

AASP

39th ANNUAL CONFERENCE
LAS VEGAS, NV OCTOBER 23-26

2024

CONFERENCE ABSTRACTS



Association for Applied Sport Psychology – 2023 Conference Abstracts

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ISBN 979-8-9868908-2-1

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First Edition

For information, contact:

Association for Applied Sport Psychology

8365 Keystone Crossing, Suite 107

Indianapolis, IN 46240

Phone: (317) 205-9225

Fax: (317) 205-9481

Email: info@appliedsportpsych.org

Website: www.appliedsportpsych.org

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TABLE OF CONTENTS

CE Workshops..... 4
Featured Sessions..... 6
Lectures..... 9
Panels..... 35
Posters (in-person) 44
Posters (virtual)..... 115
Symposia..... 120
Workshops 131
Virtual Sessions 141

CE WORKSHOPS

CE WORKSHOP: COMPETITION, CONFLICT AND CULTURE: A ROADMAP TO MANAGING CONFLICT IN SPORTS USING TRADITIONAL AND CULTURALLY RELEVANT TECHNIQUES

*Mary Foston-English, The Next Level, USA
& John Brown, The Next Level, USA*

****Additional Fee; pre-registration required****

3.0 CEUs in the area of Diversity

A presenter talked about a workshop on “Conflict” that was scheduled for the last day and last time slot at a conference, and how this left them believing their workshop was not worthy to be included during prime conference times and few would attend since conflict is a topic that has been researched mostly in organizational psychology and less in sport psychology (Fesperman, 2022). The presenter also shared that once they switched to a growth mindset and visualized their self as an anchor on a relay team trusted with the task to finish strong, their performance and outcome was positive! This story exemplifies the effectiveness of utilizing a growth mindset to improve performance (Dweck, 2015). Designed as an interactive workshop, it is for anyone motivated to decrease their conflict avoidance using a growth mindset. It is for individuals who have some experience managing conflicts in sport and interested in the applied skills of managing and mediating conflicts. Participants will work in small groups to learn the fundamentals and skills needed to manage and mediate conflicts. Presenters will also introduce two types of culturally relevant conflict management/resolution techniques, “Peacemaking Circles” and EMBRACE® that combines cultural humility with restitution (Wolf, 2012).

CE WORKSHOP: CONTINUING EDUCATION FOR SPORT PSYCHOLOGY TRAINING: HOW TO MAXIMIZE THE MENTOR-MENTEE RELATIONSHIP

Marie Esther Winter, University Campus of Football Business, UK

****Additional Fee; pre-registration required****

3.0 CEUs in the area of Mentorship/Supervision

Open to both mentors and trainees, this session aims to bring the CMPC mentor guidelines to life as attendees explore constructivist learning approaches to strengthen the mentor-mentee relationship. The session will be fully integrative as both mentors and trainees will contribute to the knowledge construction process. Trainees will be paired with a mentor to work through the activities in a mock supervision session. It is encouraged that mentors attend with their trainee(s) for both parties to gain first hand development of their mentor-mentee relationship, however this is not a necessity. The session will be split into three sections: Firstly, attendees will explore the specific skills and knowledge trainees need to develop to become confident, competent, and independent decision-makers. Secondly, attendees will trial different constructivist teaching techniques that facilitate the learning process within

supervision. This will involve an epistemological repositioning of supervisory roles. Rather than learning ‘from’ mentors, trainees will learn ‘with’ mentors as they take on the central role in mediating their development, and mentors will play an active role in facilitating this process. Finally, the session will focus on group mentorship, providing education on how it fosters trainee development, and guidelines for building supervisory networks.

CE WORKSHOP: SOCIAL MEDITATION AND THE ELITE ATHLETE

Peter Haberl, Peter Haberl, LLC, USA

****Additional Fee; pre-registration required****

3.0 General CEUs

The objective of this workshop is to introduce and educate the participants in the application of social meditation with elite athletes. The target audience are CMPC’s and AASP members who have a background in mindfulness and an interest in working with elite athletes as well as elite team sports. Traditionally, meditation is practiced in silence, often alone, or by following a guided script. Social meditation, as opposed to traditional silent meditation, are a family of meditation practices that are done socially, and aloud. Social meditation amplifies our ability to stay on task during meditation. Participants will learn, through instruction, practice and discussion, the why, how, what, and when of social meditation and how the instructor uses these techniques with Olympic athletes in the lead up and at the Olympic Games. These social noting techniques lend themselves to team sport athletes. This workshop will be very participatory. Attendees will get to experience, practice and debrief a variety of social meditation practices, with a focus on concentration, awareness, equanimity, and gratitude and learn how these techniques can be applied with elite athletes and discuss how these techniques might be applicable in their own work.

CE WORKSHOP - NARRATIVE AS A DIVERSITY TOOL TO EXPLORE INTERSECTIONAL IDENTITIES AND EMPOWER OUR ATHLETES

Rebecca Busanich, St. Catherine University, USA

****Additional Fee; pre-registration required****

3.0 CEUs in the area of Diversity

This workshop will focus on how narratives can be a useful tool in cultural sport & performance psychology practice. As a vessel that both holds and creates social and cultural meanings, narratives provide a window into the complexity of self-identity and the ways in which race, gender, class, sexuality, and age (among other identity categories) are constructed and experienced by the individuals that we work with. As such, narratives can also be used as a tool through which practitioners can help individuals reconstruct their identities and experiences in healthier and more empowering ways. Participants of this workshop will learn about intersectional identities tied to power, what narratives are, how narratives have been used in both research and practice

settings, how to critically read sport/exercise narratives to see the dominant and narrowed ways in which race, gender, class, sexuality and age are constructed culturally, and how to help individuals resist and challenge problematic narratives and reconstruct healthier and more empowering personal narratives. Through this workshop, participants will become more aware of sociocultural identities, narrative as a diversity tool, and learn ways to develop narrative resources within their own practice.

CE WORKSHOP - PLAYING BY THE RULES: UTILIZING THE MINDFUL ACTION PLAN AS AN ETHICS GUIDE IN SPORT PSYCHOLOGY

DJ Moran, Touro University/Pickslyde Consulting, USA

Additional Fee; pre-registration required

3.0 CEUs in the area of Professional Ethics

This workshop is for sports psychologists seeking to enhance their ethical decision-making skills and consultation proficiencies while integrating Acceptance and Commitment Training (ACT) principles and the Mindful Action Plan into practice. It is suitable for coaches, counselors, and athletic professionals. The objectives of this workshop are understanding the principles of ACT and its relevance to ethical decision-making in sports psychology, exploring dilemmas commonly faced by sports psychologists and learn how ACT can inform ethical responses, and enhancing self-awareness and mindfulness to navigate ethical challenges with compassion and integrity. The methods will include an introduction to ACT with an overview of the six core processes and their application in sports psychology followed by a discussion of ethical decision-making. We will then discuss ethical dilemmas in psychology and integrating ACT from a professional viewpoint. There will be role-plays, case studies, mindfulness activities, and experiential exercises. In addition, we'll engage in ethical reflection including group discussions to enhance awareness of personal values and ethical boundaries. The workshop employs different pedagogical methods to engage participants in active learning. Participants will have the opportunity to practice ACT techniques, receive feedback, and collaborate with peers to develop ethical decision-making skills tailored to their professional context.

