; Etopio et al., 2019). Yet, the relationship between perceived safety and mental health concerns for student-athletes (SA) is largely unknown. Participants included 221 SAs (Men = 78; Women = 143; Black = 43; Non-Black Athletes of Color = 59; White = 119). Regarding mental health, they completed the GAD-2 (anxiety), PHQ-2 (depression), and PROMIS-SD (sleep disturbances). SAs responded from 1, not at all, to 5, extremely, regarding their perceptions of feeling safe on campus, within their athletic department, and on their team. For anxiety and depression, SAs were classified as having symptoms (anxiety = 42.4%; depression = 15.7%) or not. We then used two separate logistic regressions to test if perceptions of safety across the three areas were related to having (or not having) symptoms of anxiety or depression. Perceptions of safety on campus were associated significantly with SAs being classified with no anxiety (OR = 0.61, 95% CI = 0.42, 0.89, $p = .011$) and no depression (OR = 0.60, 95% CI = 0.36, 0.98, $p = .040$) symptoms; no other safety perception was significant. Through hierarchical regression, we found a significant connection between feeling safe in the athletic department and having fewer sleep disturbances ($B = -2.28$, $SE = .74$, $p = .002$); no other safety perceptions were significant. The SAs who reported feeling safer on their campuses, and within their athletic department, were significantly less likely to have symptoms of either anxiety or depression, or experience substantive disturbances in their sleep. Thus, safety matters and universities and athletic departments should work to create safe and welcoming environments that may contribute to lower levels of mental health concerns and, ultimately, better athletic performances.

P-120

MENTAL HEALTH PREVALENCE RATES AMONG DIVISION I ATHLETES: RACE AND GENDER

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Kelzie Beebe, University of North Texas, USA;
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Collegiate student-athletes (SAs) experience mental health (MH) concerns, such as alcohol misuse, anxiety, and depression; prevalence appears to vary by gender (e.g., Neal et al., 2013; Wolanin et al., 2016) but has been largely unstudied with respect to race/ethnicity (Tran, 2021). Thus, we examined the relationship of race (White: $n = 120$ (52.4%); AOC: $n = 109$ (47.6%) and gender (Men: $n = 82$ (35.8%); Women: $n = 147$ (64.2%)) to the prevalence of MH concerns among 229 Division I SAs. Athletes completed questions related to depression (PHQ-2), anxiety (GAD-2), and problematic drinking (AUDIT-C); responses were used to classify athletes into 'no symptoms (NS)' and 'subclinical/clinical (SC)' groups. Overall, SC prevalence across the concerns were: , 42% (anxiety), 18% (problematic drinking), and 16% (depression); 42% were SC on at least one of the concerns. Prevalence did vary by race, but only for male athletes; there were no differences in prevalence for female athletes in relation to race. For men, significant differences emerged for problematic drinking (White = 35% vs. AOC = 10%) and anxiety (White = 23% vs. AOC = 43%); no differences existed on depression. SAs report experiencing mental health concerns at high levels, particularly for anxiety, and this prevalence does appear to vary by race, but only for male

athletes and within certain MH concerns. Female, compared to male, athletes often have a higher prevalence, but there is consistency in their rates across their racial identities. Thus, athletic departments and sport psychology professionals should be aware of these differences to effectively target their interventions and to engage in efforts to ensure that SAs feel supported in being able to seek help for their concerns.

P-121

MENTAL HEALTH REPORT, EXERCISE BUDDY, AND THEIR SUPPORTING BEHAVIORS

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This study explored the effects of exercising with a buddy. The purpose of this study was to examine differences between people who exercise alone and people who exercise with a buddy. The following variables were measured: mental health (MH), motivation to continue exercise (CO), improvement (IM), satisfaction (SA), perceived ability (PA) in their exercise. As a secondary purpose, we used achievement goal perspective theory (Nicholls, 1989) to consider the effect of exercise buddies' task involvement supporting behaviors (TISB) on these variables.

A survey was administered to students ($n = 116$) at a small, Liberal arts college in the Southwest. Just over half ($n=61$) reported that they exercise with buddy. Independent sample t-tests revealed that people who exercise with a buddy ($M = 3.15$, $SD = 0.60$ and without buddy; $M = 2.76$, $SD = 0.86$) had higher satisfaction with their exercise routine [$t(114) = 2.81$, $d = .52$ ($p < .01$)] and fewer ($M = 1.68$, $SD = 0.78$ and without partner; $M = 1.95$, $SD = 0.74$) perceived mental health challenges [$t(113) = -1.92$, $d = -.36$ ($p = .03$)]. Furthermore, for those who exercised with buddy, perceptions of TISB were significantly and negatively correlated to their mental health. Results suggest that exercising with a buddy offers psychological benefits, including mental health/well-being. Additionally, exercise buddies' supportive behaviors for greater task involvement can extend the benefits. Further research is needed to confirm the factor structure of this questionnaire and its predictive validity with different variables such as stress, heart rate variability and subjective vitality.

P-122

MULTIDISCIPLINARY SPORTS MEDICINE-SPORT PSYCHOLOGY INTEGRATION

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Integrated behavioral health services are considered the gold standard of healthcare and have been found to improve patient health outcomes in a variety of settings (e.g., Kwan & Nease, 2013). Yet, the integration of sport psychology and behavioral health professionals in sports medicine settings is limited. Sports medicine providers, including physicians and physical therapists, often oversee and coordinate athlete healthcare, specifically interventions targeting injury prevention and response (Chang et al., 2020). Psychosocial factors, including athlete mental health, have been established as important

predictors of injury prevention and response (AASP, 2022). In fact, the relationship between sport injury, performance, and athlete mental health is complex and multifaceted - mental health issues in athletes have been found to increase likelihood of injury and complicate the rehabilitation process, while sport injury may exacerbate underlying mental health concerns (e.g., Ivarsson et al., 2017). Injury outcomes are associated with cognitive, emotional, and behavioral responses to in athletes, and athletes with more positive responses tend to experience better injury outcomes (Czuppon et al., 2014; Flanigan, Everhart, & Glassman, 2015; Podlog et al., 2015; Podlog et al., 2011). Recent position statements in medical and psychological disciplines have emphasize the importance integrated, comprehensive approaches in the effective management of athlete mental health concerns (e.g., Reardon et al., 2021), highlighting the need for multidisciplinary, team-based approaches to support successful rehabilitation and return to sport following injury. In this lecture, a team of sport psychologists and trainees will outline a proposed model for the successful integration of sport psychology services in a thriving sports medicine practice. Discussion will emphasize the utility of integrated sport psychology services in injury prevention, rehabilitation and return to sport; pain management; management of symptoms associated with TBI and post-concussion syndrome; pre- and post-surgical evaluation and psychological assessment; and the management of athlete mental health concerns.

P-123

PERSONALITY TYPE AND SPORTS OFFICIATING - WHICH TYPE IS A MORE SUCCESSFUL OFFICIAL, AN INTROVERT OR EXTROVERT?

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What personality type really makes the best sports official? Using the Big 5 Inventory Questionnaire measuring personality traits, sports officials representing 14 sports including, basketball, baseball, football, hockey, soccer, softball, track, lacrosse, field hockey, swimming, gymnastics, wrestling, water polo, and cricket, answered questions specifically relating to introversion and extroversion. Officials were asked to identify themselves as talkative, enthusiastic, energetic, reserved, assertive, quiet, shy, inhibited, outgoing, and sociable, based on a five-point Likert type scale, with choices ranging from agree, somewhat agree, neutral, somewhat disagree to disagree. Officials also had the opportunity to respond to open-ended questions, which allowed them to explain their answers based on the concepts of personality, temperament, comfortability and to choose which type of personality they thought made a better official and why. Respondents represented officials from all over the United States who officiated primarily at the high school, youth, and collegiate levels respectively, with some representation of officials from the national and international levels. While the findings followed the social norms of celebrating extroversion (Taylor 2020), with 80% of officials positioning themselves as extroverts and identifying that an extrovert makes a better official; the open-ended questions revealed that the majority of the participants believed that a balance of both personality traits makes a better sports official, with factors such as situation, stress, confidence, and motivation as factors influencing personality type during sporting competition. While most practitioners' focus remains primarily on athletes, there is a considerable need for research

and training which focuses on the mental side of the game for sports officials. This research and the ensuing lecture on its findings continues to lay the foundation for this essential aspect of sport.

P-125

PILOTING AN OPTIMIZATION-BASED PERFORMANCE IMAGERY INTERVENTION TO CONCURRENTLY ADDRESS SPORTS PERFORMANCE AND MENTAL HEALTH WITH AN ADOLESCENT ATHLETE

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The Optimum Performance Program in Sports (TOPPS), which is based on Family Behavior Therapy (FBT; Azrin et al., 1994), is an innovative approach to optimization science that has demonstrated positive outcomes in adolescent athletes with mental health disorders (Donohue et al., 2021; Phrathep et al., 2021; Phrathep et al., 2022). However, this approach has yet to be tested in adolescent athletes with subclinical levels of pathology who want to improve their mental health and sports performance. A key component of TOPPS is the performance timeline. The performance timeline intervention teaches the athlete how to optimize factors influencing selected performance scenarios. In addition, a standardized form helps athletes quickly identify the most relevant period and most important factors influencing their performance. Additionally, the athlete and their significant others brainstorm and utilize performance imagery to practice optimal behaviors and thoughts relevant to the performance scenario. This case study aimed to describe and evaluate the efficacy of a performance imagery intervention that incorporates TOPPS principles and the performance timeline in a biracial Latina and white adolescent student-athlete who presented for intervention with subclinical mental health symptoms. The integrity of the treatment was reliably assessed. Results demonstrated that the athlete made significant improvements from baseline to post-treatment and at a three-month follow-up in the severity of general mental health symptoms, factors interfering with sports performance, and relationships with family, coaches, and teammates.

P-127

PREVALENCE OF MENTAL HEALTH STIGMA IN DIVISION I ATHLETIC DEPARTMENT: IMPLICATIONS OF RACE AND GENDER

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Public (PS) and self (SS) stigma are associated with student-athletes' attitudes towards seeking psychological help (Wahto et al., 2016). Further, male (compared to female) college

students (Topyaka, 2014) and racial/ethnic minority (compared to white) student-athletes generally hold higher levels of stigma (Tran, 2021). Limited research has looked at stigma across a race by gender interaction within the student-athlete population. Thus, we examined the differences in levels of PS and SS in student-athletes across race (white, Black, non-Black athletes of color [NB-AOC]) and gender (male, female).

Participants were 198 Division I student-athletes who completed measures of public (Stigma Scale for Receiving Psychological Help [SSRPH]) and self-stigma (Self-Stigma of Seeking Help [SSOSH] scale) related to mental health. Sample consisted of 71 male and 127 female athletes; 117 white, 42 Black, and 39 NB-AOC athletes. Through factorial ANOVAs, we examined the relationship of gender and race to public and self-stigma. For public stigma, neither the interaction nor the main effects were significant ($p > .05$). However, for self-stigma, there was a significant main effect only for gender, $F(1, 192) = 8.77, p = .003, \eta^2 = .04$. Male student-athletes ($M = 25.20, SD = 5.68$) endorsed a higher level of self-stigma compared to the female student-athletes ($M = 22.76, SD = 4.78$).

For collegiate athletes, gender, as opposed to race, was the more salient demographic, though only specific to self-stigma. Consistent with past research (Topyaka, 2014), male, compared to female, athletes endorsed more self-stigma. Anecdotally, the increase in elite athletes (e.g. Naomi Osaka, Simone Biles, Kevin Love) publicly sharing their mental health experiences may be contributing to all athletes being generally more accepting of mental health. However, at the individual level, male gender roles/expectations, which limit how men may relate to their own psychological well-being, may still be operating.

P-128

RELATIONSHIPS BETWEEN COVID-19 WORRIES, RESILIENCE, AND WELL-BEING IN DIVISION III STUDENT-ATHLETES

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The onset of the COVID-19 pandemic was associated with robust declines in well-being across several populations, including collegiate student-athletes (NCAA, 2020, 2021). Most research examining well-being was conducted early in the pandemic, but some evidence from research completed during the Fall 2020 semester indicated that student-athlete distress was still elevated (Valster et al., 2021). Concerns associated with COVID-19 have been a focus of these studies, which have established consistent inverse relationships between COVID-19 concerns and well-being (e.g., Sanborn et al., 2021). Therefore, it is important to examine protective factors against well-being decrements. Resilience, one's ability to respond to stress and adversity, may be one such factor (e.g., Paredes et al., 2021). Despite this possible influence, resilience has not yet been studied in student-athletes in this context as the pandemic has progressed. Therefore, the purpose of this study was to examine the moderating role of resilience on the relationship between COVID-19 worries and well-being. In this cross-sectional design, National Collegiate Athletic Association Division III athletes ($N = 91$) at one university completed surveys on COVID-19 worries, resilience, and well-being between February and March 2021. All competitions had

been postponed until the Spring 2021 semester. The findings revealed a negative correlation between COVID-19 worries and well-being ($r = -.23, p = .03$) and a positive correlation between resilience and well-being ($r = .44, p < .001$). Additionally, multiple regression and simple slopes analyses showed that individuals with higher resilience endorsed greater scores of well-being, even when COVID-19 worries increased ($\beta = 0.38, p = .02$). Our results suggest that resilience had a moderating effect on the relationship between COVID-19 worries and well-being. We discuss possible explanations for this relationship as well as the implications for resilience development in Division III student-athletes.

P-129

SELF-COMPASSION, BODY SATISFACTION, AND EATING DISORDERS IN MALE COLLEGIATE ATHLETES: A LONGITUDINAL ANALYSIS

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Petrie and Greenleaf's sociocultural model (2012) proposes that different psychosocial variables contribute to athletes' disordered eating (DE). Among these, body satisfaction (BS) has related directly to lower DE symptoms across samples of men, including male athletes (Chatterton et al., 2017; McFarland & Petrie, 2012). Self compassion (SC) may further alleviate DE symptoms, specifically through improvements in BS (Turk & Waller, 2020), though these relationships have not yet been tested longitudinally with athletes (Braun et al., 2016). Thus, we examined longitudinally the direct and indirect effects of SC on BS and DE symptomatology among 452 male collegiate athletes; we tested, through SEM, the cross-lagged, temporal relationships among SC, BS, and DE across a four-month time frame. After determining the across time stability of the measurement model, we found that the Time 1 to Time 2 autoregressive paths were significant for each construct: DE ($\beta = 0.29; R^2 = .13$), BS ($\beta = 0.56; R^2 = .32$), and SC ($\beta = 0.71; R^2 = .51$). In testing the cross-lagged paths, Time 1 SC was neither directly related to Time 2 BS ($\beta = 0.02, p = .755$), nor indirectly to Time 2 DE ($\beta = -0.002, 95\% \text{BCaCI} [-0.028, 0.014]$) when controlling for Time 1 scores. However, after controlling for Time 1 DE, Time 1 BS directly predicted lower levels of DE at Time 2 ($\beta = -0.12, p < 0.05$). Recent research supports the current findings and suggests that the effects of SC on BS and DE symptomatology may be dependent on gender (Pullmer et al., 2019; Yarnell et al., 2015; 2019). These findings add to a substantial body of research identifying BS as a primary antecedent to ED/DE (Chatterton et al., 2017, Stice et al., 2017; 2021).

P-130

THE EFFECT OF BENIGN AND MALICIOUS ENVY ON BEHAVIOR REGULATION AND PHYSICAL ACTIVITY: AN EXAMINATION OF MIDDLE AND HIGH SCHOOL STUDENTS

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This study examines the effect of middle and high school student's benign and malicious envy on behavior regulation

and physical activity, and verifies the structural relationship between the adolescent's benign envy, malicious envy, behavior regulation, and physical activity. To this end, this study conducted survey on 400 students aged 13 to 18 years old in South Korea. After verifying the reliability and validity of envy, behavior regulation, and physical activity, which are the measurement tools of this study, independent sample t-test, correlation analysis, multiple regression analysis, and mediation effect analysis through structural equations were performed according to the purpose of the study. The results of this study derived through the above data analysis are as follows. First, the higher the benign envy, the higher the self-determination of behavior regulation, and the higher the malicious envy, the lower the self-determination of behavior regulation. Second, benign envy has a positive correlation with intrinsic motivation and identified Regulation, while negative correlation with amotivation and external regulation. Third, malicious envy has a positive correlation with amotivation, external regulation, and introjected regulation, while negative correlation with identified regulation and intrinsic motivation. Fourth, benign envy has a positive effect on physical activity through the complete mediating effect of intrinsic motivation. The higher the benign envy, the higher the intrinsic motivation and the higher the physical activity.

P-131

THE EFFECT OF PRIVACY ON SELF-REPORTED DEPRESSION IN ATHLETES

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Mental health in collegiate student-athletes has become a focus of the recent sport psychology literature (Tahtinen et al., 2021), yet estimations of depression prevalence in this population vary greatly (Wolanin et al., 2015). An important contributing factor to this variability may be survey administration methodology. Some researchers use an anonymous approach, while others collect measures of depressive symptoms in an identified manner (e.g., via pre-season health screenings administered by team athletic trainers). It is unknown whether anonymized vs. identified survey administration procedures may yield different prevalence estimations. Hence, the purpose of the current study was to: (a) compare depressive symptoms reported by athletes in high privacy and low privacy conditions; and (b) examine factors associated with underreporting (i.e., social desirability bias). In total, 124 National Collegiate Athletic Association athletes were randomly assigned to a high privacy condition (i.e., survey sent electronically by unknown administrator, no identifying information collected) and a low privacy condition (i.e., survey sent electronically by known administrator [team athletic trainer], identifying information collected). Participants completed the Patient Health Questionnaire - 9 (PHQ-9; Kroenke & Spitzer, 2002) and a 10-item version of the Marlowe-Crowne Social Desirability Scale (MC-SDS; Strahan & Gerbasi, 1972). Results indicated no significant difference ($F(1, 120) = .59, p = .446$) between the prevalence of depressive symptoms reported by athletes in high and low privacy conditions when controlling for sex, and no significant correlation between the reporting of depressive symptoms and social desirability bias ($r(121) = -.01, p = .886$). Taken together, results indicate that the method of survey administration did not impact depressive symptom disclosure

in the current sample. A possible explanation may be the close relationship between athletes and their athletic trainers. Limitations and implications for professional practice and future research will be discussed.

P-132

THE META-ANALYTICAL EVIDENCE OF MEAT CONSUMPTION, DEPRESSION, AND ANXIETY

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In this meta-analysis, we examined the quantitative relation between meat consumption or avoidance, and depression and anxiety. In June 2020, we searched five online databases (PubMed, PsycINFO, CINAHL Plus, Medline, and Cochrane Library) for primary studies examining differences in depression and anxiety between meat consumers and meat abstainers that offered a clear, dichotomous distinction between these groups. Twenty studies met the selection criteria representing 171,802 participants with 157,778 meat consumers and 13,259 meat abstainers. Analysis of methodologic rigor revealed that the studies ranged from very low to severe risk of bias with high to very low confidence in results. We calculated the magnitude of the effect between meat consumers and meat abstainers with bias correction (Hedges's g effect size) where higher and positive scores reflect better outcomes for meat consumers. Meat consumption was associated with lower depression ($g = 0.216, 95\% \text{ CI } [0.14 \text{ to } 0.30], p < .001$) and lower anxiety ($g = 0.17, 95\% \text{ CI } [0.03 \text{ to } 0.31], p = .02$) compared to meat abstention. Compared to vegans, meat consumers experienced both lower depression ($g = 0.26, 95\% \text{ CI } [0.01 \text{ to } 0.51], p = .041$) and anxiety ($g = 0.15, 95\% \text{ CI } [-0.40 \text{ to } 0.69], p = .598$). Sex did not moderate these relations. Study quality explained 58% and 76% of between-studies heterogeneity in depression and anxiety, respectively. The analysis also showed that the more rigorous the study, the more positive and consistent the relation between meat consumption and better mental health. The current body of evidence precludes causal and temporal inferences.

P-133

THE SPORT BODY: AN EXAMINATION OF POSITIVE BODY IMAGE, PSYCHOLOGICAL WELL-BEING, AND SPORT PERFORMANCE IN JAMAICAN ATHLETES

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Body image research in sport has tended to emphasize the development of body image-related psychopathologies (Petrie & Greenleaf, 2011). However, recent evidence shows that sport participation allows for an enhanced appreciation of the body's form and functionality, which is linked to greater psychosocial functioning (Soullard et al., 2019). As such, this multi-study project examined the level of body and functionality appreciation among a sample of Jamaican

athletes, and its association with adaptive psychological (i.e., low levels of depression) and sport (i.e., subjective sport performance) outcomes, while accounting for sport participation level (i.e., recreational vs. competitive) and body image values (i.e., functional vs. aesthetic). This cross-sectional study employed both the purposive and snowball sampling procedures. Participants completed measures of body and functionality appreciation, functional and aesthetic body image values, depression, and subjective sport performance. Preliminary results from a sample of 197 recreational ($n = 79$) and competitive ($n = 118$) athletes (Mean age = 22.68; SD = 5.266; male = 147; female = 50), from a range of sports, indicated high levels of body ($M = 4.19$; SD = .696) and functionality appreciation ($M = 4.53$; SD = .482). A one-way MANCOVA revealed similarly high levels of body and functionality appreciation among competitive and recreational athletes, after accounting for aesthetic and functional body image values (Pillai's Trace = .002, $F = .156$, $p = .856$). Multiple regression analyses indicated that increases in body ($B = -5.029$, $p < .001$), but not functionality appreciation ($B = .947$, $p = .586$), significantly predicted low levels of depressive symptomatology ($R^2 = .152$) and high levels of subjective sport performance ($B = 1.357$, $p = .012$, $R^2 = .070$). These findings provide initial evidence of positive body image perceptions among Jamaican athletes and its implications for psychological well-being and sport performance.

P-134

TREATING AND TRAINING THE TREATERS: PERCEIVED STRESS, BURNOUT, AND STRESS MANAGEMENT STRATEGIES IN ATHLETIC TRAINING STUDENTS

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The purpose of this study was to examine the relationships among perceived stress, symptoms of burnout, and stress management strategies in athletic training students. Cormier and Zizzi (2015) found that athletic trainers struggled in selecting appropriate psychological interventions for athletes. Athletic trainers may be better equipped to address athletes' psychological concerns if their own psychological needs were recognized in their education as well. High levels of stress and burnout are common among athletic trainers and athletic training students (Mazerolle & Pagnotta, 2012; Oglesby et al., 2020). In the present study, 230 athletic training students from 61 collegiate institutions completed an online questionnaire consisting of the Perceived Stress Scale (PSS), the Burnout Clinical Subtype Questionnaire - Student Survey (BCSQ-12-SS), and answered questions related to stress management strategies and their educational experiences. Higher perceived stress scores were positively correlated with symptoms of the overload burnout subtype ($r = 0.55$, $p < 0.001$). Students reporting that stress management was addressed in the athletic training curriculum had lower levels of perceived stress compared to students who reported that stress management was not addressed, $t(188) = -2.173$, $p = .031$. Students who reported use of self-care stress management strategies had lower perceived stress scales compared to students who did not report such strategies. Students who indicated helplessness or avoidance had higher burnout overload subscale mean scores compared to students who indicated use of an active stress management strategy. The findings suggest that members of the athletes'

support system, such as athletic trainers, are also susceptible to stress and burnout, but that stress management strategies could serve as a protective factor. In order to create a culture of support for the mental health of athletes, education and training should also address the psychological health of those surrounding the athlete, such as the sports medicine team.

P-135

WHAT FACILITATES COLLEGIATE ATHLETES SEEKING MENTAL HEALTH CARE? ATHLETIC TRAINERS' PERCEPTIONS

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Like collegiate nonathletes, student-athletes (SAs) experience mental health (MH) concerns (National Collegiate Athletic Association [NCAA], 2018), but few who report psychological distress actually seek services (Davoren & Hwang, 2014), likely due to internal factors (e.g., stigma) and stakeholder (e.g., coaches) attitudes. To examine this area, we surveyed 534 (Mage = 35.50 years; 64.2% women; 87.3% White) athletic trainers (ATs) regarding how important SA internal factors and stakeholder's attitudes were in facilitating SA help-seeking. We presented ATs with 10 positive beliefs or behaviors SAs' may hold about MH (e.g., being confident that MH treatments work) and 10 key stakeholders in SAs' lives (e.g., head coach, AT, family) and asked them to rate how much they agreed that SAs' beliefs or the stakeholders having a positive attitude toward MH would facilitate SAs seeking help (1, Strongly Disagree, to 5, Strongly Agree).

Through two repeated measures ANOVAs, we found significant differences in ATs' perceptions within each set of 10 outcomes ($p < .002$). Within SAs' beliefs, ATs' viewed information being kept confidential ($M = 4.11$, SE = 0.05) and being aware that elite athletes had sought MH care as being the most facilitative ($M = 4.03$, SE = 0.05). Regarding the importance of stakeholders, the ATs viewed athletic trainers as most facilitative ($M = 4.59$, SE = 0.03); next most facilitative were head coaches ($M = 4.33$, SE = 0.05), assistant coaches ($M = 4.30$, SE = 0.04), and teammates ($M = 4.28$, SE = 0.04). Our data suggest that ATs, through their work with SAs, have come to understand that there are certain beliefs and specific stakeholders that are key in SAs' seeking help for MH concerns. Thus, sport psychologists may target these stakeholders to ensure positive MH attitudes and educate SAs in relation to such key beliefs.

Non-Sport Performance Applications

P-137

EFFECTS OF STRESS INOCULATION THERAPY ON THE LEVELS OF AGGRESSION OF TRAFFIC CONSTABLES

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This research intended to study the effects of Stress Inoculation Therapy on the levels of physical and verbal aggression. Although it has obtained substantial attention in the law enforcement officers' treatment literature, less research has been conducted with the traffic constables' population on their aggression. This is a pilot study that used a pretest-

posttest control group design, all participants aged between 20-50 who are currently employed in a local government unit were composed of fifty participants for the research. Among them, six traffic constables have been chosen through simple randomizing and categorized into the experimental group. The experimental group received eight (8) with sixty-minute sessions over four weeks of SIT. T-test in SPSS was used to analyze the data (Wilcoxon Signed). For collecting data, the Buss-Perry Aggression Questionnaire has been used. Findings indicated that Stress Inoculation Therapy significantly reduced physical aggression, although, it did not lower verbal aggression ($p < 0.01$) it was merely by a margin. Thus, SIT is an effective method of an intervention program affecting cognitive and behavioral dimensions for reducing aggression in general. However, further comprehensive intervention with added therapeutic sessions would be needed to be more effective in reducing verbal aggression.

P-138

THE EFFECT OF THE ACHIEVEMENT GOAL ORIENTATION ON MENTAL TOUGHNESS AND FLOW IN COLLEGIATE DANCERS

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Dong Won Yook, Yonsei University, Republic of Korea;
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The aim of this study was to investigate the effect of the achievement goal orientation (AGO) on mental toughness (MT) and flow in collegiate dancers. A total of 212 collegiate dancers (male: 36, female: 176) participating in this study majored in ballet, Korean dance, and modern dance. The participants filled out a questionnaire package containing the Task and Ego orientation in Sport Questionnaire (TESQ), Mental Toughness Questionnaire (MTQ), and the Korean version of Flow Questionnaire (KFQ). The TESQ consists of two subfactors (i.e., TGO: task goal orientation and EGO: ego goal orientation), the MTQ consists of four subfactors (i.e., control, commitment, challenge, confidence), and the KFQ consists of five subfactors (i.e., autotelic experience, activity and cognition, high level focus, hypnosis state, and confidence). The frequency analysis, the exploratory factor analysis, the reliability analysis, the correlation analysis, and the multiple regression analysis were conducted to achieve the purpose of the study.

The results showed that the AGO was positively related to MT. The TGO was significantly correlated with all four factors of the MTQ, whereas the EGO was only related to commitment and confidence. All factors of AGO were positively predictive of all factors of flow (KFQ). The result of the current study showed that the EGO was positively related to commitment and confidence. Because the result was contrary to previous studies, we should pay close attention to the results. The high level of EGO may make dancers commit to competing with others and not with themselves. It may also increase confidence in dancers when they win in dance competitions or show better performance than others. In conclusion, the current study suggests that mental performance consultants and coaches help dancers increase the level of TGO and decrease the level of EGO to show optimal performance for extended periods of time.

Professional Development, Supervision, and Mentoring

P-139

CMPC GROUP MENTORING: BENEFITS AND CHALLENGES

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Providing quality mentorship to a growing number of graduate students seeking their CMPC credential can be challenging for Sport & Exercise Psychology graduate faculty serving as an AASP Approved Mentor. Considerable time is required by the mentor to sufficiently guide each student toward achieving their mentorship goals and developing the necessary skills to become an effective mental performance consultant. A strategy to efficiently manage several mentees while attending to individual needs is group mentoring. Recently, AASP's Certification Council adopted policies for group mentoring as part of the CMPC mentored experience requirement. The policy allows mentors to work with up to ten mentees in a group for a maximum of ten mentored experience hours if best practices are followed to ensure a positive experience for mentees. One of the advantages of the group mentoring experience is that mentors can provide mentorship for several graduate students, helping them complete their CMPC requirements. Another advantage is that, in addition to what would be learned from the traditional dyadic mentorship experience, mentees are exposed to experiences and perspectives of both their mentor and peers, providing them with more diverse learning experiences and growth opportunities as a performance consultant. A challenge of group mentoring for the mentee include understanding and complying with the procedures and responsibilities of a group mentoring dynamic. A challenge for the mentor is to manage time effectively during group meetings to be able to address each mentee's agenda items. Additional perspectives from both mentor and mentees will be shared regarding the structure and effectiveness of a group mentoring experience with graduate students working toward completing their CMPC mentored experience hours. Lessons learned and recommendations for others interested in developing an effective group mentoring experience will also be discussed.

P-140

RESEARCHER IDENTITY: WHAT IS IT AND HOW DO WE GROW IT?

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This presentation will be about the concept of researcher identity (RI). The presenter will share about research on RI, stages of RI, and assessment of RI. Researcher identity has been defined and explored in other fields such as counseling ([authors masked], Limberg and colleagues, 2020). Specifically, ([authors masked]) explored RI in master's-level counseling students and counselors. They found RI is multifaceted and a dimension of one's broader professional identity. Their research expanded on that information by describing RI as including one's relationship with research; one's beliefs, attitudes, and behaviors toward research; and occurring on a continuum with various external and internal facilitators impacting where one is on that spectrum. That said, this research has occurred primarily in counseling (e.g., with master's-level counseling

students, with doctoral-level counselor education students), and there is a need to explore this concept in other fields such as applied sport psychology to understand how science and practice may be wedded (e.g., RI developed) in similar or different ways. The hope is this presentation will start discussion of research on this topic and use of the term RI in the field of applied sport psychology as another way to emphasize the importance of a science-practitioner approach.

P-141

TRANSITIONING INTO A DOCTORAL PROGRAM WITHOUT A MASTER'S DEGREE AS A MILITARY VETERAN: PERSONAL REFLECTIONS

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Transitioning into a doctoral program can be difficult for first year graduate students (Cornwall et al., 2019). This process can be further complicated when it includes transition from military to academia. For example, perceptions of relatedness, repurposing military experience/skills into academia, and rebuilding identity outside of military context are known to influence student veteran transitions (Bagby et al., 2015; Gregg et al., 2016). Transitions can also be aided by engaging in reflective writing exercises by facilitating deep and honest self-examination and self-evaluation (Cottrell, 2015). This presentation presents observations and lessons learned during the first semester of a doctoral program as a student veteran coming directly from a baccalaureate program. After the first semester of doctoral studies, a male military veteran engaged in a reflective writing exercise utilizing a structured, interrogative approach (Cottrell, 2015). The data generated was subsequently reviewed, coded, and analyzed for themes. Key themes included: (a) desire for a sense of belonging, (b) experiences of imposter syndrome, (c) reliance on military experience/skills, and (d) struggle to identify and establish new skills required for a doctoral environment. The most prominent lessons learned included: (a) an appreciation of graduate student and veteran resources, (b) the value of building new social connections among peers, and (c) the potency of self-reflection as an adaptive strategy. These reflections support existing literature on difficulties associated with starting a doctoral program (Cornwall et al., 2019) and experiences of veterans entering academia (Gregg et al., 2016). Given the stark contrast between the apparent need to belong highlighted in this reflection, the feelings of isolation that can be present at graduate-level academia (Cornwall et al., 2019), and past experiences of military camaraderie (McCormick et al., 2019), more research is needed to truly understand how to best integrate military veterans into doctoral programs.

P-142

AN EXPLORATION OF THE PROFESSIONAL SPORT PSYCHOLOGY CAREERS IN NORTH AMERICA: A QUALITATIVE STUDY

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In this study, we aimed to gain an in-depth understanding of participants' experiences of working as a sport psychology professional (SPP) in North America, with a specific focus on factors that have shaped SPPs' experiences as well as the current professional landscape. Using a convenience-based purposeful sampling method we identified 18 participants (7 women) aged between 32 to 61 years (Mage= 42.28, SDage = 7.5). These SPPs identified primarily as white (n = 14), black (n = 1), biracial (n = 2) and multiracial (n = 1); with participants holding a doctoral (n = 15) or masters (n = 3) degree in sport, exercise, and performance (n = 14) or clinical/counseling (n = 4) psychology. Participants reported an average professional experience of 15.65 years (SD = 6.28 years), with 13 of them being Certified Mental Performance Consultants and three of them being legally qualified to deliver clinical services. Using an interpretivist paradigm, a reflexive thematic analysis was completed, resulting in 4 main themes: (a) the sport psychology profession (e.g., the current state of the profession, developing the profession and the performance-clinical debate); (b) the Association for Applied Sport Psychology (AASP) (e.g., the role and services of professional bodies, organizational issues, and CMPC accreditation - a contentious development); (c) entering the profession (e.g., background and why, pursuing qualifications and training as well as gaining employment), and; (d) working as a sport psychology practitioner (e.g., roles, contexts and responsibilities and how expertise is received). These data offer a rich insight to the current status quo of the sport psychology profession in North America, and in turn, outline a series of recommendations for how organizations can support professionals throughout their development.

P-144

EXPLORING SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY PRACTITIONER'S ATTITUDES ON ATTIRE

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Previous research on the influence of attire has shown that what an individual wears has a significant influence on how they feel about themselves and their own behaviors (Johnson & Lennon, 2015). This is especially relevant in workplace environments where attire is the basis for many judgments and perceptions made about the self (Kwon, 1994). Specifically, within SEPP environments, Lubker and colleagues (2008) found that SEPP consultants perceived attire as an important element in gauging consultant effectiveness. Further, researchers also explored gender differences in perception of attire. Using self-objectification theory, they

found (Fredrickson & Roberts, 1997) a tendency for women to perceive and describe their body as a function of external appearance, including attire, instead of internal traits, such as professional accomplishments (Harrison & Fredrickson, 2003; Johnson et al. 2014). Therefore, this study aimed to investigate the influence of attire on self and social perceptions, attitudes, and experiences of SEPP practitioners' applied work. This influence was explored through various demographic lenses including gender, experience level, and age. This was assessed via open-ended questions and a questionnaire adapted from previous research (e.g., Creekmore, 1971; Karl & Peluchette, 2008; Solomon and Scholper, 1982). The sample (N = 131) consisted of early career professionals and graduate student trainees engaged in the delivery of mental performance services. Results revealed that participants' view of their attire was important in influencing their self and social perceptions. Specifically, attire influenced how professional and approachable participants felt. Women reported more experiences of feeling judged based on attire. This study provides a foundation for future research into the implications of attire on practitioners' perceptions and offers support and validation via a continued conversation on this topic.

Research Design

P-145

A PARTIALLY LATENT STRUCTURAL REGRESSION MODEL INVESTIGATING THE RELATIONSHIP BETWEEN SPORT ANXIETY AND SELF-RATED ATHLETIC PERFORMANCE

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The Sport Anxiety Scale-2 (SAS-2; Smith et al., 2006) is a measure of trait performance anxiety with strong psychometric evidence. While sport research has generally found anxiety to be inversely associated with performance (Woodman & Hardy, 2003), few recent studies have explored the association between the SAS-2 and self-rated sport performance. Therefore, the purpose of the present study was to replicate previous empirical associations between sport anxiety and performance, using the SAS-2 and structural equation modeling (SEM).

College student-athletes in the United States (n=145, 67% female, Mage=19.51) completed the 15-item SAS-2 and a one-item measure of self-rated sport performance on a nine-point scale from 'very poor' to 'excellent.' Data were analyzed via SEM in Mplus (Muthén & Muthén, 2017). A latent, second order anxiety factor was modelled to explain variance in three first-order factors (worry, somatic anxiety, concentration disruption), which were in turn modelled to explain variance in individual SAS-2 items. Using WLSMV estimation, the structural regression model was specified such that the latent anxiety factor predicted variation in the observed measure of self-rated performance.