CE WORKSHOP - WHAT'S NEXT: SUPPORTING THE WITHIN SPORT TRANSITIONS FROM ATHLETE TO COACH

*Kristen Dieffenbach, Center for Applied Coaching and Sport Sciences at West Virginia University, USA
& Stilian 'Ani' Chroni, Inland Norway University of Applied Sciences, Norway*

Additional Fee; pre-registration required

3.0 General CEUs

The role of the coach is central to athlete initiation, development, performance, sport satisfaction, and well-being (Lafrenière et al., 2011). The commonly traveled pathway into coaching from sport participation is a seemingly logical progression for many based on the assumption 'you played, therefore you can coach'. This pathway allows them to bring lived experiences and system knowledge, but this within sport transition is often lacking the additional training and support necessary to ensure individuals have the knowledge and skills needed to be effective and thrive as educators, developers, and leaders. At times, some individuals also fast-track into their coaching harmful behaviors they normalized during their athlete career days (McMahon et al., 2020). The recent U.S. Congressional Commission report on the Olympic and Paralympic movement released in March 2024, the National Youth Sport Strategy (HHS, 2019), and the Aspen Institute's State of Play (2023) place central focus on the call to support sport coach education and coach development to help safeguard athletes, enrich the athletic experience, and create a healthy experience for the individuals coaching. This workshop focuses on exploring the role and work that sport and exercise psychology consultants can play in preparing and supporting the athlete to coach transition.

FEATURED SESSIONS

FEA-01

**FIVE SLIDES IN FIVE MINUTES:
CONTEXT FOR CONSULTING WITHIN THE
PERFORMING ARTS DOMAINS
(PRESENTED BY THE PERFORMING ARTS SIG)**

Jason Shafer, Colorado Symphony and University of Northern Colorado, USA;

Anna Bomber, Bomber Performance Consulting, LLC, USA;

Brad Donohue, University of Nevada Las Vegas, USA;

Nikola Milinkovic, Private Practice, Latent Knowledge, USA;

Arianna Shimits, Self Employed, USA;

Mitch DeSimone, United States Military Academy at West Point, USA

This session will cover musicians, singers, circus, acting/theater, ballet/dance, and coaching in performing arts.

FEA-02

**STUDENT WORKSHOP - YOU ARE WHERE YOU'RE
AT: EMBRACING YOUR STUDENT IDENTITY IN YOUR
CONSULTING WORK**

Savanna Ward, Boston University, USA;

Frances Dallas, Bering Global Solutions, USA;

Kim Ferner, University of North Texas, USA

Initial consulting experiences can be a time filled with a mix of emotions for trainees. For many students, applied sport psychology is a desirable career choice because they want to be “in the action” and want to help athletes and performers in tangible ways. However, in initial practicum or internship experiences, a trainees’ knowledge and competence is put to the test. If trainees feel that they are responsible for the mental performance of their clients, fear and uncertainty may set in. It’s not uncommon for students to suddenly question how well they remember what they learned in class, fear proving their worth to coaches, and feel like they (and their peers) are “just winging it.” While graduate programs are critically assessing and implementing supervision structures to help students navigate these initial challenges, students can also take responsibility for their learning and support their peers through shared experiences. Therefore, the purpose of this symposium is to address four areas of neophyte personal and professional development: imposter syndrome, leveraging student identities, peer mentoring, and developing an individual consulting style. Each section will pull the curtain back on these experiences and provide students with practical strategies that will challenge them to practice what they preach to clients, help them reframe their approaches to initial consultation experiences, and help them set up effective peer networks.

FEA-03

**BURT GIGES WORKSHOP: LIVE ATHLETE
COUNSELING SESSIONS**

Christine Selby, Springfield College, USA;

Jonathan Stewart, KBR, USA;

Ryan Whitlow, Houston Astros, USA;

Judy Van Raalte, Springfield College, USA (moderator)

Albert Petitpas, Springfield College, USA (moderator);

Erika Van Dyke, Springfield College, USA (organizer)

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 in 2022, 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.”

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 annual Burt Giges Workshop extends the Giges experiential legacy by presenting live athlete counseling role play sessions. Two practitioners with diverse backgrounds in graduate training, career paths, and professional practice experience will meet with the same “client.” After the sessions, each of the practitioners and the “client” will have the opportunity to offer their reactions to the role plays and to answer questions from the workshop attendees. In the true spirit of Burt, themes of provider self-awareness and diverse practice approaches will be highlighted in this process-oriented and experientially-based workshop.

Case Study

Ryan (she/her) is a 20-year-old African American woman. She is currently a second-year student-athlete at her university, balancing the dance team with a rigorous major in the health sciences. Coach has observed some recent changes in Ryan’s dance performance, Ryan is not performing up to her usual level. Coach has also noticed that in the past few weeks Ryan has seemed more distant from her teammates, and less like her usual punctual self. Coach suggested that Ryan talk with the team mental performance consultant Ryan has agreed to go, somewhat reluctantly.

FEA-05

EFFECTIVE TRAINING OF MENTAL PERFORMANCE CONSULTANTS IN THE VIRTUAL SPACE USING A STANDARDIZED CLIENT PROTOCOL, SPONSORED BY UNIVERSITY OF WESTERN STATES

The use of standardized patients, or SPs, has become an integral part of graduate training throughout the healthcare professions. According to May et al. (2009), an SP is a “normal person who has been carefully coached to accurately portray the characteristics of a specific patient, and the standardization is in terms of the consistency in the challenge that the patient offers to each learner.” Results from nearly two decades of research reveal that the use of SPs in healthcare professions (e.g., medicine, nursing, dentistry, pharmacy, dietetics) is effective in improving student communication skills as well as knowledge, skills, and attitudes toward patient education (May et al., 2009; Orgun et al., 2024; Rutherford-Hemming et al., 2024). As part of its innovative online teaching practices, University of Western States has expanded this idea to include standardized clients (SCs) as part of its pre-practicum and mentorship courses in both clinical mental health counseling and sport and performance psychology. In this presentation, attendees will learn how SC cases are constructed and implemented into the curriculum and hear the impact this practice has had on current and prior UWS students representing both CMHC and SPP programs. Finally, the presenters will discuss lessons learned and future considerations to further refine the use of SCs in both online and traditional academic environments.

FEA-06

FIVE SLIDES IN FIVE MINUTES: EXPLORING THE COMPLEXITIES OF EATING DISORDER RISK AMONG SPECIAL POPULATIONS (PRESENTED BY THE EATING DISORDER SIG)

Jenny Conviser, IL Sport & Performance Inst & Northwestern Univ, USA;
Mitchell DeSimone, US Military Academy at West Point & Northeast Human Performance, USA;
Michelle Gregovic, Yoga Instructor ERYT-500 & iRest Meditation Practitioner, USA;
Caitlyn Hauff, Univ of South Alabama, USA;
Amanda Karas, Hofstra Univ, USA;
Cindy Miller Aron, Ascend Consultation in Health Care & Samaritan Health Services, USA;
Hayley Perelman, Private Practice Owner, Hayley Perelman Ph.D. & Northeastern Univ Athletics, USA

In this presentation, the Co-Coordinator of the Eating Disorder Special Interest Group (ED SIG) will discuss six different topic areas and related complexities posing eating disorder risk. The ED SIG will provide an overview of effective evidence-based strategies recommended for working with special populations, and identify intrapersonal, interpersonal, and environmental factors which may prevent or perpetuate eating disorder symptomatology and/or threaten the athlete/performers mental and medical health.

The six presentations will include:

- Understanding and Navigating College Athletics and Vital Health Risks: The Contagion Effect
- Identifying Societal Body Ideals and Related Health Concerns
- Navigating Social Media Use and Impact
- Defining the Landscape: Risk Factors and Prevention Strategies among Youth Athletes and their Training Environments
- Understanding Health Risks in Aesthetic Sports and the Performing Arts
- Examining Mental Health and Eating Disorder Risk among Individuals in Larger Bodies

FEA-07

SPONSOR SESSION: MAGELLAN

FEA-08

CMPC CERTIFICATION: ELIGIBILITY REQUIREMENTS FOR NEW CANDIDATES AND RECERTIFICATION PROCEDURES FOR CURRENT CMPCS *AASP Certification Council*

The eligibility requirements for new candidates (including students) and the recertification procedures for current Certified Mental Performance Consultants® (CMPCs) will be discussed. The application for new 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 (100 with a sport context), a minimum of 150 support hours, a minimum of 40 hours of mentorship (minimum of 20 hours of individual mentorship), and a minimum of 10 hours of direct knowledge of services. All mentors must be listed 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 completion and documentation of 75 continuing education hours over each 5-year recertification period. The 75 CEUs must include 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 in the CMPC Certification Program Candidate Handbook.

FEA-09

**FIVE SLIDES IN FIVE MINUTES:
WHEN THE HEALER NEEDS HEALING: SEEKING
SUPPORT & BALANCE
(PRESENTED BY THE BUSINESS OWNERSHIP SIG)**

*Stephanie Cameron, Pivot Sport Psychology Consulting, LLC
| Southern IL University Edwardsville, USA;*
Abby Keenan, Intrepid Performance Consulting, LLC, USA;
Carla Carter, The Cognitive Clinic, USA;
Justin Foster, The Excelling Edge LLC, USA;
*Lauren Tashman, Align Performance LLC / Valor Performance
Inc., USA;*
Carrie Jackson, Carrie Jackson Coaching, LLC, USA

In this presentation, we explore the essential strategies for consultants to maintain their own well-being while managing their business. The journey of helping others often requires a deep reservoir of personal energy, resilience, and balance. This session aims to provide practical tools and insights to ensure that those who dedicate their lives to helping others do not neglect their own needs.

Presentations will be: 1) Daily Energy: Deciding how to use it; 2) Self-care for the entrepreneur; 3) Dismantling imposter phenomenon for the solo-preneur; 4) Communities of practice (having peer consult group for business and/or coaching); 5) Learning to manage the entrepreneurial roller coaster; 6) Practicing what you preach-you can talk the talk but can you walk it out in your own life.

FEA-10

**FIVE SLIDES IN FIVE MINUTES:
SPORT PSYCHOLOGY AS THE RANDOM VARIABLE.
THE WHY, WHAT, HOW AND WHEN OF SPORT
PSYCHOLOGY AT THE 2024 PARIS OLYMPIC GAMES
(PRESENTED BY THE INTERNATIONAL OLYMPIC SPORT
PSYCHOLOGY PROVIDERS SIG)**

Peter Haberl, Peter Haberl, LLC, USA;
*Göran Kenttä, The Swedish School of Sport and Health
Science, Sweden;*
*Anne Marte Pensgaard, Norwegian School of Sport Sciences
& NOC, Norway;*
Jimena Gonzalez Menendez, CONADE, Mexico;
Kristen Cooper, USG, USA;
Andrea Becker, California State University, Sacramento, USA

The Olympic Games, with its four year cycle, is one of the most challenging performance environment for elite athletes. The geographical location - the Olympic Games - provides the fixed variable of service provision - the "Where" in this session. Each experienced international presenter, in five slides, while sharing the "where" of service provision at the Games, will focus on the "Why", "How", "What" and "When" of service provision in that environment. By looking at sport psychology service provision as the random variable at the Paris Olympic Games, the audience will get an understanding of the breadth and depth of service provision that happens at the Olympic Games.

FEA-11

**STUDENT PANEL - THE WINNING HAND:
SPORT & PERFORMANCE PSYCHOLOGY CAREER
PATHWAYS FOR MASTER'S DEGREES**

Christian Smith, IMG, USA;
Andrea Fuchs, Detroit Tigers, USA;
*Shameema Yousuf, University of South Carolina /
Empower2Perform, US/UK/Zimbabwe;*
*Brett Sandwick, 1st Special Forces Group/ Elite Mentality,
USA;*
*Amber Shipherd, Texas A&M University - Kingsville / Next
Level Mind Consulting, USA*

At one time, the majority of professional positions available in sport, exercise, and performance psychology (SEPP) required a doctoral degree (Van Raalte & Williams, 1994). Anecdotally, faculty still report many undergraduate or master's level students expressing concerns about the ability to get a job in the SEPP field without completing a doctoral degree. In a 2016 study of graduate SEPP students, 95% of students in master's degree programs reported feeling that finding a job in SEPP would be somewhat difficult, difficult, or very difficult (Fitzpatrick et al., 2016). The same study also found that 50% of students in master's degree programs were either not planning to pursue a doctoral degree or unsure if they wanted to pursue further education (Fitzpatrick et al., 2016). Therefore, the purpose of this panel is for four professionals holding master's degrees and working in a variety of different SEPP positions to (a) impart how they identified and obtained their respective jobs; (b) share relevant background or experiences that helped prepare them for their positions; (c) disclose challenges they faced both in securing their jobs and in currently in their roles; and (d) discuss their day-to-day responsibilities. Students will have the opportunity to ask questions and interact with panelists and will leave with a better understanding of SEPP career opportunities that don't require doctoral degrees, further training or experiences that may better prepare them for their goal positions, and the type(s) of positions that best fit their interests and skill sets.

FEA-12

**FIVE SLIDES IN FIVE MINUTES:
ETHICAL MEDIA INTERACTIONS
(PRESENTED BY THE MEDIA IN SPORT SIG)**

Michele Kerulis, Northwestern University, USA;
Harold Shinitzky, Private Practice, USA;
Susan Eddington, IMAGES-IMAGES, Inc., USA;
Joan Steidinger, Steidinger Performance Psychology, USA;
John Coumbe-Lilley, University of Illinois at Chicago, USA;
*Dan Wilsea, The Family Institute at Northwestern University,
USA*

As technology continues to evolve, professionals change the way they share information. Therefore, it is imperative for AASP members and CMPCs to understand how to ethically engage with the media. Join the Media in Sport SIG as they discuss media interviews, media psychology, publication, brand development, and sports interviews from an ethical perspective. Audience members will participate in an interactive discussion and will receive digital resources to help them explore these topics.

LECTURES

LEC-01: Tactical Populations

LEC-01A

COGNITIVE ASSESSMENT & COMBAT DIVING: EXPLORING THE UTILITY OF THE DIGIT SYMBOL SUBSTITUTION TEST IN AN APPLIED MILITARY SETTING

Shannon Baird, KBRwyle/1st Special Forces Group, USA

In this lecture I share my experiences utilizing the Digit Symbol Substitution Test (DSST) within a US Army Special Forces Advanced Skills Course. Though the DSST is well over 100 years old (Boake, 2002), it can serve as a useful applied tool for today's Certified Mental Performance Consultant (CMPC). As a highly sensitive cognitive test, the DSST can help practitioners assess individual cognitive readiness/decrements throughout an intervention (Jaeger, 2018).

For the last 5 years I have worked with our Maritime Assessment Course (MAC) as an embedded CMPC. MAC is a mandatory prerequisite for Operators seeking the "Combat Diver" distinction. Combat Divers are uniquely proficient Operators that must attend and pass a 6-week Combat Diver Qualification Course (CDQC). CDQC is designed to both cull and cultivate individuals. As the first gate in an Operators path to becoming a Combat Diver, MAC is designed to both prepare students for CDQC and assess their aptitude for waterborne operations. MAC is, by necessity, both a priming and winnowing environment. This environment provides a CMPC with the opportunity to build an intervention that benefits both students and cadre. The DSST is used to enhance student performance, influence cadre opportunities to observe performance under-pressure, and track cognitive effects of intense physical training.