The model demonstrated adequate data fit, $\chi^2(101)=192.96, p<.05, RMSEA=.08, CFI=.97, SRMR=.07$. Standardized model results showed strong loadings on first-

and second-order factors of the SAS-2 ($>.40$); moreover, the regression coefficient indicated that anxiety significantly and inversely predicted performance, $B=-0.32, p<.001$. Sport anxiety explained 10% of the variance in performance. These findings provide further support for the importance of anxiety-reduction interventions, though future research would benefit from a more robust measurement of performance and clarification of the forms of anxiety that contribute most to the performance-anxiety relationship. Moreover, future research using SEM could explore the non-linear effect of anxiety on self-rated performance—specifically testing the inverted 'U' hypothesis (Weinberg & Gould, 2015) and the degree to which anxiety is facilitative before becoming deleterious to performance.

P-146

AN EVALUATION OF THE CONVERGENT VALIDITY OF THE ASSESSMENT OF RECOVERY ACTIVITIES FOR ATHLETES

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Recovery assessments historically utilized by athletes provide valuable information on the recovery status of an athlete, yet this information does not explain how an athlete achieved that recovery status (Kellmann et al., 2018). To close this gap in the applied literature, the Assessment of Recovery Activities for Athletes (ARAA) was developed to identify activities athletes engage in regularly to facilitate their overall recovery. Within the assessment development process, current best practice indicates the importance of establishing convergent validity to ensure the assessment is measuring the intended construct (DeVellis, 2017). As such, the purpose of this study was to evaluate the convergent validity of the ARAA against a well-established and validated assessment of recovery status and to understand the relationship between recovery status and recovery activities. 265 (83 males, 174 females) elite athletes (i.e., National Collegiate Athletic Association Division I, Olympic, professional) completed the ARAA and the Recovery-Stress Questionnaire for Athletes (RESTQ-Sport-36; Kallus & Kellmann, 2016). Confirmatory factor analyses were used to determine approximate model fit of the hypothesized factor structure. Relationships between recovery activities as reported on the ARAA and recovery status as reported on the RESTQ-Sport-36 were then examined to determine convergence between subscales. Results indicated a good-fitting model ($\chi^2[2628] = 8770.099, p < .001; CFI = 0.848, SRMR = 0.069$). Furthermore, six of the 10 ARAA subscales (i.e., Physical Strategies, Breaks, Autonomy, Community, Sport Interactions, Non-Sport Interactions) were significantly related to all six RESTQ-Sport-36 recovery subscales. These findings demonstrate evidence of convergent validity for the ARAA and, from an applied perspective, suggest that an athlete's recovery status can be more fully understood by also considering the recovery activities reported on the ARAA. Taken together, the ARAA is a useful measurement tool that can be used to determine activities an athlete can engage in to improve overall recovery.

P-147

CONDUCTING CRITICAL PARTICIPATORY ACTION RESEARCH VIRTUALLY DURING A PANDEMIC

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Jillian Lowey, University of Denver, USA;
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Our research sought to understand the factors contributing to youth athletes' feelings of inclusion on a high school lacrosse team through a Critical Participatory Action Research (CPAR) approach (Kemmis et al., 2014). CPAR is a form of community-based research aiming to create collaborative relationships with community stakeholders and empower positive change within communities. Researchers conducting community-based studies often encounter barriers, such as scheduling conflicts, lack of stakeholder interest, IRB complications, adultism, and structural racism impacting the completion of their work (Teixeira et al., 2021). This study began in July of 2020 when organizational members of US Lacrosse assisted us to connect with a local high school lacrosse team. We then conducted interviews with coaches, school administrators, and one youth athlete to help enhance evidence-based practices among the coaching staff and amplify the voices of the athletes. These interviews indicated that additional cultural competency, anti-racist practices, and historical knowledge of the origins of lacrosse may improve participation and feelings of inclusion on the team. In early 2021, COVID-19 peaked in Colorado causing reduced access to community stakeholders. Due to lack of access to in-person team practices and meetings, we were unable to gather sufficient interview or field data from the athletes. We struggled to integrate within the team, school, and coaching staff, which is an integral component of CPAR. Given the unique circumstances encountered, this study presents the strengths and weaknesses associated with conducting community-based research virtually during a pandemic. Research data includes reflections from multiple researchers that were analyzed to create future research recommendations for CPAR studies under abnormal conditions, as well as contribute to a growing body of sport psychology and CPAR research.

P-148

EXAMINING THE INDEPENDENCE OF RESILIENCE-RELATED CONSTRUCTS: ATHLETIC BUOYANCY, MENTAL TOUGHNESS, GRIT, AND COPING

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Objective: Resilience-related constructs have been examined to promote athlete success and wellbeing, including mental toughness, grit, coping, and more recently, athletic buoyancy. Each is proposed to make a unique contribution to the field, but little research has empirically examined their conceptual boundaries, increasing the risk of overlap and confusion. The purpose of this study was to examine these boundaries from a construct validity perspective.

Method: Adult athletes from several recreational sports leagues (N = 294; M age = 42.49, SD = 14.94; 81.3% male) completed a survey containing the Athletic Buoyancy Scale

(Calhoun, Webster, & Garn, 2019), Short Grit Scale (Grit-S; Duckworth & Quinn, 2009), Sports Mental Toughness Questionnaire (SMTQ; Sheard et al., 2009), and the Coping with Adversity subscale of Athletic Coping Skills Inventory (ACSI-28; Smith, Schutz et al., 1995). Internal consistency was determined using Cronbach's alpha. Independent samples t-tests examined group differences between in-person and electronic-only data collection participants. Exploratory factor analysis (EFA) was used to investigate the underlying indicator factor structure.

Results: A lack of clear primary factor loadings for mental toughness led to its removal from the analysis. A subsequent EFA without mental toughness suggested that a 4-factor model was the best fit for the data ($\chi^2(62) = 70.135$, $p = 0.22$, CFI = .994, TLI = .989, RMSEA = .021). High primary factor loadings and relatively low cross-loadings supported the independence of athletic buoyancy, coping, grit-consistency of interest, and grit-perseverance of effort.

Conclusions: Providing evidence of the constructs' conceptual independence may have important implications for researchers and practitioners wishing to promote adaptive behaviors in athletes. Findings suggest that athletic buoyancy, coping, and grit can confidently be utilized as separate constructs in research and practice, providing athletes, coaches, and practitioners with tools to structure interventions and promote positive affect, improved sport experiences, and extended sport participation.

P-149

THE INFLUENCE OF SOCIAL AND TASK PEER-LEADERS ON COHESION AND COLLECTIVE-EFFICACY: A META-ANALYTICAL REVIEW

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Effective peer-leadership is paramount to team functioning, as peer-leaders help to facilitate the development of myriad team processes, including cohesion and collective efficacy (Loughead et al., 2021). In the present study we examined the influence of social leadership and task leadership on cohesion and collective efficacy given these peer-leadership dimensions have been the most studied thus far (Cotterill & Fransen, 2016). We adhered to the PRISMA guidelines (Page et al., 2021) and searched for relevant papers across six databases: ProQuest Central, PsycArticles, PsycINFO, SportDISCUS, MEDLINE, and SCOPUS. A total of 136 papers were screened. Six studies, representing 3195 participants and nine different sports, met our inclusion criteria. We calculated r family effect-sizes for the variables of interest using the Comprehensive Meta-Analysis Program Version 3.0. We observed a statistically significant relationship between task leadership and social cohesion ($r = .21$, $p = .01$), and social leadership and social cohesion ($r = .19$, $p = .05$). We also observed a statistically significant relationship between task leadership and collective efficacy ($r = .21$, $p < .01$), and a marginally significant effect for the relationship between social leadership and collective efficacy ($r = .16$, $p = .06$). These results suggest that developing task leaders will help to foster collective efficacy, likely because task-leaders are skilled in facilitating division of labor in team settings (Filho & Tenenbaum, 2020). Moreover, these results suggest that social leaders also positively influence

teammates' feelings of social cohesion and shared efficacy beliefs. Notably, given that both task and social leaders influence social cohesion and collective efficacy, practitioners should develop peer-leadership programs that equip athletes with these two dimensions of leadership skills. Finally, future research examining the influence of different types of peer-leadership (e.g., motivational and external; see Fransen et al., 2020) on cohesion and collective efficacy is warranted.

Social Justice, Equity, and Inclusion

P-150

COVID PREVALENCE AMONG DIVISION I ATHLETES: IMPLICATIONS OF RACE

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Although approximately 20% of Americans have contracted COVID-19 (Johns Hopkins, 2022), people of color have been disproportionately affected (CDC, 2022). Do athletes experience a similar racial disproportionality? In Fall 2021, 229 Division I athletes responded to questions regarding their COVID-19 experiences, for themselves and their families. Overall, 38.9% had been diagnosed with COVID-19, and 23.6% had become ill; there were similar percentages of White athletes and Athletes of Color becoming infected or ill (AOC; p 's > .05 for chi-square tests). For the athletes' families, 20.1% had a member become severely ill or die (White = 16.7%; AOC = 25.2%; $\chi^2(1, N = 223) = 2.49, p = .115$), and 17.0% said someone had lost their job (White = 15.0%; AOC = 20.4%; $\chi^2(1, N = 223) = 1.12, p = .291$). AOC (12.6% and 9.7%) were more likely than White athletes (0.8% and 2.5%) to not have had enough food and their family not to have been able to pay bills, respectively. Compared to college non-athletes, where COVID infections have ranged from 7.0% to 9.1% (e.g., Goldrick-Rab et al., 2021), rates were far higher for our student-athletes. Higher infection rates for student-athletes may be explained by consistent testing required by athletic departments and frequent exposure to others (e.g., teammates, coaches, staff) through athletic activities. Racial differences in food availability, inability to pay bills, and family illness/death is reflective of the general population and other studies on student-athletes (NCAA, 2021; CDC, 2022). These results demonstrate that being a collegiate athlete seems to increase the likelihood of testing positive for, and becoming ill from, COVID-19, compared to non-athletes; race does not appear related to this prevalence. However, college athlete status does not appear to negate the country's systemic economic and healthcare racial disparities that the COVID-19 pandemic has highlighted.

P-152

STUDENT-ATHLETES PERCEPTIONS OF SAFETY WITHIN THEIR COLLEGIATE ENVIRONMENT: DIFFERENCES BASED ON GENDER AND RACIAL IDENTITY

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College students with marginalized identities have reported inadequate levels of perceived safety on campuses (e.g., Maffini & Dillard, 2021). However, little is known about student-athletes' (SA) perceptions of safety, particularly related to their racial and gender identities. Thus, we surveyed 221 Division I SAs (Black Men = 21; Black Women = 22; Non-Black Men of Color = 18; Non-Black Women of color = 41; White Men = 39; White Women = 80) regarding their perceptions of safety on campus, within their athletic department, and on their team. Each item (e.g., 'to what extent do you feel safe within campus overall') was rated from 1, Not at all, to 5, Extremely. Through multivariate, and follow-up univariate, analyses, we determined that neither the gender by race interaction nor the gender main effect were significant (p 's > .18). However, there was a significant race effect for each safety outcome: campus ($F(5, 215) = 4.79, p = .002, \eta^2p^2 = .06$), athletic department ($F(5, 215) = 5.88, p < .001, \eta^2p^2 = .07$), and individual teams ($F(5, 215) = 7.03, p < .001, \eta^2p^2 = .10$). For campus and athletic departments, White SAs reported higher levels of safety than Black SAs; Non-Black SAs of Color (NB-SAOC) did not differ significantly from either. For team safety, both White and NB-SAOCs scored higher than Black SAs. Our findings suggest that perceptions of safety within the SA's environment vary based on their racial, but not gender, identity. In particular, Black SAs perceived the least amount of safety across all three environments. Thus, future research will need to focus on experiences of SAs with marginalized racial identities and on factors that contribute to perceptions of diminished safety, so that, for all environments, universities and athletic departments can implement systemic changes to address issues of safety.

Tactical Populations

P-154

CAN A TACTICAL ATHLETES' VIEW OF THE PAST INFLUENCE RETENTION IN HIGH-DEMAND PROFESSIONS?

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Retention of tactical athletes in highly demanding professions is essential to sustain a competent and resilient organization. Maintaining a group of experienced professionals over time provides a continued and sustained depth of experience to effectively deal with challenges as they arise. As such, continuing to examine why individuals remain in high-demand jobs demands attention. The present exploratory study examined how time perspective is related to retention (i.e. continuing to remain in service and re-enlistments) in military veterans of Operation Iraqi Freedom. Time perspective was assessed using the Short Zimbardo Time Perspective Inventory

(Zimbardo & Boyd, 1999). To measure retention, respondents were delimited to veterans separated from the military allowing for an accurate measurement of years served. A comparison of means was used to identify a positive relationship between past-positive time perspective and retention ($r = .34$, $p < .05$) expands upon the understanding of psychosocial factors that influence the decision to remain in a highly demanding profession. As extant research has noted malleability in time perspective, the identification of a positive relationship with retention and past-positive time perspective suggests training to view past experiences more positively (i.e. focusing on learning, process behaviors towards goals, and re-examining strides and progress towards goals) could enhance retention efforts of tactical athletes across a range of highly demanding professions.

P-155

DEVELOPING AN EMOTIONAL COMPETENCE OBSERVATION TOOL FOR EFFECTIVE FEEDBACK IN A SPECIAL OPERATION ENVIRONMENT

Kimberly Rice, HD-MP, USA; Lezshell Pauling, HD-MP, USA

Emotional Competence describes the ability a person can understand, express, and regulate their emotions (Saarni, 1999). This ability is important for Special Operation soldiers who practice key leader engagements. A successful performance for this population is demonstrated by physiological stress response, skill usage, and the ability to engage with subjects of interest effectively. After providing education/application training in a classroom-based setting, The Human Development - Mental Performance (HD-MP) team of Fort Bragg, North Carolina, developed a tool to provide field-based mental performance coaching and feedback to soldiers immediately following their key leader engagements. The observation tool aligns the classroom instruction with the mental performance feedback. The learning objective of this lecture is to introduce the Emotional Competence Observation Tool, the history behind the design, benefits the HD-MP Coaches have discovered thus far and discuss future improvements/implications for the observation tool moving forward. Ways forward can include initial data on soldiers' perceptions of the feedback they receive and how soldiers apply the feedback to improving operational performances.

P-156

EFFECTS OF PERCEPTUAL-COGNITIVE TRAINING ON STUDENT FIGHTER AVIATORS

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Sofoklis Sarellis, 56th Fighter Wing Human Performance Team, Luke AFB, AZ, USA;
Siddhartha Angadi, 56th Fighter Wing Human Performance Team, Luke AFB, AZ; University of Virginia, USA

Success in student fighter pilot training is predicated on the ability to detect, recognize, and respond to visual stimuli quickly and efficiently, as well as simultaneously executing proper flight tasks. Because of this, all student pilots (SPs) attending the F-16 and F-35 Basic-Course training programs at a large AFB engage in an 8-week integrated Human Performance training program. One of the main components of this program has been developed to maximize cognitive performance through visual detection, recognition, and response to stimuli.

A review by Applebaum et al., 2018, argued that sports-visual training appears to be effective in increasing perceptual-cognitive skills. We examined if perceptual-cognitive training in SPs improved visual, cognitive processing, and visuomotor performance measures utilizing a quasi-experimental design. A combination of fifty-eight F-35 and F-16 ($n = 58$; $n_{F35} = 27$, $n_{F16} = 31$; $n_{male} = 56$, $n_{female} = 2$) SPs were included in these retrospective quasi-experimental analyses. A mixed model analysis was utilized with airframe and time, as main effects. Airframe by time interactions were examined as well. α was set at 0.05 and statistical trends reported at $p < 0.1$. Our statistical analyses revealed a significant within-subjects effect for time in visual clarity. In addition to visual clarity, our analyses revealed a statistical trend for airframe ($p = 0.078$) and time ($p = 0.097$) in eye-hand coordination reaction time. This analysis indicates that student F-35 fighter pilots had decreased their eye-hand coordination reaction time by approximately 4.7%, whereas F-16 student fighter pilots decreased their eye-hand coordination time by 1.1%. The results from this retrospective study support our hypothesis that cognitive training can enhance our student pilot's visual systems. As new and improved technologies are implemented within next-generation fighter jets, so to should new and improved methods of perceptual-cognitive training be for student fighter pilots.

P-157

EMBEDDING PERFORMANCE EXPERTS IN A NATIONAL GUARD BATTALION: BEST PRACTICES AND LESSONS LEARNED

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Amanda Adrian, TechWerks, USA;
John Eric Novosel-Lingat, Walter Reed Army Institute of Research, USA;
Yvonne Allard, TechWerks, USA

The Army Resilience Directorate (ARD) has over 200 Performance Experts (PEs) at 32 installations around the world. As performance psychology consultants, PEs have a variety of capabilities to include teaching and coaching concepts and skills related to performance, resilience, leader development, and bystander intervention. Typically, PEs are an installation asset; however, ARD tested embedding PEs within brigades and battalions. While most embedded PEs worked with active duty soldiers at their local installation, five PEs were embedded at the company level with a National Guard battalion. ARD expected these PEs to provide services by attending each battle drill weekend and the two-week annual training. ARD requested that a research institute conduct an exploratory evaluation on this program. From February 2021 to January 2022, the research team collected 16 PE monthly surveys, 10 PE semi-annual reflections, 11 Army leader feedback interviews, and 53 soldier surveys. These data provided insight about PE trends, best practices, lessons learned, and perceptions of the PE as a practitioner (Partington and Orlick, 1987) and coach (Wagstaff et al., 2017).

Initial qualitative themes related to challenges experienced through this process include: the distance between the PE home station and the state where the soldiers were located, COVID restrictions, communication, and differences between active duty and National Guard leadership structures. Best practices included PEs anticipating non-traditional work hours;

being proactive, flexible, and persistent; being committed to the unit and its mission; and having additional PEs present who can substitute if a lead PE is absent.

Recommendations for how future practitioners should engage with the U.S. Army Reserve and the National Guard Bureau, two organizations with part-time soldiers, in a way that is equitable to engagement with active duty components will be discussed.

P-158

EXAMINING THE RELATIONSHIP BETWEEN OCCUPATIONAL RECOVERY AND PERCEIVED STRESS IN POLICE OFFICERS

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The link between police officer stress, health, and performance has long been of interest to researchers (Arble et al., 2019; Frank et al., 2017). Occupational recovery, or the psychophysiological process of unwinding after work, has been associated with reduced stress, improved health, and improved performance across a variety of professions (Sonnetag et al., 2017). That said, no research has explored the contribution of occupational recovery to perceived stress within the occupation of law enforcement. The purpose of this study was to examine the relationship between occupational recovery and perceived stress among active duty police officers. Officers ($n = 35$, 4 female, Mage = 33.4 \pm 9.8 years) completed an online version of the Recovery Experience Questionnaire (Sonnetag & Fritz, 2007) and the Perceived Stress Scale (Cohen & Williamson, 1988). Separate multiple regression analyses ($CE \pm = 0.05$) were used to examine the prediction of dependent PSS variables (i.e., self-efficacy [SE], perceived helplessness [PH]) by independent occupational recovery variables (i.e., psychological detachment [PD], mastery [MA], perceived control [PC], and relaxation [RX]). Results indicated that occupational recovery variables collectively predict officers' SE ($F_{4,30} = 2.85$, $p = 0.041$, Adj. $R^2 = 0.179$, $SEE = 1.88$). PC was the only significant individual predictor of SE ($t = 2.05$, $p = 0.049$). Results further indicate that occupational recovery variables collectively predict PH ($F_{4,30} = 3.04$, $p = 0.032$, Adj. $R^2 = 0.193$, $SEE = 2.53$). No independent variable was individually predictive of PH, although PC was approaching significance ($p = 0.077$). To summarize, the results of the study indicate that occupational recovery, particularly PC over non-work time, may promote SE for managing stress and reduce PH among active duty police officers. Such research is valuable to the field of sport psychology, as stress management is often a key element of psychological skills training programs.

P-159

PHYSIOLOGICAL AROUSAL EFFECTS ON STUDENT FIGHTER AVIATOR COGNITIVE PERFORMANCE

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Siddhartha Angadi, 56th Fighter Wing Human Performance Team, Luke AFB, AZ; University of Virginia, USA

Student fighter pilots (SPs) are routinely subjected to extreme physiological stresses. The ability to execute complex cognitive

tasks under substantial cardiovascular and cognitive load is vital. SPs attending the F-16 and F-35 Basic-Course training program at a large AFB engage in an 8-week integrated Human Performance training program. An essential component of the B-Course program is to maximize perceptual-cognitive performance through visual detection, recognition, response to stimuli, enhance physical readiness for high-G flight operations, and reduce the risk of musculoskeletal injuries commonly experienced in the fighter pilot community. Visual skills are trainable and essential to fighter aviation (Applebaum et. al., 2018).

Fifty-eight F-35 and F-16 ($n_{F35} = 27$, $n_{F16} = 31$; $n_{male} = 56$, $n_{female} = 2$) Basic-Course SPs were included in this retrospective quasi-experimental study. A mixed-model analysis was used to analyze differences between airframes, times, time by airframe and, time by physical state ($p < 0.05$). α was set at 0.05 and statistical trends reported at $p < 0.1$. Our statistical analyses revealed a significant positive effect for time in perception span (p -values < 0.05). These results indicate and support our hypothesis that cognitive training can enhance a SP's perceptual-cognitive abilities. Our analysis also revealed significant effects for physical state in multiple-object tracking and in go-no-go (p -values < 0.05). These results reveal that high physiological aerobic stress has a significant positive effect on perceptual-cognitive coordination and decision making (Schapschroer et al. 2016). The findings within this study suggest that physiological arousal prior to engaging in a cognitive task improves perceptual-cognitive performance. Specifically, this study found training perceptual-cognitive abilities improves memory and pattern recognition of rapidly presented visual stimuli. This ability is reflected in a fighter pilots need to visually scan, interpret, and base decisions and execution on available displayed data - the more efficient the ability, the more competent the pilot.

Teaching

P-160

PRACTICE WHAT YOU PREACH: USING PSYCHOLOGICAL SKILLS TO ENHANCE CONSULTING AND TEACHING EFFECTIVENESS AS A GRADUATE STUDENT

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Sport psychology consultants and teachers are performers. Although psychological skill self-practice by consultants has been studied (Filion et al., 2021; Pack et al., 2014), little guidance is available for self-practice by teachers. As developing professionals, graduate students often experience anxiety (Tod et al., 2011). This presentation describes a graduate student's utilization of psychological methods to perform under pressure within consulting and teaching roles, which have practical implications for other graduate students and early career professionals.

In her role working with youth gymnasts, the student utilized stress management techniques (e.g., relaxation, physical activity) to remain focused and empathetic towards individual athletes. The student also utilized self-reflection outlined by Anderson et al. (2004), to identify areas of professional and personal development, increasing her abilities as a consultant-performer. For instance, the student experienced cultural

humility when she failed to identify a gymnast's mental health concern and followed crisis protocol. Therefore, she utilized self-reflection to ensure cultural competency when working with this unfamiliar group (e.g., age, mental abilities) and to examine progress in consulting.

The student's teaching assistant role requires the use of psychological skills (e.g., confidence) differing from the consultant role when lecturing (Filaire et al., 2009). The student utilized arousal regulation (e.g., self-talk) to attain adequate arousal levels for presenting to sport and performance psychology classes. Through the practice of these skills, the student gained confidence in her abilities and decreased her anxiety.

In both roles, the student used goal setting (e.g., SMART goals) as a method of motivation when creating presentation material and grading. The presenter will further discuss the details of how these psychological methods have been utilized for both roles, their effectiveness based on the student's self-rated mastery of CMPC Task Domains, and our reflections that could help graduate students interested in adopting these roles in the future.

P-161

READY, SET, FLOW! HOW DOES INTRODUCING PSYCHOLOGICAL SKILLS TRAINING IMPACT FLOW?

Elizabeth Pacioles, Marshall University, USA

This study assessed the impact of introducing psychological skills on flow states in sport, exercise, and performance activities of college students. Prior research suggested a relationship between use of psychological skills and flow states (Jackson et al., 2001). However, the benefits of psychological skills training on flow experience may not be immediate. The current study assessed the initial impact of using newly learned psychological skills on flow states. 80 college students chose a sport, exercise, or performance activity of interest and participated in weekly in-class workshops on psychological skills (breathing, self-talk/cue words, imagery, and pre-performance routines). Following each workshop, participants applied the newly learned skill to their activity and completed the Flow Short Scale questionnaire consisting of 'absorption by activity' and 'fluency of performance' factors (Rheinberg, Vollmeyer, & Engesser, 2003). Baseline measures of flow during the activity were compared to reported flow with implementation of each psychological skill. Compared to baseline, use of any psychological skill was related to higher scores for both absorption by activity [$t(419) = -4.758, p < .001$] and fluency of performance [$t(419) = -3.631, p < .001$]. Among the psychological skills, use of a pre-performance routine was related to the highest levels of flow. Imagery was the lowest among all of the psychological skills on several flow state items, including 'My thoughts/activities run fluidly and smoothly,' and 'I am totally absorbed in what I am doing.' These results suggest that certain psychological skills may differentially impact flow states upon initial use. It would be helpful for sport psychology instructors and practitioners to emphasize the gradual effectiveness of psychological skills in enhancing performance experiences. Further research identifying common initial emotional, cognitive, and behavioral reactions to psychological skill implementation could help encourage psychological skill use among athletes, exercisers, and performers.

P-163

TEACHING SPORTS PSYCHOLOGY IN ONLINE LEARNING ENVIRONMENTS: ENHANCING STUDENT ENGAGEMENT AND IMPROVING QUALITY

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In 2020, many universities, colleges and schools closed due to the Covid-19 global pandemic forcing students and faculty online. A powerful reminder of the relationship between engagement and learning was put forward by Pascarella and Terenzini (2005). They indicated that the greater the student's engagement in the college's academic experience, the greater their general cognitive development level. Learning is a dynamic process that facilitates making sense and meaning out of new information and connecting it to what is already known. Barkley (2009) reported that engaged students are more involved in the academic task at hand and are using higher order thinking skills. The purpose of the proposed presentation is to highlight the connection between student engagement and learning and put forward best practices for increasing student engagement and improve quality when teaching sports psychology in online learning environments.

Youth Sport

P-165

EXPLAINING MORAL DISENGAGEMENT AMONG HIGH SCHOOL ATHLETES: TESTING THE GENERALIZABILITY OF A CONTEST ORIENTATION SCALE

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Theoretically, contest orientation (CO), or orientation toward conceptual metaphors about competition, explains athletes' moral disengagement. In several studies of collegiate athletes, a CO measure was developed with partnership (i.e., contests are mutually beneficial for self and opponent) and war (i.e., contests are about defeating opponents) subscales, which had small positive correlations ($r_s = .16-.22$) and explained ~5-16% of variance in moral indicators (e.g., Shields et al., 2015). This study examined whether the CO scale's measurement properties generalized to youth athletes ($n=238$ high school football and soccer players; 66.1% non-White; 23.9% female). Self-report surveys included Shields et al.'s CO measure and an established moral disengagement in sport measure (Boardley & Kavussanu, 2007), among others. Findings suggest that the CO measure had good reliability (Cronbach's alphas: partnership = .78, war = .87), and validity, as evidenced by a hierarchical linear regression model with CO predicting MD ($F(6,192) = 5.94, p < .05; R^2 \Delta = .04$); the CO subscales explained ~4.0% of variance above and beyond controls. Interestingly, partnership and war orientation were correlated in a direction consistent with Shields et al., but the strength was markedly strong ($r = .62, p < .01$). Also consistent with Shields et al., partnership was associated with decreased, but war was associated with increased, moral disengagement ($\beta_s = -.26$ and $.31$, respectively; $ps < .01$). Findings suggest that CO, indeed, explained youth athletes' moral disengagement, but the distinctiveness of the two subscales warrants further investigation. High school

athletes may make less conceptual distinction between the metaphors compared to collegiate athletes, which aligns with theories suggesting that development becomes increasingly differentiated across the life span (Elder, 1967). CO may be an important construct to account for in future research on youth athletes' moral development. In practice, CO may be a manipulatable youth attribute, presenting opportunities for coaches to enhance youth sport.

P-166

FACTORS THAT INFLUENCE THE DEVELOPMENT OF PASSION IN COLLEGIATE ATHLETES

Alexis Stokes, Boise State University, USA;
Ellie Cain, Boise State University, USA;
Eric Martin, Boise State University, USA

Vallerand et al. (2003) pioneered research on psychological passion by categorizing passion as being either harmonious or obsessive. Harmonious passion is associated with positive emotions and well-being and invokes a sense of personal enjoyment and freedom while obsessive passion causes one to feel compelled to engage in an activity for a means other than personal enjoyment (e.g., self-validation, social approval, or external rewards). While the effects of harmonious and obsessive passion have been repeatedly observed, the factors that cause these types of passion to surface have scarcely been studied (Mageau et al., 2009). The current work explores the developmental processes of passion in various collegiate athletes and the differences within these processes that may predict the emergence of either harmonious or obsessive passion. Sixty-five participants completed a survey assessing their passion for sport; and from this pool, researchers selected individuals to interview. Specifically, five athletes with high obsessive passion and five athletes with low obsessive passion and high harmonious passion were selected for a follow-up interview about their sport experience with a focus on the factors that influenced their passion development including the influence of various significant others (e.g., parents, coaches, and other athletes). Some themes were common across the two subgroups including high parental involvement, coaches providing autonomy and encouragement, and a high level of competence early in their career. However, some aspects (e.g., high levels of parental pressure, autonomy support/thwarting behaviors) were more prominent in one group than the other. The findings of this study correspond with existing literature demonstrating that positive emotionality in sport can either be facilitated or hindered by passion (Stenseg et al., 2014); and these results can help coaches, parents and practitioners in creating a youth sport experience that is more likely to cultivate harmoniously passionate athletes.

P-167

INTERRELATIONSHIPS BETWEEN CARING, SELF-COMPASSION, SELF-PITY, EMOTIONAL REGULATION, AND REACTIONS TO AN EMOTIONALLY DIFFICULT SPORT-SPECIFIC SCENARIO

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Heather McCall, James Madison University, USA

Multiple variables influence athletes' ability to cope with the physical and emotional challenges of sport participation

including self-compassion, self-pity, and emotional regulation. However, the role of the coaches in nurturing self-compassion, reducing self-pity, and helping to regulate emotions has not been fully investigated. Therefore, this study explored the interrelationships between perceptions of the caring climate (CC), self-compassion (SC), self-pity (SP), affective self-regulatory efficacy (ASRE), and reactions to an emotionally difficult sport scenario (RECs) and specific ways coaches and teammates helped or hindered SC. 234 predominately White (79%), female(69%), male(30%), and non-binary(1%) undergraduate students (Mage=18.44, SD=.66), who were involved in a high school sport the previous year, participated in an online survey. The survey included measures of CC, SC, SP, ASRE, and RECs along with four open-ended questions asking participants to reflect on how coaches and teammates helped or hindered their development of SC. Correlations revealed that CC was positively related to ASRE and SC and negatively related to SP. Further, CC, ASRE, and SC were positively associated with the positive RECs and negatively associated with the negative RECs. The reverse was found for SP. To test whether ASRE, SC, and SP mediated the relationship between the CC and RECs, a path analysis was conducted. The model demonstrated a good fit to the data, $\chi^2(9)=9.37$, $p=.40$, TLI=.99, RMSEA=.01, SRMR=.02, with ASRE positively predicting perseverance and responsibility and negatively predicting passivity, SP positively predicting passivity, and SC positively predicting self-compassion and positive RECs and negatively predicting rumination and self-criticism. Content analysis of the open-ended questions revealed higher order themes of emotional, esteem, informational, tangible, conditional, and preferential support with a variety of supports being used by coaches and teammates. These findings provide insight into how coaches may be able to support athletes' SC and ASRE to navigate challenges within sport.

P-168

PHYSICAL ACTIVITY LEVELS, SELF-PERCEPTIONS AND FLOW AMONG COLLEGE STUDENTS ENROLLED IN PHYSICAL ACTIVITY COURSES: RECOLLECTIONS OF MIDDLE AND HIGH SCHOOL MATTER!

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Physical activity (PA) declines in adolescence, particularly during middle (MS) and high (HS) school. College PA courses offer opportunities to revive or maintain PA, potentially increasing adult PA. This study examined if current and retrospective self-perceptions and flow experiences from MS and HS differentiated current PA levels of college students (N = 200) enrolled in PA courses. Males (n = 52) and females (n = 145) completed clothing-specific body image (BI) ratings, the International Physical Activity Questionnaire (IPAQ), the Physical Self-Description Questionnaire (PSDQ), the Dispositional Flow State Scale (DFSS), and self-reported height and weight. For MS ($p < .05$) and/or HS ($p < .01$) recollections, females reported greater BI dissatisfaction, lower Concentration, Loss of Self Consciousness and Merging Action Awareness ($p < .05$) than males. African American students reported lower BI dissatisfaction ($p < .01$) recollected from HS than Caucasian. Among males, inactive participants (M = 1.50 +/- 1.73) reported significantly higher BI dissatisfaction in current

practice/competition clothing than moderately ($M = 0.38 \pm 0.74$) and highly active students who indicated they wanted to be larger ($M = -0.11, \pm 0.64$). Highly active students reported higher MS recollections of Autotelic Experiences and Activity perceptions from HS while inactive students were less satisfied with Body Fat than both moderately and highly active participants. Except Body Fat, all current PSDQ scores for males were higher than females as were DFSS scales of Clear Goals, Merging of Action and Awareness, Loss of Self Consciousness and Unambiguous Feedback ($p < .05$). Controlling BMI and gender, current PA levels were explained by MS recollections of Autotelic Experiences (5%), and HS (2.7%) and current (28.3%) perceptions of Activity. These findings pinpoint student characteristics warranting attention for enhancing sport experiences. MS intrinsic motivation diminishes, while BI dissatisfaction and perceptions of PA capabilities increase over time. The impact of self-perceptions and flow recollections remain to be seen in physically inactive populations.

P-169

PRESEASON PERFORMANCE DIFFERENCES BETWEEN YOUTH WITH AND WITHOUT A CONCUSSION HISTORY ON A COMPUTERIZED NEUROPSYCHOLOGICAL ASSESSMENT MEASURE

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Hollis Lyman, University of Denver, USA;
Kimberly Gorgens, University of Denver, USA;
Sean Mapoles, USA;
Bradley Davidson, University of Denver, USA;
Erika Osherow, University of Denver, USA;
Hannah Pierro, University of Denver, USA

In 2013, almost 1 of every 10 high school football injuries were concussions (Dompiet, 2015). A concussion is caused by a bump, blow, or jolt to the head or hit to the body causing physical trauma and chemical changes in the brain (Center for Disease Control [CDC], 2019). Concussion symptoms commonly include memory loss, fatigue, mood dysregulation, issues with balance and vision, headaches, and delayed reaction time (CDC, 2019; Tommerdahl, 2020). While most athletes recover in a few weeks, they are at risk for future concussions and worsening symptoms (McCrea et al., 2020). High school athletes with multiple concussions report longer recovery times as well as delayed return to play. This study aims to examine the relationship between reported concussion history and performance on preseason baseline computerized cognitive tests from 43 male high school football players. We compared procedural reaction time, matching to sample, and simple reaction time repeated test throughput scores from Automated Neuropsychological Assessment Metrics (ANAM) between players with concussion history ($n=17$) and without concussion history ($n=26$). Groups were compared using a t-test and Cohen's d effect size. Results indicate that athletes with one or more concussions prior to baseline measurement performed poorer than those without prior concussion history though, these results were not significant. The simple reaction time appeared to be the most sensitive to concussion. Throughput scores suggest that athletes with a concussion history had fewer average correct responses per minute than athletes without concussion history ($p=0.07, d=0.51$). This is a moderate effect size which is larger than the effect sized reported by similar studies of

reaction time changes among athletes with a concussion history (Iverson et al., 2022). Future studies should examine testing protocols for athletes with multiple concussions and work to quantify the increased risk of further head and musculoskeletal injuries after multiple concussions.

P-170

SPORTS SPECIALIZATION AND THE FAMILY: EXAMINING THE EFFECTS OUTSIDE THE LINES

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Diane Gill, UNCG, USA;
Erin Reifsteck, University of North Carolina at Greensboro, USA;
Adam Berg, University of North Carolina Greensboro, USA

Sport specialization is one of five trends in contemporary youth sports (Coakley, 2009). Specialization promotes single-sport (v multi-sport) athletes, includes pressure to participate at the highest level as early as possible, and encourages year-round participation (Brenner, & Council on Sports Medicine and Fitness, 2016). While specialization may be advantageous in certain situations, there are negative implications for the family unit (LaPrade et al., 2016). The time and financial commitments can be a source of conflict and distress for the family.

This study explored how an athlete's participation in sports specialization affects the family unit, focusing on time and resource commitments along with effects on individuals (parents, athletes, siblings) and their relationships. Parents of athletes, ages 7-14, who had at least one child currently specializing completed a survey ($n=100$) on their family's experience.

Most respondents stated that the athlete's sport involvement had no effect on the marriage (60%), relationship with extended family (39%), or the athlete-sibling relationship (43%), but 45% reported that the child's sport participation placed a great time commitment on the family. Most parents stated that the financial commitment placed little (39%) or no (43%) strain on the family. Over half (53%) of respondents stated that their athlete's social life was positively affected. Open-ended responses confirmed/added detail to survey responses. Participants cited positive effects on family relationships and athlete development, with few negative effects. The relatively positive experiences may reflect the sample; participants were relatively well-off financially and most athletes were moderately specialized and participated in other sports.