This lecture will contextualize unique demands of the MAC performance environment, outline rationale for choosing the DSST as an implementation tool, explore benefits experienced using DSST, and address some trends apparent in 5 years of data. Though all testing was used for the sole purposes of a tailored applied intervention, data were analyzed. In addition to outlining implementation procedures, this lecture will report DSST data as it relates to pass/fail rates, individual pool performance, and the potential for using DSST as a mechanism to promote neuroplastic brain adaptation (Doidge, 2007; Vickers, 2007).

LEC-01B

"I'M NOT AN OPERATOR": NAVIGATING THE UNKNOWN TO INNOVATE WITH A MILITARY POPULATION

Cassandra Sparks, Canadian Forces Morale and Welfare Services, Canada;
Patrick Twomey, Canadian Armed Forces, Canada

Mental Performance Consultants' (MPCs) effectiveness in performance contexts is largely dependent on rapport, relationships, and an understanding of the performance context (Castillo et al., 2023; van den Berg & Hoar, 2021).

When an MPC enters a new context, establishing relationships and gaining an understanding of that context early become necessary priorities. Unfortunately, due to the nature of military work, some natural hurdles can hinder the building of these relationships and limit what can be understood about that context (Mattie et al., 2020). The question then becomes: "how can an MPC be effective in an unfamiliar and unknown context?"

A mental performance team working with a high-readiness branch of the Canadian military experienced this challenge and responded by leveraging a participatory methodology (i.e., collaborative inquiry) to effectively create familiarity and positive relationships. Participatory approaches like collaborative inquiry (Bray et al., 2000) can serve both research and applied purposes as demonstrated through its three central tenets: (1) Clients and MPCs have the opportunity to work together as co-researchers/collaborators, enabling both parties to learn and explore through shared experience and expertise. (2) Cycles of reflection and action are embedded to enable ongoing focus on evolving needs, which allows collaborators to work towards shared goals and adjust as their work evolves. (3) Questions and goals are of importance to all involved, meaning the collaborators share a vision and desire to be a part of the process. Our mental performance team enacted this process with military members, which has resulted in effective mental performance programming, challenged the status quo of traditional military education formats, and created new strategies to address members' needs. This lecture will discuss the challenges of mental performance consulting in military contexts and how collaborative inquiry can be used to create familiarity, build relationships, and lead to innovation.

LEC-01C

THE PROCESS TO PARTNERSHIP: DEVELOPING A CONSULTING SITE WITH RESERVE OFFICER TRAINING CORPS

Michelle McAlarnen, Minnesota State University, Mankato, USA;
Emily Peterson, Minnesota State University, Mankato, USA

Providing mental skills and resiliency training to tactical populations, specifically military populations, is a sought-after career by graduates of sport, exercise, and performance psychology graduate programs. Military populations have specific cultural norms and performance, training, and life-balance demands (Cornum, Matthews, & Seligman, 2011). Therefore, it is important to prepare graduate students to serve military populations in a culturally-informed manner and to experience working with this population before entering the workforce. The purpose of this lecture is to (a) describe how to partner with a university Reserve Officer Training Corps (ROTC), (b) outline the high performance mental skills training program provided to ROTC Cadets, and (c) share the program evaluation processes and data that will be used to inform a three-year mental skills training program with ROTC. In regards to partnership, an overview of important items to discuss in meetings and to include in the program proposal will be described. Based on intervention research with military populations (e.g., Fitzwater, Arthur, & Hardy, 2018; Meyer, 2018; Taylor et al., 2011; Wagstaff & Leach, 2015), the high-performance mental skills training consisted of four sessions (i.e., goal setting, right activation, high performance

thinking, and Cadet confidence) delivered in classroom and “lunch and learn” formats along with brief interventions provided at morning physical fitness training. In regard to program evaluation, after institutional review board approval, Cadets completed a pre-post questionnaire that consisted of demographic questions, prior experience with mental skills training, the Test of Performance Strategies (Hardy, Roberts, Thomas, & Murphy, 2010), and the Brief Resiliency Scale (Smith, Dalen, Wiggins, Tooley, Christopher, & Bernard, 2008). The post survey included additional questions about the Cadets’ experience with the mental skills training programming. Audience members will leave the lecture with processes and tools to initiate partnerships with ROTC battalions.

LEC-01D

THE USE OF THE STROOP COLOR AND WORD TEST TO IDENTIFY PERFORMER’S COGNITIVE PERFORMANCE RANGE AND IMPACT OF TRAINING METHODOLOGY

John Gassaway, USAF, USA;
Steve DeWiggins, Private Practice & Luke AFB, USA;
Anthony Acevedo, USAF, USA

Success in fighter aviation relies on rapid and efficient detection, recognition, and response to visual and auditory stimuli. Pilots must simultaneously execute various tasks, including radio and radar usage, computer interface manipulation, and mechanical flight operations, posing significant cognitive challenges. The Stroop Color and Word Test (SCWT) has been identified as a method to measure “higher order” cognitive tasks, like transitioning between auditory and linguistic stimuli, identifying visual objects and colors, shifting attention, and inhibition processes (Taylor et al., 2016). The aims of this investigation were to determine whether SCWT scores changed relative to time and variations within workout activities. A cohort of 49 male student pilots (SPs) based at Luke Air Force Base participated in a 6-week interdisciplinary training course aimed at enhancing performance. The SPs executed the SCWT before and after their periodized training sessions conducted on Monday, Wednesday, and Friday. The cognitive training became most integrated with both strength and conditioning on Wednesdays. A paired-samples t-test was used to determine whether there was a statistically significant mean difference between the SCWT pre- and post-workout, specifically examining variations across the days of the week. SPs significantly increased their pre- to post-SCWT. Monday pre-SCWT was significantly lower than Friday and their lowest scores overall. This is important information for pilots with early morning Monday flights. SPs had their best scores and greatest change after training on Wednesday. Ultimately, the SCWT could be a good indicator of a pilot’s readiness to perform flying tasks. Perhaps more importantly, equipping pilots with a gauge of their cognitive performance and exercises that may enhance it could result in better performance and fewer errors. Future research may include having pilots engage in a quick circuit of physical and cognitive tasks prior to flight and measuring flight performance.

LEC-02: Youth Sport

LEC-02A

“WE’VE GOT YOUR BACK!”- LINKS BETWEEN PLAYERS’ PERCEPTIONS OF SOCIAL SUPPORT, PSYCHOLOGICAL SAFETY, AND HOLISTIC DEVELOPMENT OUTCOMES IN GERMAN SOCCER YOUTH ACADEMIES

Svenja Wachsmuth, University of Tübingen, Germany;
Luca-Lars Hauser, University of Tübingen, Germany;
Fee C. Gierens, University of Tübingen, Germany;
Svenja A. Wolf, Florida State University, USA;
Hans-Dieter Hermann, University of Tübingen, CCC-Network, Germany;
Oliver Höner, University of Tübingen, Germany

In sport, effective talent development environments are marked by features representing environmental preconditions (e.g., capable staff), a constructive organizational culture (e.g., psychological safety), the integration of stakeholders’ efforts (e.g., supportive relationships), and a holistic development approach (incl. athletes’ long-term athletic development, personal development, and wellbeing; Hauser et al., 2022). Within this context, particularly positive social dynamics and supportive relationships are highlighted. To better understand the interplay of such environmental features, this study examined the links between athletes’ perceived social support, psychological safety, and holistic development outcomes in the context of elite soccer youth academies.

To this end, 271 male youth soccer players ($M_{age} = 14.31$; $SD_{age} = 2.03$) completed a survey battery assessing perceived available support from teammates, coaches and management staff (PASS-Q; Freeman et al., 2011), psychological safety (PsySafety-Check; Fischer & Hüttmann, 2020), wellbeing (WHO-5; Brähler et al., 2007), individual performance satisfaction (ASQ; Riemer & Chelladurai, 1998), and sport commitment (YSCS; Scanlan et al., 1993). Structural equation modelling (SEM) was employed to calculate direct (i.e., social support – outcomes; psychological safety – outcomes) and indirect (i.e., social support - psychological safety – outcomes) path models.

Based on players’ perceptions, the descriptive statistics suggest a unique role of coaches who may offer the highest amount of social support compared to other stakeholders. However, significant small to medium effect sizes within the direct path models highlight how both, the support perceived from coaches and management, are positively associated with players’ development outcomes ($.19 \leq \beta \leq .31$). This is also the case for psychological safety ($.28 \leq \beta \leq .39$). Further, considering the largely non-significant indirect effect models, it may be assumed that social support and psychological safety both complement another in shaping positive social environments and simultaneously promote holistic talent development outcomes. They thus should both be carefully nourished within soccer academies.

LEC-02B

MANAGING AND PREVENTING CHILD MALTREATMENT IN SPORT ORGANIZATIONS: A SYSTEMATIC LITERATURE REVIEW

Sarah Sadler, West Virginia University; Hannah Miller, West Virginia University

Child maltreatment is not uncommon in sport and remains a critical, systematic issue (Bermon et al., 2021; Hartill et al., 2023; Vertommen & Parent, 2021). Sport organizations play a crucial role in child maltreatment prevention and intervention (Kerr et al., 2019). Therefore, it is important that sport organizations employ evidence-based practices relative to maltreatment and safeguarding. The purpose of the current study was to review, analyze, and synthesize current recommendations in scholarly literature for sport organizations regarding child maltreatment management and prevention. Researchers conducted a systematic literature review following the PSALSAR framework (Mengist et al., 2019) and PRISMA (2020). A systematic literature search across six search engines resulted in the identification of 599 sources. After duplicate detection and multiple rounds of screening, thirty-two sources were retained and included in data extraction. Authors extracted recommendations for sport organizations regarding child maltreatment from the thirty-two sources, then thematically analyzed the extracted recommendations (Braun & Clarke, 2006). A resultant ten themes and 17 subthemes emerged. The ten identified themes or overarching recommendations regarding child maltreatment include: a) overhaul the current sport culture; b) use and allocate resources effectively; c) establish an independent body; d) hire, screen, and maintain qualified personnel; e) provide holistic education; f) create multiple specific, inclusive, empirically-based policies and procedures; g) make policies and procedures accessible; h) regulate and evaluate the implementation of policies and procedures; i) develop context-specific safeguarding initiatives; and j) coordinate efforts with other stakeholders and organizations. Sport psychology practitioners play an important role in the implementation of many of the recommendations provided in the current study, especially those working within sport organizations. Practical implications and future research directions exist for sport psychology practitioners.

LEC-02C

A MIXED METHODS EVALUATION OF A SEASON-LONG PRESSURE AND PSYCHOLOGICAL SKILLS TRAINING INTERVENTION TO DEVELOP MENTAL TOUGHNESS IN YOUTH SOCCER PLAYERS

Ryan Carr, Carr Driven Performance (CDP), IMG Academy, USA; Ashley Duguay, Team First Consulting, Canada; Matthew Condie, University of Western States, USA; Duncan Simpson, IMG Academy, USA

Mental toughness is an important predictor of athletic performance that can be developed through quality instruction and training (Cowden et al., 2021; Hsieh et al., 2023). That said, Cowden et al. (2021) warned that there is the potential for training in mental toughness to be misused by “pseudo-

experts” and stressed the importance of advancing evidence-based interventions that have been empirically evaluated. The purpose of this study was to develop, deliver, and evaluate a mental toughness intervention in the context of youth sport—a critical developmental stage for learning new skills that can shape mental toughness (Hunt et al., 2020; Murray et al., 2021). Thirty-four soccer players ranging in age from 14 to 18 ($M_{age} = 15.8$, $SD = 1.15$) who competed for their high school's female soccer program participated in this study. The season-long mental toughness intervention involved manipulating aspects of the sporting environment (i.e., pressure training) combined with psychological skills training (i.e., self-talk and diaphragmatic breathing) to help the athletes better respond to the associated pressures. The effectiveness of the intervention was evaluated using a mixed methods approach. Quantitatively, the Mental Toughness Index (MTInd; Gucciardi et al., 2015) was administered bi-weekly to assess mental toughness throughout the 13-week season. A one-way repeated measures ANOVA

and post hoc Bonferroni analysis demonstrated a significant increase in mental toughness scores across time. Qualitatively, open-ended survey questions were distributed monthly to gather information on social validity of the intervention. Three themes were generated from the data: the importance of mental toughness, the effectiveness of the intervention, and the dynamic nature of mental toughness. This study advances our understanding of how mental performance consultants can help foster athletes' mental toughness by combining pressure training (to replicate competition stressors) and psychological skills training (to better cope with training and competition stressors).

LEC-02D

A CASE STUDY OF A PLANNED ORGANISATIONAL CHANGE INTERVENTION WITHIN A SPORT SCHOOL FIELD HOCKEY ENVIRONMENT

Reuben Poole, Swansea University, UK

Sport psychology intervention research has the potential to provide applied practitioners with valuable practical knowledge of how and why elements of organisational functioning can be enhanced (Wagstaff, 2017a). Despite this, few studies have examined such interventions at organisational or environment level (Slater & Barker, 2019; Wagstaff, 2019). The scarcity of this research might result from the challenges researchers and applied practitioners face in upholding methodological rigor during the planning and implementation of organisational level interventions in highly complex organisational environments (Cox et al., 2007; Hardy, Jones and Gould; 1996).

To provide methodological direction to applied practitioners and researchers implementing environment level interventions, Wagstaff proposed four organisational areas of focus - each with applicable theoretical models (Wagstaff et al., 2012a). One area of organisational focus proposed was ‘Planned Organisational Change’ (POC). Neither this area nor an applicable theory (e.g., 4-D Model of Appreciative Inquiry) has been studied within organisational sport psychology intervention research (Whitney & Schau, 1998).

The current study aimed to extend organisational sport psychology research by implementing and evaluating a POC intervention based on 4-D Model of Appreciative Inquiry;

(Whitney & Schau, 1998). The intervention itself aimed to enhance the 'Whole Person Development' of student-athletes in a sport school hockey environment.

A single case study methodology was used (Yin, 2014). Data collection occurred over a 4-month period through practitioner led workshops, observations, informal conversations, focus groups and field notes with sport-school field hockey environment members. Data were analysed following guidance by Miles et al., (2019).

Analysis of the data revealed that some elements of the intervention and appreciative inquiry process were more successful than others. The success of each intervention element was found to be influenced by four separate but interconnected factors: environment leader intervention engagement; stage of competitive season; competing demands of environment members; and applied practitioner self-efficacy.

LEC-03: Mental Health

LEC-03A

INFLUENCE OF ATHLETIC IDENTITY, WELLBEING, AND PERCEIVED STRESS ON STIGMA AND ATTITUDES ABOUT MENTAL HEALTH HELP-SEEKING IN COLLEGE ATHLETES AND STUDENTS

Robin Vealey, Miami University, USA;
Christine Pacewicz, Miami University, USA;
Lauren Chapman, Miami University, USA

Mental health issues and psychological ill-being have become more prevalent in college athletes (Stokowski et al., 2022) and college students (Campbell et al., 2022). Both college students and student-athletes show low rates of help-seeking behavior despite being at risk. Research is needed to examine factors that influence college students' and athletes' attitudes about and stigmatization of mental health help-seeking. The self-schema of athletic identity, or the degree to which people identify with the athlete role (Brewer et al., 1993), may be associated with attitudes about mental health. In addition, wellbeing as conceptualized by Keyes (2007) and perceived stress are factors that are relevant for the college population. The purpose of this study was to examine the influence of athletic identity, wellbeing, and perceived stress on the perceived stigma and attitudes about mental health help-seeking.