P-171

TRAUMA-INFORMED YOUTH SPORT: IDENTIFYING PROGRAM CHARACTERISTICS AND CHALLENGES TO ADVANCE PRACTICE

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Dana Voelker, West Virginia University, USA;
Zenzi Huysmans, Whole Brain Solutions, USA

Trauma, such as violence, abuse, and neglect, has been named a public health issue with over 60 percent of adults among the U.S. having reported at least one adverse childhood experience (Merrick et al., 2018). Accordingly, sport

settings have adopted approaches to working with youth aiming to limit retraumatization through targeted skill- and relationship-building. However, with few exceptions (e.g., Shaikh et al., 2021), there is a dearth of literature examining the design and implementation of trauma-informed youth sport programs to advance practice. This study qualitatively explored programmatic characteristics and challenges associated with designing and implementing trauma-informed youth sport programs from the perspective of ten purposively selected program facilitators (8 women, 2 men; average age of 36.2 years, SD = 6.03) across four U.S. regions with an average 4.43 years' experience in their current role (e.g., director, trainer). Participant-reported race and ethnicity were White (n = 7), African American (n = 1), Italian American (n = 1), and Hispanic (n = 1). Through a postpositivist lens, data were analyzed using an iterative, reflexive thematic analysis approach (Braun & Clarke, 2019). The common characteristics identified by participants were promoting a safe and supportive environment, approaching mental skill-building with intentionality (e.g., teaching visualization), and fostering trusting adult and peer relationships. Furthermore, participants cited context-specific features of programming to be addressing local challenges (e.g., transportation issues), building awareness of cultural values among youth, garnering voices of youth in program design and implementation, establishing a sense of community within the program while collaborating with outside organizations, investing in staff development and program evaluation, and attending to social justice issues affecting program participants. Study findings are interpreted and contextualized amid the traumas commonly and currently affecting U.S. youth and used to inform approaches for additional research and the development and implementation of trauma-informed youth sport programs.

SYMPOSIA

SYM-01

A RESILIENCE PROGRAM FOR FIRST YEAR COLLEGIATE ATHLETES: AN OVERVIEW OF PROGRAM DESIGN, IMPLEMENTATION, EVALUATION, AND IMPLICATIONS

Eric Martin, Boise State University, USA;
Scott Pierce, Illinois State University, USA;
Samantha Kurkjian, Illinois State University, USA;
Kelly Rossetto, Boise State University, USA;
Liam O'Neil, Utah State University, USA

As student-athletes shift into the collegiate environment they face challenges, but this transition also offers the potential for personal growth and development (Compas, Wagner, Slavin, & Vannatta, 1986; Gayles & Baker, 2015). In the collegiate environment first-year students face increased course rigor, decreased in-class time, and adjustment to new social groups (Kadison & DiGeronimo, 2004). As athletes, they also face additional scrutiny from the public, extensive time commitments, and physical and mental demands as they combine athletic and academic pursuits (Carodine Almond, & Gratto, 2001). These demands provide the opportunity for those in support roles to proactively develop and deliver programming to support collegiate athletes' needs. One protective factor that might be especially helpful for these, as well as future, stressors, is resilience. Resilience allows for an individual to both bounce back from negative life events (rebound resilience) while also helping them perform in stressful situations (robust resilience; Fletcher & Sarkar, 2016). The current symposium overviews one program designed to help students develop the qualities necessary to demonstrate resilience in the transition from high school to college as well as other stressors faced in the academic and athletic realm. The first presentation will provide an overview of the program with specific attention paid to the rationale and theoretical framework of the program. The second presentation will focus on the implementation of the multi-modal program and how designers have modified it from evaluation feedback. The third presentation will discuss the collaboration of clinical sport psychologists, educational CMPCs, and athletics support staff in the project and overview key considerations for future programming and supporting student-athletes experiencing transitions. Finally, a discussant with expertise in resilience and youth development will overview the link between resilience programming and student-athlete well-being both during important transitions and beyond.

SYM-01A

INTRODUCING THE GUIDING FRAMEWORK FOR A RESILIENCE PROGRAM FOR FIRST YEAR COLLEGIATE ATHLETES

Eric Martin, Boise State University, USA;
Scott Pierce, Illinois State University, USA;
Kelly Rossetto, Boise State University, USA;
Liam O'Neil, Utah State University, USA

The purpose of this first presentation is to provide an overview of the development and rationale of the program while outlining its key theoretical foundations. The educational program employed two guiding tenets to help student-athletes

enhance their wellbeing and performance during the transition from high school into their first year of college: a strengths-based focus on training that encourages individuals to develop skills, qualities assets, and tools to nurture excellence in sport (Aoyagi & Pocwardowski, 2012; Fletcher & Sarkar, 2016); and the transfer of these skills between sport and other life domains (Pierce, et al., 2017). Specifically, resilience and mental fortitude training were used as the guiding theoretical frameworks for the program. The program was designed using evidence-based objectives that student-athletes would (1) develop personal qualities and psychological skills; (2) learn how to maximize their environment to gain support to facilitate resilience development; (3) adopt a challenge mindset and learn coping resources to aid in positively evaluating adverse situations; and (4) enhance their awareness and ability to transfer personal qualities, psychological skills, and resilience between athletics, academics, and social realms (Fletcher & Sarkar, 2012; Fletcher & Sarkar, 2016; Pierce et al., 2017). To achieve these objectives, four workshops were designed to help student-athletes (1) create a healthy student-athlete identity; (2) develop effective coping strategies; (3) identify and utilize social support skills and networks; and (4) explore skills and mindsets for leadership development. Finally, the presentation will provide an overview of the approaches for teaching and learning (e.g., Bloom's taxonomy for cognitive learning; Anderson et al., 2001) and active learning tasks (Brown, et al., 2014), and explain how the curriculum has been delivered in three different modalities (in-person, hybrid, online) at two Division-I universities.

SYM-01B

IMPLEMENTATION, EVALUATION, AND EVOLUTION OF A RESILIENCE PROGRAM FOR FIRST YEAR COLLEGIATE ATHLETES

Scott Pierce, Illinois State University, USA;
Eric Martin, Boise State University, USA;
Samantha Kurkjian, Illinois State University, USA;
Kelly Rossetto, Boise State University, USA;
Liam O'Neil, Utah State University, USA

The purpose of the second presentation is to share the on-going evaluation of the program in multiple modalities and share how the program has evolved to meet the needs of an athlete population with diverse backgrounds and needs. First, the evaluation of the program will be presented from the three iterations of the program (in-person n=67; online n=104; hybrid n=64) including quantitative and qualitative summative data to show student-athletes' perceptions of program. For example, participants believed that the program was beneficial for their transition from high school to university ($\mu = 4.01/5$) and for their future years as a student-athlete ($\mu = 4.11/5$), and 95% of participants recommended that future student athletes take the program. Across the course of the program, repeated measures ANOVAs found significant decreases ($p < .001$) in distress and perceived stress, and increases in life satisfaction for student-athletes while resilience did not significantly change ($p > .05$). Furthermore, participants indicated that while the online format provided flexibility and convenience for student-athletes, they preferred the in-person format that allowed them to interact and engage with their peers. The presentation will also expand on the changes and evolution of the program over the three iterations, guided by the program evaluation and current social events that have impacted student-athletes. In this discussion, we will highlight the strengths and weaknesses of zoom and in-person sessions

during the COVID-19 pandemic and expand on the program adaptations that included the inclusion of racial identity content and activities to enhance the relevance and connection of the content for athletes from diverse backgrounds.

SYM-01C

LESSONS LEARNED FROM A COLLABORATION TO SUPPORT FIRST YEAR COLLEGIATE ATHLETES

Samantha Kurkjian, Illinois State University, USA;
Scott Pierce, Illinois State University, USA;
Eric Martin, Boise State University, USA;
Kelly Rossetto, Boise State University, USA

The purpose of the third presentation is to examine and discuss the collaboration involved in the project between multiple stakeholders, the philosophical approaches to support student-athlete mental health and mental performance, and key considerations for resilience programming and supporting student-athletes experiencing transitions. First, the collaboration between educational CMPCs, clinical sport psychologists, and athletic department support staff will be explored. This discussion will include an overview of the challenges and opportunities that come with working within a collaborative group focused on educational programming for student-athletes. Second, we will provide an overview for how this educational programming can be positioned with other mental health and mental performance supports, interventions, and programming for student-athletes. This summary will include reflections and recommendations for utilizing a skill-building and preventative approach to supporting first-year student-athletes in the attempt to reduce needs for mental health treatment in the future. Third, the concept of resilience will be explored as a developmental focus for today's first year student-athletes. This focus will examine the implications for working with student-athletes from diverse backgrounds, identify considerations and concerns when utilizing a resilience focus in programming, and propose recommendations for framing programming to support student-athlete resilience development. Finally, future directions of the program will be explored with a focus on continued evaluation and adaptations to meet the needs of the student-athletes, as well as opportunities for similar programming for transfer student-athletes, international student-athletes, and collegiate coaches.

SYM-02

THE LIINK PROJECT: A SCHOOL RECESS INTERVENTION PROMOTING HEALTHY, WHOLE CHILD DEVELOPMENT

Deborah Rhea, Texas Christian University, USA;
David Farbo, Texas Christian University, USA;
Kate Webb, Texas Christian University, USA;
Daryl Campbell-Pierre, Texas Christian University, USA

Childhood obesity has tripled over the last 30 years, stress and anxiety disorders have increased to one in six children as early as three years old, and their physical and social skills have deteriorated as well due to low levels of physical activity (PA) and sedentary lifestyles. The school setting is a significant contributor to this problem as opportunities for play and recess are often sacrificed to increase classroom

time. Our culture is focused on cognitive development from very early ages without making sure that the social/emotional/physical development goes with it. The result is our children are struggling to stay nourished, energized, and productive because the outdoors and the freedom to play throughout the day are the foundation to develop a healthy, whole child. The LiINK project (Let's inspire innovation 'N Kids), an unstructured play intervention, has been implemented in 50+ schools to improve the amount of quality time children have to play and be outdoors daily and in turn, improve their health over time. Therefore, this symposia will present a group of studies collected from the intervention over the past year focused on obesity, physical activity trends, stress assessed through hair cortisol, motor competence/postural balance, and the use of the dominant and non-dominant sides of the body. Each of these studies has collected a random sample of the intervention students (60 minutes of recess daily) and matching control students (30 minutes of recess daily) from grades two through five at pre and post times in the school year. Many positive outcomes will be presented from these studies that highlight the importance of physical activity, the outdoors, and social interactions through unstructured play that have shown to enhance the overall health of our children.

SYM-02A

THE POWER OF OUTDOOR, UNSTRUCTURED PLAY ON DECREASING OBESITY RATES AND INCREASING PHYSICAL ACTIVITY IN ELEMENTARY AGED CHILDREN

David Farbo, Texas Christian University, USA;
Deborah Rhea, Texas Christian University, USA

Childhood obesity has tripled over the last three decades and is caused by low levels of physical activity (PA) and sedentary lifestyles among children today. The school setting is a significant contributor to this problem as opportunities for play and recess are often sacrificed to increase classroom time. Since most children spend majority of their time in school, it can be the ideal setting to increase PA and decrease obesity rates. However, many school based play and PA interventions do not produce consistent results as they often implement structured PA activities for a short period of time. The LiINK Project, a longitudinal recess intervention study, overcomes these limitations by implementing 60 minutes of outdoor, unstructured play breaks daily over the entire school year. Therefore, the purpose of this study was to examine body composition and physical activity differences between children who receive 60 minutes of recess and children who receive 30 minutes of recess daily. Using one LiINK intervention school (N=220, 3rd=110, 4th=110) and two control schools (N=240, 3rd=120, 4th=120), body composition was measured in the fall and spring using bio-electrical impedance analysis (BIA). Physical activity was measured using accelerometers to determine steps and minutes spent in sedentary, light, moderate, and vigorous physical activity per day. Preliminary results reveal that LiINK students display a healthier weight status and have higher steps and time spent in moderate to vigorous physical activity than control students. This study will discuss differences in body composition and physical activity patterns between intervention and control school students at pretest and posttest.

SYM-02B

THE IMPACT OF MULTIPLE RECESSES ON LIMB-MOVEMENT PATTERNS TO STRENGTHEN COGNITION

Deborah Rhea, Texas Christian University, USA;
Kate Webb, Texas Christian University, USA

Extended school days, busy schedules, and easy access to portable technological devices have left many children at a lifestyle disadvantage. Sedentary behavior creates a less stable, less balanced, and weaker body disposition and reduces attention to instructional tasks. Movements that require a variety of dominant and non-dominant use have been shown to improve cognitive processing and create a healthy, balanced physical support for a young body. A secondary improvement is with falls and injuries on the playground due to better navigation of differing limb movement patterns. In this study, movement patterns of K-2nd graders were assessed in two schools, one control school (20-minutes of recess) and one intervention school (60 minutes of recess). The control school only went out one time a day, whereas the intervention school went out four times a day. The observation tool used to collect unilateral, contralateral, and bilateral movement patterns was self-developed. The types of limb movements associated with playground equipment and non-equipment play were observed and recorded. Students across all grade levels exhibited each movement pattern, but grade 2 students in both schools exhibited the variety of patterns more efficiently than the younger grades. The intervention students in all three grade levels exhibited more developed patterns than the control school students. This presentation will explain the differences more fully.

SYM-02C

KÖRPERKOORDINATIONSTEST FÜR KINDER (KTK): ASSESSING MOTOR COORDINATION DIFFERENCES IN CHILDREN RECEIVING VARYING MINUTES OF RECESS DAILY

Deborah Rhea, Texas Christian University, USA;
Daryl Campbell-Pierre, Texas Christian University, USA

Over the past few years in elementary schools, the trend has been to eliminate more and more recess from the school day. As a result, the opportunity to incorporate physical activity into a child's life has diminished considerably, limiting the gross motor skill development they would receive in a regular school day. During recess, if unstructured and outdoors, children can engage in motor skill activity more naturally. However, children need adequate gross and fine motor skills to engage in motor tasks like running, jumping, climbing, swinging, and walking. The LiNK Project, a longitudinal recess intervention study, created an opportunity to conquer the limited physical activity children receive in schools by implementing 60 minutes of outdoor, unstructured play breaks daily over the entire school year. The purpose of this study was to examine motor coordination and postural balance differences between children who receive 60 minutes of unstructured play and children who receive 30 minutes of unstructured play. Using one LiNK intervention school (N=180, 3rd=60 4th =60 5th=60) and one control school (N=180, 3rd=60, 4th =60 5th=60), the KTK assessment was administered and piloted in the fall to determine coordination and balance differences based on frequency of recesses

daily. Preliminary pilot results revealed that students with multiple recesses daily showed higher motor coordination scores than those receiving less recess. The sub-task differences will be explained by group, gender, and age.

SYM-02D

THE IMPACT OF UNSTRUCTURED, OUTDOOR PLAY ON STRESS LEVELS IN CHILDREN

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Kelsey Kirby, Texas Christian University, USA

Unstructured play naturally boosts cognitive and physical abilities throughout the lifespan. Chronic stress debilitates those abilities beginning as early as three years old, which effects overall development, and leads to anxiety, depression, and behavioral disorders. In fact, 1 in 6 children are diagnosed with a mental, behavioral, and/or developmental disorder before 8 years old. Along with chronic stress, the impact of obesity rates in children has affected younger populations (20.3% of 6-to-11 years old). The purpose of this study was to examine the effectiveness of a multiple recess school intervention on chronic stress patterns and obesity prevalence in elementary school children compared to children receiving standard recess time in elementary schools. This study assessed the influence unstructured daily play participation has on children's chronic cortisol concentration and body fat percentage. Third and fourth grade students (n=100) from four north Texas public schools were assessed on hair cortisol concentration, body fat %, and whether they engaged in 30 minutes or 60 minutes of unstructured play daily. Control school students (n=62) engaged in 30 minutes of recess daily, while intervention students (n=64) engaged in 60 minutes of recess daily. Hair samples were collected to assess the chronic cortisol levels in each child. The cortisol was analyzed using ELISA technique following cortisol extraction procedures. Bioelectrical impedance scales were used to collect lean muscle mass and fat mass of each student. The average 3rd/4th grade student normative data shows an HCC of 6.7 pg/mg. HCC data for the intervention schools showed below average levels of chronic stress, while the control school children were at or above the average HCC level. Overall, findings suggest positive outcomes of healthy body fat levels and lower cortisol levels in children participating in unstructured play.

SYM-03

SYSTEMIC MENTAL HEALTH LITERACY: USING MENTAL HEALTH FIRST AID® IN SPORT

Angel Brutus, USOPC, USA;
Erin Haugen, Assessment and Therapy Associates of Grand Forks, PLLC, USA;
Kathryn Lang, Assessment and Therapy Associates of Grand Forks, PLLC, USA

Athletes navigate sport environments with heightened perceived stigma associated with mental health concerns which influence help-seeking behaviors (Gulliver, Griffiths & Christensen, 2012). Research also suggests that athletes tend to seek mental health services at lower rates than non-athletes (Castaldelli-Maia et al., 2019). Gatekeeper behaviors within the sport system, when aware of and sensitive to athlete mental health and wellbeing dispositions, have potential to

mitigate or exacerbate risk for mental health injury. It has also been suggested that student-athletes should receive education regarding identifying and responding to mental health concerns in their peers that can assist with connecting athletes to appropriate resources (Hammond et al., 2013). Delayed connection to resources influences the likelihood for detrimental mental health recovery experiences (MHFA; National Council for Behavioral Health, 2020). Therefore, it is imperative that stakeholders have mental health literacy and tools to have meaningful conversations about mental health, so athletes can be connected to appropriate professional help in a timely manner.

Mental Health First Aid ® (MHFA; National Council for Behavioral Health, 2020) is one of many available resources that moves the needle from increasing awareness, through increasing mental health literacy and skill-building for gatekeepers to intervene and connect athletes of concern with professional help, access self-help resources, as well as encourage peer-related mental health literacy training to support overall mental health and wellbeing amongst the diverse system membership. Engagement in mental health literacy initiatives can support a sense of collective efficacy and sense of agency in creating choice for identification of varied approaches to supporting athletes of concern. Based upon their experiences as MHFA instructors, mental health professionals, and program developers, the presenters will discuss ways to engage key stakeholder groups in MHFA training: coaches, administrators, and sport-system decision-makers; athletic trainers; and collegiate student-athletes.