Participants included 566 college students of which 270 were varsity intercollegiate athletes. All participants completed established measures of athletic identity, wellbeing, stress, public- and self-stigma, and attitudes toward help-seeking for mental health issues at one time point. Latent path analysis with multi-group invariance testing was used to assess the hypothesized model. Though dimensions of athletic identity associated with study variables differently across athletes and non-athletes, there were similarities. Perceived public stigma significantly and positively associated with self-stigma ($\beta = .45$, $\beta = .42$) and self-stigma significantly and negatively associated with attitudes toward help-seeking ($\beta = -.53$, $\beta = -.66$) in both athletes and non-athletes, respectively. Finally, self-stigma significantly mediated the relationship between public stigma and attitudes toward help-seeking ($\beta = -.24$, $\beta = -.28$) for athletes and non-athletes, respectively. The results are discussed in relation to suggested

structural and individual consultative interventions for college athletes and students. Such interventions can target misperceived mental toughness to educate about stigma and the importance of thriving for wellbeing.

LEC-03C

INVESTIGATING THE IMPACT OF ADVERSE CHILDHOOD EXPERIENCES INSIDE AND OUTSIDE SPORT SETTINGS IN ELITE AND SUB-ELITE SETTINGS

Stephanie Fryer, USRowing, USA;
Michelle Rose, University of Western States, USA;
Stephen Gonzalez, Dartmouth College, USA;
Matthew Condie, University of Western States, USA;
Gretchen Kerr, University of Toronto, Canada;
Cameron Kiosoglous, USRowing, USA

It is understood that adverse childhood experiences (ACEs) have significant negative impacts on long-term physical and mental health (Felitti et al., 1998; Sahle et al., 2021). But the unique nature of sport, where these experiences are often tolerated and expected as part of the training process makes it challenging to understand the long-term impacts on athletes. Rates of maltreatment in sport may be high, with 71-75% of athletes reporting at least one instance of maltreatment, but little research exists on the potential long-term impacts of this maltreatment in the sport setting (Ohlert et al., 2021; Willson et al., 2020). This study aimed to better understand the rates and psychological impact that ACEs and maltreatment in the sport setting have on the wellbeing of elite and sub-elite gymnasts. Participants completed an online anonymous survey assessing instances of abuse in the household and in the sport setting, as well as current psychological wellbeing. Quality screening resulted in a final sample size of $N = 284$. Hierarchical regression analyses revealed that ACEs in the household significantly predicted variance in ACEs in sport when controlling for demographic and sport specific variables ($R^2 = .21$, $F(11, 246) = 5.83$, $p < .001$). ACEs in the household and ACEs in sport each significantly predicted variance in current wellbeing when controlling for demographic and sport specific variables ($R^2 = .12$, $F(12, 245) = 3.97$, $p < .001$; $R^2 = .16$, $F(12, 245) = 3.97$, $p < .001$). These findings indicate that ACEs in sport may be common in gymnastics in the United States and may impact psychological wellbeing in adulthood. Additional research is needed to gain a better understanding of this relationship, but consultants should consider these findings in order to provide appropriate support and referrals.

LEC-03D

NECESSARY AND SUFFICIENT CONDITIONS WHEN HELPING ATHLETES WITH AN ALCOHOL USE DISORDER: THE DIFFERENCE BETWEEN TREATMENT AND HEALING

Doug Jowdy, University of Colorado Hospital, USA

It is estimated that one-third of adults will experience symptoms consistent with an alcohol use disorder in their lifetime (Grant et al., 2015; Sacks, et al., 2015). An alcohol use disorder costs the US an estimated \$249 billion annually and accounts for 88,000 deaths (Dyer, 2020; Boucher, et al.,

2011). When examining the harm due to all drugs (harm to self and others) alcohol is the most harmful drug (Nutt, King & Phillips, 2010). The rates of comorbidity, a secondary psychiatric condition in conjunction with the alcohol use disorder, is as high as seventy percent (Gordon, 2019; NIDA, 2020). It has been well documented that the rate of alcohol use and alcohol use disorder is higher among student-athletes than non-athletes, and the incidence of alcohol use is high among elite athletes (Knettel, et al 2021; Reardon et al., 2019; Hainline, Bell & Wilfert, 2017; Druckman, et al., 2015). Based upon a review of more than 500 alcoholism outcome studies, more than 75% of subjects relapsed within 1 year of treatment (Miller & Hester, 1980). Focus has been placed on understanding the high rates of relapse and identifying interventions to decrease these rates (Stillman & Sutcliff, 2020; Menon & Kandasamny, 2018). Recently, relapse has been identified by type of relapse – mental, emotional, and physical relapse (Guenzel & McCharque, 2023). Research has not yet examined this new perspective. The literature has failed to acknowledge this population possesses a distinct culture, just as athletes, and require specialized training. People struggling with this disorder feel misunderstood and stigmatized making it difficult to trust health care providers. Grounded in 38 years of clinical experience working with substance use disorders, along with being a person in recovery, the author believes breaking down relapse into these categories is a first step. Fundamental considerations will be discussed that will reduce relapse rates based upon clinical, theoretical and anecdotal evidence (Rohr, 2021, Alcoholics Anonymous, 2001; Cermak & Rutzky, 1994; Levin, 1991; Wood, 1987; Wurmser, 1977; May, 1967; Menninger, 1938). Considerations that have not been examined using a nomothetic approach to scientific inquiry. These fundamentals will provide practical information that can be utilized in both applied practice and research.

LEC-03E

THE PSYCHOSOCIAL ASPECTS OF REST IN ATHLETES

Morgan Findley, University of Kentucky, USA;
Ashley Samson, University of Kentucky, USA;
Marc Cormier, University of Kentucky, USA;
David Eccles, Florida State University, USA

Historically, minimal research has examined the nuanced dimensions of “rest” in the sport sciences, typically referring to rest from a physical perspective while giving limited focus to the psychosocial perspective (Eccles & Riley, 2014; Eccles et al., 2022). One major development in the exploration of psychosocial rest emerged with the pioneering model introduced by Eccles and Kazmier in 2019; however, further research is needed to test the validity and generalizability of their proposed model with other sport/performance populations. Therefore, this study aimed to assess the model’s generalizability and investigate the perceived frequency of psychosocial rest by athletes throughout their season. To accomplish this, 55 female university athletes (aged 18-24) completed an online survey comprised of questions representative of the initial proposed model of rest in athletes from Eccles and Kazmier, and included items related to 1) general level of agreeance on psychosocial rest, 2) frequency of rest in-season, and 3) frequency of rest during off-season. Results indicated part of feeling well rested is valuing and appreciating one’s sport (76% of participants agree) and feeling highly motivated to engage in sport (89% agree).

Spending time thinking about something other than sport and feeling free from obligations/commitment were both seen as restful experiences by 72% and 91% of participants, respectively. The comparison between in-season and off-season revealed disparities; 45% rarely to never find time to think about something other than sport during in-season, contrasting 14% during off-season. Similarly, 46% are rarely to never able to feel free from obligations/commitments during in-season compared to 35% during off-season. The insights and implications from this study help to expand Eccles and Kazmier’s initial proposed model and benefit several areas of research and practice including injury recovery/prevention, burnout syndrome prevention, stress management, optimization of performance, elite level performance and recovery, and cognitive and motor learning.

LEC-04: Exercise Psychology

LEC-04A

MOBILITY & MINDFULNESS: INSIGHTS INTO AN INTERDISCIPLINARY GROUP TRAINING CLASS

Noah Sachs, Noah Sachs Performance, USA

This lecture examines ‘Mobility & Mindfulness,’ a unique program at a military installation that merges physical and mental skills training into one 60-minute class. The class is instructed by a cognitive enhancement practitioner and athletic trainer who work together within a multidisciplinary human performance team.

Mindfulness training has been shown to significantly reduce symptoms of depression, anxiety, and sleep problems in soldiers during intense training periods (Nassif et al., 2023). Similarly, elite athletes have exhibited enhanced neural activation and self-regulation following mindfulness training (Haase et al., 2015). Synergistic effects enhancing aspects of inhibitory control have been achieved through combining physical and cognitive training (Dhir et al., 2021).

However, the integration of mental skills training in these fields faces notable challenges. Key obstacles include the suitability of practitioners, limited leadership support, and constrained implementation time (Walsh & du Plooy, 2023). The ‘Mobility & Mindfulness’ program addresses these challenges effectively, underscoring the importance of customized strategies in such high-performance settings.

Key aspects of the lecture include an in-depth look at the program’s structure, methodology, utilized technologies, and curriculum design. Challenges encountered during implementation, along with feedback and insights from participants, will be highlighted. Attendees will receive a detailed 4-week ‘ready-to-use’ blueprint, designed to be flexible for various practice settings and budget constraints. This lecture aims to equip practitioners seeking to either introduce similar initiatives or enhance existing ones with valuable resources and adaptable strategies.

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LEC-04B

THE EFFECTS OF VIRTUAL REALITY DURING A ROWING TASK: INCREASING DISSOCIATIVE ATTENTION ALLOCATION AND LOWERING PERCEIVED EXERTION

Sarah Junkersfeld, Texas Christian University, USA;
Ashley Ray, Midway Independent School District, USA;
Ryan Graham, University of Southern California, USA;
Rebekah Gay, Texas Christian University, USA;
Robyn Trocchio, Texas Christian University, USA

Physical inactivity is a major health concern leading to obesity and increased health concerns according to the World Health Organization (2022). To increase physical activity (PA), researchers are now considering the impact of affective variables, such as enjoyment and pleasure. Incorporating virtual reality (VR) into exercise is anticipated to enhance enjoyment by diverting attention from unpleasant sensations, as indicated by audiovisual stimulation (Bird et al., 2019; Jones et al., 2014), and is associated with elevated physical activity levels, improved health outcomes, and heightened affect responses within research (Mouatt et al., 2020). This correlation is facilitated by VR's ability to create an environment that allows individuals to intensify their workouts without compromising enjoyment (Farrow et al., 2019; Hanifah et al., 2022). Despite these findings, further research is needed to comprehensively understand the impact of VR on affective responses during exercise. Utilizing a within-subject design, this study investigated the effects of different VR environments on affective responses and performance variables during an aerobic rowing task. A total of 30 participants (20 females, 10 males) completed three different rowing exercise conditions: VR head-mounted displays (VR HMD 360-degree immersive rowing), VR large format display (LFD), and control (rowing only) conditions. Using a VR HMD resulted in participants reporting significantly higher dissociative attention ($p = 0.019$) and increased feeling scores ($p = 0.030$) compared to the control condition. No differences were reported between conditions on perceived exertion, however, the VR HMD condition plateaued after 15 minutes while the other conditions increased linearly with time. The control condition elicited a higher power output in comparison to VR HMD ($p = 0.002$). Enjoyment directly following the rowing task was similar across all conditions. This study serves as an initial step in investigating VR as a potential approach for enabling individuals to engage in PA.

LEC-04C

TODAY IS NOT MY DAY: DEVELOPMENT OF A SELF-HANDICAPPING SCALE FOR COMPETITIVE AMATEUR DISTANCE RUNNERS

Diana Curtis, Rockhurst University, USA;
Jasmin Hutchinson, Springfield College, USA;
Elizabeth Mullin, Springfield College, USA;
Kathleen Mellano, Springfield College, USA

Self-presentation theory posits that people experience social anxiety in situations where they are motivated to make a particular impression on others, and they doubt they will be able to successfully make the desired impression (Leary & Kowalski, 1995). Self-handicapping is a form of self-presentation wherein individuals create excuses or explanations for potential failure in personally meaningful achievement settings. This allows individuals to protect their self-esteem in the event of failure or enhance their self-esteem via successful performance (Coudeville et al., 2011). To date, most research on self-handicapping in sport and exercise has utilized a version of the Self-Handicapping Scale (Jones & Rhodewalt, 1982) despite low levels of internal consistency and poor fit statistics. The purpose of this study was to develop a distance running-specific questionnaire to assess frequency of engagement in self-handicapping. The four-factor 16-item Self-Handicapping Scale for Runners was developed over three consecutive studies that served to (a) confirm the content relevance of statements via a panel of experts, (b) determine the underlying latent factor structure of the proposed scale via exploratory factor analysis, and (c) confirm the factor structure via confirmatory factor analysis and exploratory structural equation modeling and establish evidence of score validity and reliability. The resulting measure provides a valuable instrument for researchers to explore self-handicapping tendencies in distance runners, paving the way for targeted interventions and strategies to enhance endurance performance. Additionally, this scale development study provides a guide for the generation of context-specific measurement instruments for use by researchers and practitioners.

LEC-04D

DEVELOPING A PSYCHOLOGICAL SKILLS TRAINING INTERVENTION TO PROMOTE EXERCISE AMONG HIGH-RISK WOMEN VETERANS

Sarah Shue, Richard L. Roudebush VA Medical Center, USA

The purpose of this qualitative study was to develop a novel exercise promotion intervention as a suicide prevention strategy for high-risk women Veterans. Women Veterans with prior suicide attempts or ideation have indicated interest in psychoeducational approaches in group settings to support their recovery and increase their self-worth (Denneson et al., 2021). Exercise is a promising focus for a psychoeducational intervention to support recovery given the demonstrated benefits of exercise on self-worth (Huberty et al., 2008) and emerging evidence indicating that exercise can reduce suicide risk factors (e.g., depression symptoms) and suicidal behaviors (Fabiano et al., 2023).

This study was guided by the intervention mapping approach and self-efficacy theory to develop a psychological skills training (PST) intervention to enhance exercise participation among high-risk women Veterans. Findings from qualitative interviews indicated that even though women Veterans' weight was discussed in healthcare appointments, they were not offered support or education to increase their exercise behaviors. As such, participants desired informative resources that offered guidance on different exercise activities and how to structure exercise participation. Women Veterans also preferred that an intervention be delivered in a group setting to establish a "sisterhood" with other women Veterans and create accountability for exercise participation. Finally, women Veterans acknowledged how their mental health (e.g., anxiety and/or depression) hindered their exercise participation.

This presentation will explain how interview findings were mapped onto evidence-based PST strategies (goal setting, imagery, self-talk, and relaxation) to augment existing suicide interventions, expand acute suicide risk reduction among high-risk women Veterans, and improve their long-term health (e.g., reduce depression risk, sleep disorders). This presentation will also address how to apply intervention mapping to design exercise promotion interventions for novel populations and how health promotion (e.g., physical activity, nutrition, stress management, interpersonal relationships) can play a role in monitoring and mitigating suicide risk.