SYM-03A

MHFA WITH COACHES, ADMINISTRATORS AND SPORT-SYSTEM DECISION-MAKERS

Angel Brutus, USOPC, USA

Coaches, administrators and sport-system decision-makers often serve as gatekeepers of sport culture established at the macro and micro-levels of the sport ecosystem. Gatekeepers are often tasked with making decisions concerning allocation of resources, accessibility and availability of such resources and creation of a help-seeking climate to encourage connection (Brown, Deane, Vella & Liddle, 2017). The multidimensional model of leadership, as prescribed by Chelladurai (1980), suggests coaching [and leadership] behaviors are correlated with perceptions of athlete characteristics, expectations of the organizational structure, social norms, coach's personal attributes, and player preferences (Horn, 2008; Jowett & Arthur, 2019). Smoll and Smith's (1989) seminal works developing the mediational model of leadership, emphasizes athletes' assigned meaning to coaching behaviors. Given the role that autonomy-supportive environments play in the influence of athlete perceptions of self-sufficiency, relatedness and ability, gatekeeper mental health literacy plays a critical role in the overall athlete experience.

SYM-03B

MHFA WITH ATHLETIC TRAINERS

*Angel Brutus, USOPC, USA;
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Grand Forks, PLLC, USA*

Athletic trainers are frequently the first point of contact for athletes experiencing mental health concerns (Neal et al, 2013). In a study examining head athletic trainers (Sudano et al., 2017), 98% of athletic trainers encountered student-athletes with anxiety or depression, and 70% navigated a mental health emergency with a student-athlete. However, few athletic trainers had direct access to a licensed mental health professional in the athletic training room. Therefore, it is likely that athletic trainers will be directly involved in responding to mental health concerns, including mental health emergencies (Young et al., 2022). This suggests the importance of receiving education about appropriate identification, response, and referral when mental health concerns and emergencies manifest. Moreover, athletic trainers are more likely to accurately identify mental health symptoms when they receive training related to identification and referral for mental health concerns (Cormier & Zizzi, 2015). Although the efficacy of MHFA within sports medicine has not been examined, evidence suggests that it can help non-mental health workforce professionals mental health literacy and confidence responding to a mental health concern while staying within their scope of practice (Haggerty et al., 2019). Therefore, the presenter will discuss delivering MHFA to athletic trainers, which includes connecting with stakeholders to facilitate engagement. Successes, practical recommendations, and challenges with engaging this population will be discussed.

SYM-03C

MHFA WITH COLLEGIATE STUDENT-ATHLETES

*Angel Brutus, USOPC, USA;
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Grand Forks, PLLC, USA*

Approximately 75% of mental health difficulties begin prior to age 24 (Kessler et al., 2005), which also coincides with peak years of athletic development and sport participation. Student-athletes have been struggling considerably since the start of the pandemic. The National Collegiate Athletic Association (NCAA) gathered data from collegiate student-athletes in April 2020 (n = 37,658; NCAA Research, 2020) and October 2020 (n = 24,974; NCAA Research, 2021). Data from the first survey indicated that in most instances, rates of reported mental health concerns were 150% to 250% higher than reported by NCAA student-athletes in previous studies (NCAA Research, 2020), and many mental health concerns remained elevated in the fall of 2020 (NCAA Research, 2021). Rates of distress were highest for student-athletes participating in women's sports, student-athletes of color, LGBTQIA+, and those whose families experienced economic hardship. Although the effectiveness of MHFA has not been examined in collegiate student-athlete populations, preliminary work suggests that in samples of general university students, nursing students, and social work students, participation in MHFA is associated with mental health knowledge, confidence to intervene, personal stigma, and application of skills to assist a student or friend in need (Ashoorian et al., 2019; Burns et al., 2017;

Rose et al., 2019). Therefore, the presenter will discuss implementation of a MHFA program within collegiate athletics, which includes engagement strategies, navigating challenges, and recommendations for future programming with this population. Helping student-athletes use MHFA programming as a mechanism for mental health advocacy will also be discussed.

SYM-04

EMBODYING THE SCIENTIST-PRACTITIONER MODEL: EXPERIENCES OF GRADUATE STUDENTS AT VARIOUS STAGES OF THEIR DEVELOPMENT

Annie McConnon, Boston University, USA;
Rebecca Klapper, Boston University, USA;
Dhruv Raman, Doc Wayne Youth Services, USA;
Piotr Piasecki, Boston University Wheelock College of Education and Human Development, USA;
Edson Filho, Boston University, USA

Many graduate programs train their students through the lens of a scientist-practitioner model, which offer opportunities for students to integrate training in applied practice and research (Mellalieu & Wagstaff, 2020). To this extent, previous research suggests that students at different stages of development experience different challenges in their paths towards expertise in the field (see Fogaca et al., 2019). It follows that in this symposium we provide the audience with the perspectives of four graduate students at various stages of their training and development as scientist-practitioners. The first presenter will reflect on their experience training as a mental performance consultant during the pandemic, give insight into the challenges of working with collegiate athletes via telehealth during COVID-19, and discuss strategies used to address these challenges. The second presenter will explore countertransference in sport and performance settings and identify ways of navigating the emotions that athletes project onto the mental performance consultant in training. The third presenter will discuss the prevalence of the imposter syndrome and share strategies to handle it early on in training. The fourth presenter will examine the challenging process between proficiency (i.e., minimum standards of practice; see Chesbro et al., 2018) and expertise in the field, as they continue to develop as a scientist-practitioner in a doctorate program. Overall, this symposium will discuss some of the key challenges and the related coping mechanisms adopted by sport psychology students at different stages of their development. As such, graduate students, early practitioners, and practicum supervisors may benefit from and contribute to the reflections raised in this symposium.

SYM-04A

NAVIGATING COUNTERTRANSFERENCE AND DEVELOPING SELF-AWARENESS WITHIN THE ATHLETE-PRACTITIONER RELATIONSHIP: A FIRST YEAR GRADUATE STUDENT PERSPECTIVE

Annie McConnon, Boston University, USA

Transference and countertransference have been identified by scholars as elements that play a role in the athlete-practitioner relationship (Sharp & Hidge, 2011; Wadsworth et al., 2020). However, exploring these concepts in the classroom versus

navigating them in an applied setting are two very different experiences that new trainees may face. Provided that many first-year graduate students are of a similar age with the athletes they are working with, countertransference (i.e., "How the trainee is relating to the athlete") is likely to be experienced by the student (Anderson & Williams-Rice, 1996). The purpose of this presentation is to provide the audience with a first-year master's student's experience navigating countertransference in practicum while transitioning from being a student-athlete to a scientist-practitioner in training. Furthermore, the potential positive and negative effects on countertransference on the athlete-practitioner relationship will be discussed in light of (a) evidence-based methods for developing self-awareness and self-reflection skills (Anderson, 2004; Bennett-Levy, 2019); and (b) applied techniques to address the emotions that an athlete may bring out in the trainee (Longstaff & Gervis, 2016).

SYM-04B

NAVIGATING IMPOSTER SYNDROME AS A MASTER'S STUDENT

Rebecca Klapper, Boston University, USA

Imposter syndrome occurs when an individual has consistent self-doubt about their accomplishment and a fear of being exposed as a fraud or imposter in their field of work or study, despite their objective successes (Kolligian & Sternberg, 1991; Mullangi & Jagasi, 2019). Individuals experiencing imposter syndrome have difficulty accurately associating their performance with their actual competence (Bothello & Roulet, 2019). Notably, the prevalence of imposter syndrome can vary widely, anywhere from 9 to 82% among professional populations (Bravata et al., 2020). In this context, the purpose of this presentation is to provide the audience with a first-year master's student's experience navigating how to handle imposter syndrome. The discussion will center on how imposter syndrome may manifest in a graduate student in their early stages of sport psychology training. Furthermore, applied strategies to deal with rather than try to suppress imposter syndrome feelings, thoughts, and behaviors will be presented.

SYM-04C

TRAINING AS A MENTAL PERFORMANCE CONSULTANT DURING THE COVID-19 PANDEMIC

Dhruv Raman, Boston University, USA

What was it like to train as a mental performance consultant during COVID-19? A graduate student shares his consulting experiences during the pandemic while leading sessions primarily via telehealth. Although challenges to sport psychology work with professional athletes during COVID-19 have been documented (Schinke et al., 2020), there is additional need to discuss perspectives and learning experiences on how the pandemic impacted work with athletes and performers from different levels and cultural backgrounds (Di Fronso et al., 2020). This presentation outlines challenges faced when working with athletes and performers across different time zones, physical locations, and sociopolitical climates. The presentation focuses on issues such as changes in athlete motivation, athletic identity crises, uncertainty about sport participation, and recovery-stress balance during the

pandemic. The presenter provides examples of techniques such as the use of creative visual templates to navigate these challenges. Finally, in light of emerging literature on the topic (Debora et. al, 2020), the presenter outlines personal reflections on strengths and deficits of training as a mental performance consultant during COVID-19.

SYM-04D

THE DISSONANCE BETWEEN COMPETENCY AND EXPERTISE AS A DOCTORATE STUDENT

Piotr Piasecki, Boston University Wheelock College of Education and Human Development, USA

Working towards being an expert in a scientific field is a challenging and long process that requires many years of training (Martini, 2019). Hence, the question: “As a doctorate student in sport and exercise psychology, should you be striving to reach competence or expertise?” This reflection is relevant because in applied and scientific domains, such as sport and exercise psychology, apprentices are required to progress through certain training benchmarks for the assessment of competence (Hutter et al., 2016). For instance, to become a certified mental performance consultant, practitioners are expected to reach competency in 15 distinct knowledge areas (Association for Applied Sport Psychology, 2021). Given this context, students enrolled in a doctorate program in the field want to feel confident they will be provided with the necessary resources and opportunities to become experts in the field. However, previous research has shown there are many inconsistencies that surround professional training (Cruickshank et al., 2020). Therefore, the purpose of this presentation is to share some of the challenges and opportunities that doctorate level students may experience during their first year in a sport and exercise PhD program centered on a scientist-practitioner model of training.

WORKSHOPS

WKSP-01

THE UTILITY OF PERSONALITY ASSESSMENT IN HIGH-PERFORMANCE CAREER FIELDS

*Lennie Waite, University of St. Thomas, Houston, USA;
Wayne Chappelle, United States Air Force, USA;
Tyler McDaniel, NeuroStat Analytical Solutions, USA*

Personality assessments are a popular tool used across a diverse set of career fields to assess the psychological functioning of individuals during various stages of their career progression. For example, the U.S. Air Force uses the NEO-PI-3 to assess the social, emotional, and behavioral functioning of special warfare operators while they are in the training pipeline (Chappelle et al., 2017, 2018). Outside of a military setting, personality assessments are prominent in the selection of a diverse range of career fields (e.g., sales, customer service, managerial positions, police), as they add incremental validity to the hiring process for a wide range of occupations (Ones et al., 2007). Although personality assessment has explored the traits and characteristics of elite performers, personality assessment is rarely discussed as a tool that practitioners can use to help elite athletes reach their performance goals. In this lecture, audience members will learn how personality assessments can help sport psychology professionals better understand an athlete's social, emotional, and behavioral functioning, which will ultimately allow the sport psychology professional to become more effective by providing strengths and vulnerabilities of the athlete's personality. Additional learning objectives include (1) an overview of the importance of culture when providing feedback to athletes on assessment results, (2) an understanding of the psychometric properties of the instrument used, and (3) the limitations associated with self-report personality testing, such as faking and low self-awareness. Audience members will receive de-identified NEO profiles of (1) single athletes, (2) coach and athlete, and (3) training partners. In groups, audience members will discuss elements of the profiles that may impact performance, the coach athlete relationship, and the training group dynamics. Overall, we aim to teach audience members how to maximize the effectiveness of personality testing in elite sport populations.

WKSP-02

NARRATIVE RESOURCES LEADING TO POSITIVE SPORT & EXERCISE EXPERIENCES AND LIFELONG EXERCISE ADHERENCE

Rebecca Busanich, St. Catherine University, USA

Background: Exercise adherence rates remain low, with only 1 in 5 adults meeting the minimum physical activity guidelines (Center for Disease Control and Prevention, 2018). This trend is in part linked to negative associations with exercise (i.e., exercise is a weight loss, body shaping tool; exercise is 'work') and negative exercise or sport experiences. Furthermore, research has shown that women and men's experiences may be constrained by narrowed gendered meanings and gender roles that underlie and impact the exercise experience.

Purpose: This workshop will focus on how youth sporting narratives can have long-term implications on exercise experiences and adherence across the lifespan. Participants will learn how to critically read and construct sport/exercise narratives, leading to healthier and more positive outcomes for the athletes & clients that they work with. Specifically, participants will learn about what narratives are, how varying narratives (i.e., performance vs. non-performance, gendered) get taken up and used by athletes, and what the implications of that may be. Through this workshop, participants will become more aware of narrative as a practical tool and learn ways to develop narrative resources within their own practice.

Learning Objectives: Participants will critically explore how gender impacts the sport/exercise experience
Participants will gain insight on how the performance and non-performance narratives shape and constrain the exercise and sport experience
Participants will learn ways to infuse critical feminist theory and narrative into their sport and exercise psychology consulting practices

WKSP-03

THE COMPLEXITY OF TREATING EATING DISORDERS AND PERFECTIONISM IN ATHLETES

Andrea Barbian, Life's Journey Counseling Services, USA

Eating disorders have the highest mortality rate of any mental illness, impacting 9% of Americans in their lifetime (National Association of Anorexia Nervosa and Associated Disorders (ANAD), 2021). Athletes are more likely to screen positive for an eating disorder and less likely to seek treatment than non-athletes (ANAD, 2021). One of the most common underlying characteristics of eating disorders is perfectionism. Furthermore, perfectionism is known to impact motivation and performance in athletes. Historically, eating disorder treatment has focused on ridding individuals of their perfectionistic tendencies. However, positive treatment outcomes are seen when the goal is shifted to harnessing the individual's desire for high achievement while quieting their critical inner voice. While most athletes can appropriately mitigate perfectionism's impact on their mental health with little to no intervention and consequence, growing research indicates that there is the potential for maladaptive psychological processes to develop as a result, which in turn impacts the individual's sporting experience (Hall, 2019). Thus, making it complex to navigate the treatment of eating disorders in athletes, specifically those where perfectionism is a contributing factor. Of further importance is considering how male, female, and BIPOC athletes may present differently, in order to raise awareness. This session will demonstrate how effective treatment interventions focused on creating realistic reframes, softening the inner critic's voice, focusing on progress not outcomes, exploring the grey area, and practicing self-compassion can prevent vulnerability and debilitation in athletes with eating disorders (Hall, 2019; Phillips, 2019). Key learning objectives include: a) establishing a basic knowledge of eating disorders (symptoms, diagnostic criteria, and etiology) and their comorbidities, b) establishing a basic understanding of perfectionism and its ability to be maladaptive or adaptive, specifically in athletes, and c) exploring treatment modalities and specific interventions aimed at addressing perfectionism and disordered eating in athletes.

WKSP-04

FOR THEM, BY THEM: CREATING A COMMUNITY OF PRACTICE FOR COACHES - THE ROLE OF THE SPORT PSYCHOLOGY PROFESSIONAL

Greg Young, *IMG Academy, USA*;
Duncan Simpson, *IMG Academy, USA*;
Christian Smith, *IMG Academy, USA*

Sport Psychology Professionals (SPPs) often engage in coach education practices (Anderson, 2005), yet many lack formal pedagogical training (Cassidy, Mallett & Tinning, 2008). Traditional coaching education experiences use formal approaches and expert presenters to upskill coaches in identified areas. While different approaches to coach education exist (see Mallett et al., 2009; Trudal, Gilbert, & Werthner, 2010), structure and content must reflect the dynamic and contextual nature of the coaching process (Nash & Sproule, 2012). One structure that provides a multidimensional approach while simultaneously avoiding positioning the SPP as the 'expert' in coach education is a Community of Practice (CoP) which involves 'A group of people who share a common concern, set of problems or passion about a topic and who deepen their knowledge and expertise in this area by interacting on an ongoing basis' (Wenger, McDermott, & Snyder, 2002). CoP structures provide an ideal platform for SPPs to facilitate the individual learning and development of coaches through informal social interactions (Whitaker & Scott, 2019). This informal interaction creates a learning space that engages participants' specific interests and motivations to change, thus allowing participants to drive their own learning agenda (Culver, Duarte, & Vinson, 2022). In the presenters' experience, SPPs are ideally positioned to facilitate conversations with coaches regarding psycho-behavioral, cognitive, and emotional elements of coaching and athlete development. This workshop aims to: a) Discuss the logistics of establishing a CoP, including expectations and vision, b) Explore how to create buy-in and shared identity within the group, c) Examine ways to develop content and facilitate sessions, and d) Consider strategies for how to teach coaches to transfer learning into the coaching environment. The workshop will include examples of informal coach education delivery from the SPP's education and professional experiences and provide attendees with the opportunity to learn through experiential learning.

WKSP-05

NAVIGATING RISKS AND RESPONSIBILITIES: CASE STUDIES IN SPORT PSYCHOLOGY

Karen Cogan, *USOPC, USA*;
Jenny Conviser, *Ascend Consultation in Health Care, USA*;
Kensa Gunter, *Gunter Psychological Services, LLC, USA*;
Christopher Bader, *University of Arkansas, USA*

AASP Conference presentations have often showcased panels of seasoned professionals describing their work with athletes and teams (e.g., Cogan et al., 2019; Brandon et al., 2019; Cohen et al., 2020). This is a helpful learning approach in highlighting some of the challenges practitioners face in the field. It is also useful in studying specific cases examples and outlining the details of complex interactions. Importantly, learning by doing is often more useful than pure observation. This practical, experiential workshop will utilize complex real-sport-world case studies to allow participants to

consider and explore possible responses and interventions in a supportive, discussion-oriented setting. The four presenters are experienced sport psychology clinicians in professional, Olympic, private practice and university sport settings and will each contribute a case example from their recent work. Details of the cases will be altered so that athlete and team identities remain confidential. The workshop time will be equally divided between four case examples, one from each of the presenting sport psychologists. These examples will include (1) working through team conflict, (2) managing information sharing and boundary setting among coach, athlete, and parent, (3) intervening with an athlete presenting psychotic symptoms, (4) managing social justice discussions and, (5) understanding the personal impact on the sport psychologist. Presenters will briefly role play each case as the primary 'characters' (e.g., athletes, coaches, parents) and then invite participants to discuss in small groups (1) additional information they might want to collect, (2) options for addressing the presenting issues, (3) relevant ethical concerns, and (4) issues of diversity awareness. Following each case discussion, the presenters will outline their approach to the case, general outcomes, and remaining challenges. The workshop will conclude with presenters sharing key lessons learned.

WKSP-06

ADDRESSING PERFECTIONISM IN ATHLETES

Dane Anderson, *Options for Southern Oregon, USA*

Perfectionism is a common experience among many high-performing athletes (Stoeber, 2011). Hewitt and Flett (1991) describe three types of perfectionism: self-oriented, other-oriented, and socially prescribed. Mental performance consultants and coaches should be proficient in identifying them in order to effectively communicate with athletes. Perfectionism can be either conducive or detrimental to performance. Stoeber (2011) details the differences between perfectionistic strivings, which generate positive mood, conscientiousness, and healthy coping with mistakes, while perfectionistic concerns often create unreasonable standards of success, imbalanced self-worth, and even hopelessness. Diversity and cultural considerations including age and gender are notable factors contributing to the development of perfectionism in athletes, as well (Anshel, Kim, and Henry, 2009). The objectives of this workshop include the following: to help educate mental performance consultants and coaches on the dual nature of perfectionism, to build dialogue with athletes who may exhibit perfectionistic tendencies, and to help athletes channel perfectionism into healthy and creative work ethic. Attendees will learn about the roots of perfectionism from a social-psychological perspective, which illustrates how young athletes learn to approach sport from a perfectionistic viewpoint when prominent attachment figures model such behavior in word and deed (Weinberg and Gould, 2015). This workshop will include an interactive component, in which attendees will engage in a role-play demonstration to practice observing the three types of perfectionism in action. Attendees will also receive coaching on helping athletes become skilled in recognizing their own perfectionistic behavior and develop reasonable expectations for themselves and their teammates.

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WKSP-08

AN INTRODUCTION TO CONSENSUAL QUALITATIVE RESEARCH (CQR AND CQR-M) FOR SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY

Thomas Minkler, *West Virginia University, USA*;
Megan Hut, *West Virginia University, USA*;
Carol Glass, *The Catholic University of America, USA*

The Consensual Qualitative Research protocol (CQR; Hill et al., 1997; Hill & Knox, 2021) is being used with increasing frequency in sport, exercise, and performance psychology research (Quartiroli et al., 2019; Zakrajsek et al., 2017). Situated paradigmatically between post-positivism and constructivism (Ponterotto, 2005), CQR is an iterative and collaborative approach relying upon research team consensus for coding qualitative interview data (Hill et al., 1997). Spangler and colleagues (2012) proposed a modified version of CQR (CQR-M) specifically for analyzing briefer written responses to open-ended questions. As part of our research program, we have found great utility in CQR-M and have used it in several qualitative and mixed-method studies (e.g., Hut et al., 2021). Our goal for this workshop is to introduce participants to the CQR approach and build competence in conducting qualitative analyses using CQR-M.

This workshop will be divided into three parts. First, we will describe the CQR and CQR-M methodology—including a discussion of epistemological and ontological assumptions and an examination of the steps involved in data analysis. Second, using the think-pair-share teaching method (Lyman, 1987), participants will have the opportunity in small groups to code sample data using CQR-M. The workshop will conclude with a larger discussion of these group experiences and thoughts about using this approach in participants' own qualitative or mixed-method research.

At the end of this workshop, attendees will be able to: (1) explain the rationale behind and procedures associated with CQR and CQR-M, (2) apply CQR-M with real data as part of a research team, and (3) describe how they could apply this approach to their own research. Attendees will also be given a reference list of CQR and CQR-M publications (including those in sport psychology) and a detailed description of these procedures.

WKSP-09

DEVELOPING RESILIENCE IN ELITE SPORT: THE ROLE OF THE ENVIRONMENT AND PSYCHOLOGICAL SAFETY

Mustafa Sarkar, *Nottingham Trent University, UK*

Resilience and its development has arguably become one of the most talked about topics in elite sport over the last few years (Sarkar & Page, in press). Although practitioners have tended to focus on individuals' ability to withstand pressure, there is a growing recognition that more attention needs to be paid on creating environments that athletes can thrive in as both a person and a performer. Of fundamental importance of creating an environment that develops resilience is the provision of high challenge and high support (Fletcher & Sarkar, 2016). A crucial feature of this high challenge-high support (facilitative) environment is psychological safety. Psychological safety has been defined as a belief that a team is safe for interpersonal risk-taking, such as asking for help, admitting one's errors, or seeking feedback from others (Edmondson, 1999). Although the concept of psychological safety has been studied extensively in business (Newman et al., 2017), it has only recently been investigated in a sporting context (Fransen et al., 2020; McLaren & Spink, in press) and there is limited information on applying this research in practice. Therefore, the learning objectives of this workshop are threefold: to collectively discuss the role of a facilitative environment in developing resilience and what it might 'look like' in elite sport, to critically review the concept of psychological safety and, utilizing this knowledge, to subsequently work collaboratively with workshop attendees to generate some practical ideas for creating psychological safety in practice. The workshop will encompass a series of interactive activities, whereby small groups of attendees will discuss, contextualize, and offer feedback on the role of the environment and psychological safety in developing resilience in elite sport with two practical, evidence-based resources on these respective topics (Portch, 2021; Sarkar, 2018) being shared with workshop attendees.

WKSP-10

MY IMAGINATION HATES ME: UTILIZING THE ACT MATRIX TO IMPROVE THE PSYCHOLOGICAL FLEXIBILITY OF CHILDREN AND ADOLESCENTS AND MAXIMIZE THEIR ACHIEVEMENT IN SPORTS AND OTHER PERFORMANCE ENDEAVORS

David Udefl, *Becker, Udefl, and Associates, USA*

Intuitive and easily internalized, the ACT Matrix serves as an effective tool for empowering children and adolescents to achieve psychological flexibility and maximize their effectiveness in athletics and other performance endeavors (Polk, Schoendorff, Webster, and Olaz, 2016; Turrell and Bell, 2016). Central to effective comprehension and utilization of the ACT Matrix for youth is a structured, intuitive teaching and training process.

Workshop participants will learn a step-by-step regimen for using the Matrix with children and adolescents in a sport/performance context. This methodology familiarizes young people with key elements of psychological flexibility critical to optimal performance, including: (a) Self-awareness; (b) being in the moment, or in the sport vernacular, 'Flow'

(Csikszentmihalyi, 1990); (c) an understanding of the interplay of thoughts, emotions, and behavior; (d) the acceptance, not suppression, of internal experience, and (e) the importance of maintaining the performer's ideal rhythm for effective decision making and behavioral responsiveness in sport/performance (Holiday, 2019). Methods are also presented to encourage young people to apply the ACT Matrix to other areas of their lives in addition to sports and performance.

Specific workshop objectives include learning to: (1) Teach the ACT Matrix and key elements of psychological flexibility to children and adolescents in a sports/performance context with intuitive, understandable language and process to ensure effective learning, internalization, and usage by young people; (2) Utilize storytelling, metaphors, and real-life examples in the teaching and training of psychological flexibility, and the ACT Matrix, to children and adolescents in a sports/performance context; (3) implement techniques to stimulate young athletes and performers to incorporate the ACT Matrix to achieve psychological flexibility in their lives outside the sports/performance realm. Workshop materials include PowerPoint presentation, client handouts, ACT Matrix worksheets, and reference list.

WKSP-11

'FROM THE OLYMPICS TO THE OFFICE AND THE OR': APPLYING SPORT PSYCHOLOGY PRINCIPLES TO BUSINESS AND MEDICAL SETTINGS

*Sebastian Brueckner, Valor Performance Inc., Germany;
Amy Lwin, Valor Performance Inc., USA;
Robert Owens, Valor Performance, USA;
Lauren Tashman, Align Performance LLC / Valor Performance
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The application of sport psychology to non-sport settings has increased substantially over the last few decades (Fletcher, 2011; Hays, 2009; Jones, 2002; Sly, Mellalieu, & Wagstaff, 2020). From a scientist-practitioner perspective, applied sport psychology (ASP) affords its practitioners with a unique skillset to enhance the performance potential of performers and leaders in business (Foster, 2002), and medical (Church, Rumbold, & Sandars, 2017) settings through the transfer of sport psychology knowledge and skills, such as mental imagery, performance routines, self-talk, activation control strategies, and attentional focus strategies. Beyond one's skill set, this also requires professional competence within non-sport domains in order to adhere to ethical standards and develop cultural competence, i.e. attending to the client's context-specific needs by having a thorough awareness of the performance environment (Brown, Gould, & Foster, 2005), the organizational culture (Sly, Mellalieu, & Wagstaff, 2020), and the client's salient characteristics (Hays & Brown, 2004). Drawing from a performance psychology model (Hays, 2006), a group of experienced leadership/mindset coaches will lead workshop participants in an exploration of the nuances of transferring sport psychology skills to business and academic medicine settings. Attendees will 1) learn about the differences between ASP consulting and performance/mindset coaching, 2) discuss case conceptualization and the application of commonly used sport psychology practices and tools to business and medical clients through small group case study discussions and role plays, and 3) reflect in large group debriefs on their workshop experience and how their worldviews and personal lenses influence the coaching process with non-sport clients.

Presentation slides, a one page key message sheet, and a list of key resources/references will be shared with participants to help them reflect on potential for career growth, professional development and expanding their client base by diversifying their respective practice (Levleva & Terry, 2008).

WKSP-12

SPORT PSYCHOLOGY IN THE MEDIA - AN ETHICAL GUIDE

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Media's recognition of the benefits of applied sport psychology and mental health treatment have become more visible as a growing number of celebrities advocate for important issues. Unfortunately, negative stereotypes still exist and it is up to us to ensure mental health and social justice issues are accurately represented. In their honest attempts to share information, practitioners can be caught off guard and face ethical dilemmas. In order to avoid these pitfalls and have successful media interactions, clinicians must have a solid grasp of ethics codes (AASP, 2011; ACA, 2014; APA 2017) as they relate to public statements.

During this discussion facilitated by award-winning professionals who have extensive media experience, attendees will understand how to ethically engage with the media, decide whether or not to accept media interviews, create a media action plan, and understand the intersection of ethics codes and the media (namely confidentiality, competence, and cultural awareness).

Topics in the media that can be addressed by our field include cases of athletes seeking services (Larkin, Levy, Marchant, & Martin, 2017), the use of websites to emphasize gender (Barnett, 2017), and the role race plays on public perception of athletes (Cranmer, Bowman, & Goldman, 2017). As practitioners, we can share with the general public how powerfully impactful people's words have been and will continue to be while emphasizing the need for a clear understanding of what mental health treatment is, what social justice is, and how to use media interactions in positive and uplifting ways.

WKSP-13

ENJOYING THE RIDE: NAVIGATING THE JOB SEARCH PROCESS IN SPORT AND EXERCISE PSYCHOLOGY

*Michelle Bartlett, West Texas A & M University, USA;
Sean Fitzpatrick, St. Catherine University, USA;
Jamie Shapiro, University of Denver, USA;
Pete Kadushin, Chicago Blackhawks, USA*

Similar to other fields, graduate students in Sport, Exercise, and Performance Psychology (SEPP) often receive only informal mentoring on the job search process (Fitzpatrick, 2020; Fitzpatrick et al., 2021; Vick & Furlong, 2008) and have reported receiving less mentoring on career advancement than they would like (Watson et al., 2009). From our experiences going through our own job search processes and

conversations with other professionals and students, anxiety appears to be prevalent for many individuals as they begin the challenging search for a job in SEPP. This workshop intends to address the job search process and provide attendees with specific information on how to navigate establishing a career. The four presenters, all of whom are CMPCs and have similar training experiences, each navigated different paths to their positions and will share their experiences from their respective journeys. The presenters' professional roles include a full-time applied position, two faculty roles (one undergraduate faculty and one graduate program co-director) with varying levels of applied work, and an academic administrative role with little SEPP work. The lessons from each presenters' career path, as well as discussions around how to identify positions, will help future professionals feel more confident in their own searches. Further, presenters, having headed search committees for faculty and applied professionals, will clarify what characteristics they desire in candidates. The presenters will also discuss the successes and challenges that their own students face in the job search process and will lead the group in creating plans and visions. Attendees will learn practical skills for the job search process, such as utilizing websites to find positions, compiling a list of strengths that are pertinent to desired jobs, tailoring a CV/cover letter to the position, role-playing potential interview questions, tips for networking, and self-care strategies to manage anxiety during the process.

WKSP-14

DEVELOPING A PROTOCOL FOR RETURN TO SPORT: MENTAL HEALTH EDITION

Taryn Brandt, United States Olympic & Paralympic Committee, USA;
Jessica Bartley, University of Denver, USA

Return to Sport (RTS) decisions post physical injury are the result of an informed process of evaluation, treatment, and rehabilitation (Best & Brolinson, 2005). Given the absence of literature, much less attention is given to RTS decisions related to mental health challenges. Mental health challenges such as (but not limited to) suicidality, eating disorder diagnoses, and substance use may require that an athlete temporarily step away from participation in their sport to receive appropriate treatment and support. Creighton et al. (2010) highlight the importance of having a model to clarify, structure, and provide rationale for the processes that clinicians use when making RTS decisions. This workshop will outline the process used to develop a mental health return to sport protocol for the US Olympic & Paralympic Committee and associated National Governing Bodies (NGB). The presenter will describe the experience of gathering athlete feedback, making revisions, and sharing the protocol with NGB staff. Key elements of the RTS protocol such as types of leave, steps to return to full participation in sport, and identification of individuals involved in the decision-making process will be highlighted. In small groups, attendees will be provided with athlete case examples, a copy of the USOPC RTS protocol, and asked to identify important steps and potential challenges to effective RTS. Finally, space will be provided for interactive discussion surrounding application of RTS protocols in various settings and opportunities for participants to share best practices and challenges when developing and implementing similar protocols within their organizations.

WKSP-15

THE MINDFULNESS MENU: INCORPORATING PALATABLE SESSIONS OF MINDFULNESS INTO SPORT

Michael Gerson, JFKU/ Mission 6 Zero, USA;
Steve O'Neill, Cognishift LLC, USA

Legendary NBA coach Phil Jackson writes, 'The hardest thing, after all the work and all the time spent on training and technique, is just being fully present in the moment' (p. 23). To develop this ability to be in the present moment, athletes and sport psychology practitioners are frequently turning to mindfulness approaches. Saltzman (2018) defines mindfulness as 'paying attention here and now, with kindness and curiosity, so that we can choose our behavior' (p. 9).

Empirical research in the area of mindfulness has given us a glimpse as to why athletes are flocking to this performance-enhancing practice. Mindfulness training has been linked to important performance states like attentional and emotional regulation by promoting task-relevant concentration, sustained attention, decreased performance anxiety, and increased relaxation (Jha et al., 2016; Kaufman et al., 2016; Mistretta et al., 2017). Research also demonstrates that mindfulness training enhances athletes' ability to achieve flow and should help them attain peak performance more readily (Aherne et al., 2011; Chen & Meggs, 2020).

Attendees will experience the workshop as an athlete would and will receive tips on how to incorporate a four-part framework for building a well-designed mindfulness session with athletes. The workshop will consist of four parts, structured like a restaurant menu: (1) appetizer, (2) main course, (3) dessert, and (4) doggy bag. The appetizer will consist of a short introductory mindfulness exercise aimed at transitioning the athlete from previous activities to the task at hand. This will be followed by the main course which will feature key mindfulness ideas, techniques, and stories. The dessert portion will feature a formal mindfulness practice that will reinforce the topic from the main course. Lastly, the doggy bag will include informal mindfulness techniques that athletes can utilize to continue strengthening their mindfulness muscles.

WKSP-16

THE DOWNFALL OF EXPECTATIONS AND THE RISE OF INTENTION IN PROFESSIONAL AND ELITE ATHLETES

Jessica Garza, Ultier, USA;
Amelia Tanner, Ultier, USA; Shandi Movsky, Ultier, USA

In sports, the battle isn't always on the field. Many professional and elite athletes experience an internal conflict between themselves and others' expectations and the placement of their own intention while performing (Popovych et al., 2020). The purpose of this workshop is to provide practical applications to mental performance coaches who work with professional and elite athletes. The participants will learn a 3-step formula that enables athletes to set intention during various training cycles and achieve task completion. The implementation of intention acts as a path from goal motives to goal attainment (Smith et al., 2010). The presenters will address how the downfall of unmet expectations can impact performance

and how to produce more productive and consistent training cycles (Popovych et al., 2020).

In this workshop, participants will review two case studies: a professional hockey player and his expectation to score a goal a game as well as an elite cyclist who expected to produce certain watts (power) after taking a 6-year hiatus. Both case studies will be examined from the lens of a professional athlete and as a practitioner. The dual perspective will provide additional insight to mental coaches on how to best address an athlete's expectation and set intention in practice and in games/races. Each case study will address the athlete's initial expectation, prior performance outcomes before the intervention and the performance outcomes following the intervention. After the review of each case study, the participants will be given the opportunity to apply the same formula to a current athlete of their own. According to Popovych et al. (2020) when intention is applied correctly it becomes a valuable method for practitioners, coaches, and trainers to develop theory, evaluate programs, and develop additional interventions. The workshop will conclude with a Q&A session to address any remaining questions or concerns.

WKSP-17

FROM HIPPIE TO HIGH-PERFORMANCE: THE EVOLUTION OF THE ULTIMATE FRISBEE ATHLETE

Amanda Myhrberg, A Game Sport & Performance Consulting, USA;
Will Drumright, INFocus Sports Training, USA

Ultimate frisbee, also known as ultimate, is one of the fastest-growing sports in the world (Krustrup, & Mohr, 2015). Since ultimate was first introduced in 1968, it has grown in popularity with an estimated 7 million participants worldwide (Hess, Swedler, Collins, Ponce, & Brabston, 2020). In 1985 the World Flying Disc Federation (WFDF) was formed and in 2015 was officially granted recognition by the International Olympic Committee. As ultimate has increased in popularity, professional leagues have formed over the past decade; American Ultimate Disc League (AUDL), Premier Ultimate League (PUL), and the Western Ultimate League (WUL). With the sudden growth into the professional sports realm, there is little empirical evidence to guide the athletes and coaches navigating the high-performance demands of these new leagues.

The workshop presenters have a combined 30 years of experience working within the sport of ultimate as athletes, coaches, and mental performance coaches. The learning objectives of this workshop include; recounting the history and culture of ultimate, learning the basic biomechanics of different throws, and recognizing the mental demands of high-performance ultimate frisbee athletes and coaches. This workshop is designed to immerse attendees in the world of ultimate and to have a better understanding of what it is like working in this sport. Attendees will have the opportunity to engage in breakout sessions to brainstorm best practices when working within this population; appreciate the skills and athleticism needed to play ultimate from video presentations as well as a brief throwing demonstration coached by the presenters. Ultimate is a sport at the forefront of 'alternative' sports gaining more mainstream attention through the formation of professional competitions & leagues. This workshop will

serve as an introduction to attendees to the unique demands of a 'new' sport and show the evolution of ultimate frisbee athletes from the hippie era to high-performance.

WKSP-18

PERSONAL DISCLOSURE, NOT ALWAYS THE ENEMY: THE VERSATILE APPLICATIONS OF PERSONAL-DISCLOSURE MUTUAL-SHARING APPROACHES

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Janne Roovers, University Wisconsin-Green Bay, USA;
Tsz Lun (Alan) Chu, University of Wisconsin-Green Bay, USA

Personal-Disclosure Mutual-Sharing (PDMS) approaches have been shown to foster team cohesion, confidence, and understanding through a greater appreciation of team members' values, beliefs, and attitudes (Holt & Dunn, 2006; Pain & Harwood, 2009). However, their applications have three main limitations in the literature, which focuses only on (1) team sports (e.g., hockey, soccer), (2) interventions for and communications among athletes, but not coaches, and (3) team functioning, but not individual benefits such as athlete motivation and mindfulness. Building on Piasecki et al.'s (2021) recent attempt to incorporate PDMS into teaching mindfulness, this workshop will address the aforementioned limitations and discuss how to embed PDMS in teaching mental skills and working with coaches in individual sport teams. The learning objectives of this workshop are threefold: (1) to practice facilitating a PDMS group session using a team mission, values, and promises (MVP) activity; (2) to design a mental training (e.g., mindfulness) program that emphasizes MVP; and (3) to demonstrate how to incorporate a PDMS approach to improve coaching effectiveness and leadership styles. Attendees will be taken through a scenario where they will create central pillars (i.e., MVP) for their team via PDMS and design a mental training program with those pillars. Attendees will then be led through an educational practice (e.g., role play) on how to use the MVP activity and the Leadership Scale for Sport (LSS; Chelladurai & Saleh, 1980) to optimize communication and functioning between coaches and athletes (Pain & Harwood, 2009). Templates and instructions for conducting these PDMS activities will be shared. Attendees will learn the best practices for facilitating a group discussion focused on PDMS approaches, consulting with coaches based on athlete feedback and preferences, and integrating both aspects into future team consultation practices. Special considerations for working with individual sport teams across gender will be discussed.

WKSP-19

WANT TO PLAY DUNGEONS & DRAGONS? USING TABLETOP ROLE-PLAYING GAMES TO INCREASE TEAM COHESION AND PROBLEM-SOLVING SKILLS

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Dungeons and Dragons (D&D) is a tabletop role-playing game (TTRPG) where players create characters and advance the story through quests, collaborative storytelling, and role-playing. While mainly intended to be played with friends and family, D&D, and other TTRPGs, are increasingly being used in therapeutic, educational, and adolescent development

settings (Henrich & Worthington, 2021). The increase of use is in part due to the benefits of developing moral and ethical reasoning (Simkins & Steinkuehler, 2008; Wright et al., 2017), improving social communication (Kato, 2019), improving creativity (Chung, 2012), increasing emotional awareness (Rafaelli et al., 2011), and practicing ideal behaviors (Matthews et al., 2014). However, one must understand how to gain these valuable and beneficial aspects of TTRPGs. Therefore, the learning objectives of this workshop will guide the participants in acquiring the necessary skills to capitalize on these critical benefits.

The participants in attendance can expect the following: learning the usefulness and impact of cooperative role-playing for team cohesion and problem-solving; learning how to create and run a game: monitoring player participation and increasing awareness of the barriers to engagement; creating an environment where the players feel safe, and learning how to debrief the game to maximize the experience at the table. Being aware that sensitive topics and stereotypical tropes are present in the TTRPG world, the workshop will focus heavily on the importance of cultural competency and cultural humility. During the workshop, the participants will experience the benefits of TTRPG by playing a game of D&D that the moderator will run and who will also provide coaching and instruction. Premade characters and dice will be provided to help facilitate the workshop. Before concluding, there will be a debrief of the experience and a discussion of real-world applications and resources.

WKSP-20

RECOGNITION, PREVENTION, AND TREATMENT OF DISORDERED EATING AND BODY DISSATISFACTION IN ATHLETES

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Keely Hayden, University of North Texas, USA;
Taylor Casey, USA;
Kathryn Reitman, University of North Texas, USA;
Scott Martin, University of North Texas, USA

Athletes are often concerned about their body weight and appearance. Although prevalence rates may vary, athletes experience eating disorders (EDs) across varying sport types and competitive levels (Martinsen & Sundgot-Borgen, 2013). During the last few years, a more complete picture has emerged regarding risk factors and proper diagnosis of EDs in athletes. Furthermore, the extent to which athletes continue to struggle with EDs and body image as they transition out of sport has only recently come forward. Therefore, the purpose of this workshop is to demonstrate how an interprofessional care team (iTeam; Martin et al., 2020) can utilize a holistic biopsychosocial approach to prevent and treat disordered eating and body dissatisfaction in athletes. Presenters will discuss the factors that contribute to the development of effective ED prevention and outcomes, while providing participants the opportunity to discuss challenges associated with being an effective iTeam member working with this population. Attendees will be presented with case studies that involve identification, prevention, and treatment of EDs in athletes. For each case study, attendees will roleplay an athlete or one of the professionals within the iTeam (e.g., coach, certified mental performance consultant, clinical psychologist, sports dietitian, etc.). A disordered eating assessment inventory that identifies important determinants will be utilized

to guide discussions of the roles and responsibilities of iTeam members. Attendees will discuss: (1) recommendations for how clinicians and sport personnel can work together to form an iTeam for athletes with EDs; (2) considerations needed to effectively identify and prevent EDs; (3) and diagnostic signs and symptoms, assessments, therapeutic approaches related to EDs in athletes. A workshop booklet containing information about the iTeam approach for EDs in addition to the benefits, barriers, and factors that influence effective collaboration will be provided.

WKSP-21

HOW TO INTEGRATE HEADSPACE MINDFULNESS RESOURCES INTO ACADEMIC AND PERFORMANCE ENVIRONMENTS FOR HIGH SCHOOL ATHLETES

Andrew Augustus, West Virginia University, USA;
Sam Zizzi, West Virginia University, USA;
Sam Maniar, Center for Peak Performance, LLC, USA;
Katherine Reedy, SPIRE Institute and Academy, USA

Mindfulness-based interventions (MBIs) have been shown to positively impact the mental health, well-being, and performance of athletes (Halladay et al., 2019; Noetel et al., 2019). University and school-based settings have begun to incorporate mindfulness into their programming (Seppälä et al., 2020). The purpose of this workshop will be to share a model for implementing a mindfulness program within a US college preparatory academy for student athletes. The authors worked closely with the academic and performance staff to select program content and to develop program operations. An infographic will be shared to describe how the Headspace Guide to Meditation series on Netflix and the Headspace smartphone application were integrated in this setting. Advocating for student-athlete mental health and well-being was a feature (e.g., referral process, applications of mindfulness for well-being and holistic development) of the program and will be integrated within the workshop. After the workshop, attendees will be able to: (a) describe a process for co-coordinating intervention content and delivery with academic and performance staff, (b) outline methods for screening and referral for mental health issues or adverse experiences with mindfulness, (c) assess the fit of Headspace resources to environments in which they work, and (d) design an approach to evaluation that will fit their setting. To accomplish these objectives, the authors will first overview the program's structure and outcomes. Next, the audience will have the opportunity to experience in-vivo program elements and to share feedback and experiences with other participants. Finally, participants will be guided through a small group exercise to match the resources discussed to their own settings. Issues of health advocacy and mental health will be integrated throughout these exercises by focusing on strategies to reduce harm and enhance referrals prior to, and during, interventions.

WKSP-22

MENTAL REHAB FOR INJURED ATHLETES

Carrie Jackson, Carrie Jackson Coaching, LLC, USA

Sustaining an injury can be one of the most stressful occurrences an athlete will face during their athletic career.

From the moment an athlete sustains an injury, to the moment they return to sport (or transition out of their sport), athletes go through a wide range of emotions (Clement, et al., 2015; Tracey, 2003). Injured athletes often struggle with feeling isolated from their teammates and also experience emotions of fear, anxiety, and depression (Arden, et al., 2013).

When an athlete is injured, the focus is primarily on the physical healing process and not necessarily on the mental rehabilitation the athlete needs. Support with both the emotional and physical factors involved with injury recovery is imperative for successful rehabilitation and prevention of re-injury (Ivarsson, et al., 2017). Research shows (Arvinen-Barrow, et al., 2015) that the use of mental skills training during injury recovery benefits the physical and mental well-being of athletes, yet many athletes have limited (if any) exposure to expert mental training services specific to sports injury. In light of the research and the fact that injury is such a prevalent aspect of sports, how much training do practitioners actually receive regarding the best practices of working with injured athletes?

In this workshop, attendees will receive active coaching on how to implement five specific evidence-based applied mental training interventions to use with injured athletes. Through a combination of interactive lecture, directed discussion, and demonstration, participants will learn from a seasoned practitioner with 20+ years of experience working with injured athletes. Attendees will learn how to implement these techniques and will receive handouts including a description of the techniques and templates of the worksheets presented.

WKSP-23

IT TAKES A VILLAGE: A GUIDE FOR IMPLEMENTING EFFECTIVE PEER MENTORSHIP IN APPLIED SPORT PSYCHOLOGY TRAINING PROGRAMS

Savanna Ward, Florida State University, USA;
Frances Cacho, Florida State University, USA;
Carly Block, Florida State University, USA;
Graig Chow, University of California, Berkeley, USA;
Nataniel Boiangin, Barry University, USA

Practitioners and researchers have long discussed the importance of developing peer mentorship skills early in student-trainee development (Barney, Andersen, & Riggs, 1996), yet most students lack formal opportunities to provide peer mentorship under supervision. Formal professional-to-trainee mentorship is an essential component of practitioner training; however, as the demands on mentors continue to grow and students are met with particularly challenging situations, the need for additional support for student-trainees is apparent. Peer mentoring is a potentially under-utilized and poorly understood component of student-trainee development in applied sport psychology (ASP) programs. Students often seek and receive support from their peers; sometimes within a structured component of the supervision model of their graduate program, but more commonly as informal conversations between peers (Farber & Hazanov, 2014). Student-trainees likely appreciate mentoring relationships without the hierarchical power differential and experience less anticipation of a negative evaluation of conventional mentoring (Stoltenberg & McNeill, 2010). Additionally, peer mentoring can offer wider availability, feedback and advice in a timely manner, and a less formal and more comfortable

mentoring structure (Farber & Hazanov, 2014; Yambor & Thompson, 2014). Therefore, there is a need for ASP programs to prepare students for the formal and informal peer mentoring that occurs. The Integrated Developmental Model of Supervision (Stoltenberg & McNeill, 1997) can serve as a guide for students to better support their peers. Therefore, we aim to describe effective models of peer mentorship, and provide mentors (professional and peers alike) with the tools to engage in effective peer-to-peer mentoring. Experiential opportunities will introduce participants to interpersonal process recall, building relationships, and using appropriate supervisory skills (e.g., providing feedback and information, guiding mentee reflection, and structuring mentoring meetings). Considerations for implementing peer mentorship under supervision will be shared by supervisors who engage in supervision of peer mentorship and oversee applied training programs.

WKSP-24

DEVELOPING AN ETHICAL ACTION PLAN

Erin Haugen, Assessment and Therapy Associates of Grand Forks, PLLC, USA;
Kathryn Lang, Assessment and Therapy Associates of Grand Forks, PLLC, USA

Ethics is central to sport psychology consulting, and it is essential for professionals to understand their unique individual contributions to ethical decision-making (Pope & Vasquez, 2016). Many ethical decision-making models encourage professionals to consider client factors (e.g., consultation goals) and systemic variables (e.g., role within an organization) when navigating ethical decisions. Another important variable in ethical decision making is individual consultant factors (e.g., affective processes; Crowley & Gottlieb, 2012). However, ethical models often omit these variables that influence one's ability to perceive risk and exercise sound judgment. When consultants are actively involved in an ethical dilemma, they may not fully evaluate the manner that these personal variables impact their ethical judgment (Tjelveit & Gottlieb, 2010), which can influence quality of their consultations with colleagues (Gottlieb, Handelsman, & Knapp, 2013). One way to effectively utilize personal factors in ethical decision making is to evaluate possible challenges before they occur.

This workshop will focus on participants considering personal factors as they relate to ethical decision making in sport psychology consulting (Pope & Vasquez, 2016) that are guided by a positive approach to ethics model (Primary Risk Management Model [PRMM] Crowley & Gottlieb, 2012). Participants will participate in small group exercises focusing on ways in which these five variables relate to ethical decision making for consultants (Barnett, 2011): 1) Knowledge; 2) Time; 3) Consultation and social networks; 4) Values and motivation; and 5) Organization and planning. Participants will then use this information to develop an Ethical Action Plan that can potentially mitigate risk for ethical dilemmas or serve as a starting point when ethical dilemmas are encountered. This workshop is applicable to any professional stage because attendees will consider personal variables that have likely shifted throughout the consultant's career.

Learning Objectives:

- 1) Explain areas in which you can benefit from increased knowledge as a sport psychology consultant;

- 2) List one (1) way in which time variables can impact ethical decision making
- 3) Identify two (2) values that influence your ethical decision making as a sport psychology consultant;
- 4) Identify one (1) individual to include in your consultation network;
- 5) List one way (1) that you can proactively address factors that may contribute to a potential future ethical dilemma.

Teaching Methods: small group discussion, reflective exercises (with worksheets and prompts), experiential exercises, and presentation of information by presenters

Specific Techniques: specific techniques that will be used will include but not be limited to the following:

- 1) An experiential exercise that guides participants through identifying their values in professional spaces;
- 2) Small group discussions on the five topics identified guided by 2-3 questions for groups to consider;
- 3) Polling questions completed by audience members that address key ethical decision making factors; and
- 4) Completion of a worksheet to identify key components of their participants' Ethical Action Plan.

WKSP-25

APPLYING NEUROSCIENCE TO ENHANCE MENTAL HEALTH AND SPORTS PERFORMANCE

Alex Diaz, *Sports Mental Edge, USA*;
Hillary Cauthen, *Texas Optimal Performance & Psychological Services, USA*

Learning Objectives:

Understanding of neuroscience-based mind-body knowledge and strategies that promotes emotional regulation. Attendees will be taught the Polyvagal Theory. This theory understands that the human body organically engages in survival responses, fight, flight, and freeze. When it perceives a potential threat we cease to maintain socially engaging experiences that promote emotional regulations. The implicit learned experiences may lead to dysfunctional behaviors that can only be accessed by using felt-sense rather than cortical techniques. The attendee will gain a greater understanding of how to support the athlete's mental health and performance challenges by applying a holistic lens.

Understanding the 'Window of Tolerance,' a range of physiological equilibrium that promotes focus and grounding to enhance mental health and 'in the zone' performance. Understanding 'Social Engagement System': how we are constantly communicating at a non-verbal level before the human brain translates those experiences into words. Look into the pros and cons of self-talk strategy.

Teaching Methods:

Use mind-body exercises aimed at gaining personal experience of how implicit memories are held in the body by enhancing the knowledge of one's felt-sense awareness.

Specific Techniques:

Attendees will be invited to focus on the felt sense awareness of being seated on their seats, floor or standing up. They will be taught how to 'track' sensations for the purpose of enhancing the inner knowledge arising from paying attention to their own bodies. As they explore inner sensations, the neuroscience of their experience will be explained to help them integrate education and personal experience. They will be invited to share their own experiences.

WKSP-26

THE ROAD LESS TRAVELED IN SPORT: CONFLICT MANAGEMENT WITH EMBRACE (EQUITY, MEDIATION, BELONGING, RACISM & ACCOUNTABILITY CONVERSATIONS IN EDUCATIONAL INSTITUTIONS)

Mary Foston-English, *Stanford University & Private Practice, USA*

Conflict is part of any relationship. Since there are different ways we see and manage conflict, there are different ways to resolve conflict. Furlong (2020) uses the stairway model of power, rights, and interests to explain three ways we deal with conflict along with the pros and cons of each. EMBRACE© is a model of mediation that invites participants to examine how racism, power differences and other inequities contribute to conflict. Changing conflict to collaboration is a skill set that helps teams perform better. It is important to reframe beliefs that conflict leads to negativity and replace them with how conflict builds better teams. If conflict is managed the right way, it can lead to enhanced team performance (Vantage Leadership Consulting 2021).

The word EMBRACE is commonly used as a verb; it is used here as an acronym for Equity, Mediation, Belonging, Racism (and) Accountability Conversations in Educational Institutions. Although EMBRACE© was developed for use in educational institutions, it has been effective with sport teams/organizations, entertainers, and corporations. (Foston-English, 2021). Sports have been an avenue for bringing different cultures together (Sugden & Tomlinson 2018) and this can sometimes result in conflicts heightened by cultural differences. Participants in this workshop will leave with a fundamental understanding of the EMBRACE model, its use in sport and when and how to refer for mediation.

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WKSP-27

MEETING (OR MISSING) THE MOMENT: CULTURAL SHIFTS & MENTAL HEALTH STIGMA AMONG SPORT PSYCHOLOGY PRACTITIONERS

Joe Mannion, Pepperdine University, USA

Regardless of training or licensure, no sport psychology practitioner is competent to treat the entire spectrum of psychological concerns that can arise with clients. The referral process is, therefore, a ubiquitous responsibility to maintain ethical practice and ensure optimal client welfare (e.g., AASP, 2011, Principle A & Standard 2; see Tod, McEwan, & Andersen, 2021). Various factors, however, may impede practitioner willingness and ability to refer. From regional to sports cultures as well as socioeconomic idiosyncrasies, people are exposed to and enculturated with varying mental health stigmas, leaving no one invulnerable to internalizing these biases, including mental health practitioners (Horsfall, Cleary, & Hunt, 2010; Overton & Medina, 2008). Additionally, the ways in which practitioners react to clients have been found to significantly affect stigma within clients (Penn & Martin, 1998), even creating new barriers to treatment (Overton & Medina, 2008). The importance of these considerations is further accentuated in the context of increasing calls for mental health support and destigmatization by professional, Olympic, and collegiate athletes (e.g., Erickson, 2021) and respective governing bodies (e.g., Department for Culture, Media, and Sport, 2018). The purpose of this workshop is to help participants better meet this moment by (a) identifying internalized mental health stigmas, (b) examining how these stigmas may affect clients and public health messaging (e.g., public speaking, online content), and (c) exploring how to mitigate the influence of stigma, especially regarding necessary sensitivity in the referral process (Andersen & Van Raalte, 2005). These objectives will be supported by a series of Socratic questions coupled with reflective practice (e.g., roleplaying specific case scenarios), contemplated both privately and collaboratively in group discussion. The presenter will seek to maintain an affirming environment while drawing on participant perspectives and experiences, interwoven with didactic information. Resources for continuing post-workshop development will be provided.