LEC-04E

ACTIVE AND EFFICACIOUS? EXPLORING THE LINK BETWEEN PHYSICAL ACTIVITY LEVELS AND SELF-EFFICACY FOR ACTIVITIES OF DAILY LIVING IN INDIVIDUALS WITH SPINAL CORD INJURIES

Sarah Lindsay, Fresno State, USA;
Jenelle Gilbert, California State University, Fresno, USA;
Brittany Clason, California State University, Fresno, USA;
Wade Gilbert, California State University, Fresno, USA;
Justine McAlpine, California State University, Fresno, USA

Whether they are developmental or traumatic, spinal cord injuries (SCIs) often lead to physical and mental health challenges. The purpose of this study was to examine the link between physical activity (PA) levels and self-efficacy (S-E) for activities of daily living (ADLs; e.g., independently maintaining personal hygiene) in individuals with SCIs. The research questions explored the correlation between PA levels and levels of S-E for ADLs in individuals with SCIs, and whether PA levels were impacted by injury level (paraplegic versus tetraplegic), residency (urban versus non-urban living), and PA prior to injury (active versus inactive). Participants included 43 adults with SCIs. They completed a demographic survey, the Moorong Self-Efficacy Scale (Middleton et al., 2003), and the Physical Activity Scale for Individuals with Physical Disabilities (Washburn et al., 2002) via Qualtrics. A significant, moderate correlation, ($r(N)=0.46, p=0.002$) was found when comparing PA levels and S-E for ADLs. There was a stronger correlation between paraplegic individuals' S-E scores and PA levels ($r=0.66, p<0.01$) than tetraplegic participants. No significant differences were found when comparing PA levels to injury level, residency, or to PA prior to injury. Results suggest increased importance of PA for individuals with SCIs to improve

S-E for ADLs as this is linked to greater autonomy, higher quality of life, and positive mental health (Motl & Snook, 2008; Dost et al., 2014). The general population typically has less access to PA in non-urban areas (Losadas-Rojas et al., 2022) but results indicated that residency did not negatively impact PA levels in individuals with SCIs. Lastly, results showed that although PA levels did not significantly differ between injury level, S-E levels did. It is suggested that future studies with individuals with SCIs use mixed methods to better understand the complexities of living with these physical challenges and contextualize the results.

LEC-05: Research & Assessment

LEC-05A

SOURCES OF THREAT DURING PUBLIC SPEAKING: THE DEVELOPMENT AND VALIDATION OF THE PUBLIC SPEAKING THREATS QUESTIONNAIRE (PSTQ)

Alexander McWilliam, Bangor University, UK

Public speaking is a frequent recurrent task in both occupational and educational settings. However, it often elicits worries, concerns, apprehensions, anxieties, and, in extreme cases, fear, panic, and avoidance. Although many questionnaires already exist in the public speaking anxiety literature, they fail to identify the specific threatening stimuli causing the anxiety response. Instead, they focus on determining the intensity of a person's anxiety. This disregard for identifying sources of perceived threat risks intervention effectiveness. To rectify this limitation, this paper aimed to create and validate a new model for the identification and categorisation of public speaking threats. Relevant literature and the first author's applied work were used to generate items for the instrument. Three studies were carried out to assess the content and validity of the Public Speaking Threats Questionnaire (PSTQ), using three independent samples. Based on a sample of 248 adults ($Mage = 33.54, SD = 7.89$), Study 1 utilised a Bayesian structural equation modelling (BSEM) approach, revealing a 3-factor model containing 26-items. The 3-factor model consisted of physiological arousal, self-perceptions, and external judgements. Study 2 further validated a lightly revised model (27 items) using BSEM with a larger sample ($n = 709; Mage = 38.97, SD = 12.33$). Evidence of construct stability and criterion validity of the PSTQ is presented, with all subscale scores correlating significantly with existing assessments of anxiety. Study 3 assessed test-retest reliability and predictive validity using a sample from a UK university ($n = 131; Mage = 20.16, SD = 2.56$). The final 3-factor, 27-item model achieved an excellent fit ($PPp = .52, RSMEA = .02, TLI > .95$, and $CFI > .95$). The valid PSTQ is expected to significantly enhance and streamline current methodologies for the assessment and treatment anxiety related to public speaking. Practical applications and directions for future research are discussed.

LEC-05B

METHODOLOGY TO IDENTIFY AND TRACK THE EFFECTS OF STRESSORS ON COGNITIVE PERFORMANCE

*Katelyn Fry-Hilderbrand, Southwest Research Institute, USA;
Koen Flores, Southwest Research Institute, USA*

In these studies, we developed a methodology to predict the presence and impact of external stressors that impair cognitive performance. Stressors, like lack of sleep and physical fatigue, can increase an individual's cognitive load and negatively impact their cognitive performance (Sweller, 2019). Survey-based measures of workload can predict cognitive performance (Aghdam, 2019); however, these measures are disruptive, limiting the administration of these surveys to before or after the task is completed (Paas, 2016). A method to continuously monitor cognitive load would allow poor cognitive performance to be detected in real time, determining when learning and decision making are impaired. Tracking the effects of various stressors on individual experiences, whether intrinsic to the task or extraneous, will inform training and intervention protocols to improve cognitive performance.

In our first study, we aimed to predict the performance of radiologists when identifying anomalies during a reading session. Radiologists completed the Swedish Occupational Fatigue Inventory (SOFI) before each reading session to provide a baseline cognitive state (Ahsberg, 1997). During the reading session, we gathered speech and gaze data. We discovered the addition of physiological data to the subjective SOFI data improves the prediction of performance. Following this study, we examined multiple physiological modalities to observe changes with increasing intrinsic load. Participants completed working memory (WM) tasks at increasing levels of difficulty. We found that features of speech and EEG highly correlated with increasing load, though gaze and EKG also provided trending features. Additionally, we found that a combination of speech, EEG, and EKG data created the best model to predict performance on WM tasks. Through these studies, we examined the predictive power of physiological data when using baseline techniques to account for extraneous load. In future work, we aim to examine the effect of stressors—like physical fatigue—on physiological data and cognitive performance.

LEC-05C

HOW ARE WE ASSESSING ANGER IN SPORTS? STAXI-2 VERSUS THE PROFILE OF MOOD STATES

*Michelle Bartlett, West Texas A & M University, USA;
Mitch Abrams, Learned Excellence for Athletes, USA;
Gene Farren, West Texas A&M University, USA*

Despite being one of the most frequently experienced emotions in sport, the construct of anger has generally been poorly defined. Anger has many dimensions that should be considered separately and individually, and not all lumped into one solitary construct, as often is in anger assessment (Bartlett & Abrams, 2019; Spielberger & Reheiser, 2010). This study examined what dimensions of anger the not-otherwise-defined “anger” scale of the POMS is measuring, as well as determining what dimensions of anger the other

POMS scales might be capturing. Participants consisted of 88 NCAA Division 1 athletes and 288 NCAA Division 2 athletes (188 females, 193 males, $M = 20.3$ years, age range: 17-28 years) who completed the State Trait Anger Expression Inventory-2 (STAXI-2; Spielberger, 1999) and the EDITS 30-question Profile Of Mood States (EPOMS; EDITS, 1999). Canonical correlation analyses (CCA) were conducted to examine the multivariate shared relationships between six EPOMS factors and the nine STAXI-2 factors. CCAs revealed significant relationships between the POMS and STAXI-2 synthetic variables within four functions. The canonical solution indicated the EPOMS synthetic variable significantly predicted the STAXI-2 synthetic variable. Specifically, EPOMS Anger and Confusion scores were significantly related to STAXI-2 State-Feeling Angry, State-Expressing Verbally, State-Expressing Physically, Trait-Anger Temperament, Trait-Anger Reaction, and Anger Expression Out scores; EPOMS Depression and Tension scores were significantly related to STAXI-2 Anger Expression In scores; EPOMS Vigor scores were significantly negatively related to STAXI-2 Anger Control Out and Anger Control In scores; and EPOMS Fatigue scores were significantly related to STAXI-2 State-Expressing Verbally scores. Captured here may be how anger can affect athletes in other ways - those that Sport Psychology has attended to like depression and tension, while neglecting anger. The implications for validity, and best practices for using these assessments in practice and for intervention planning, will be discussed.

LEC-05D

PATIENT-REPORTED OUTCOME MEASURES (PROMS): USING A CLASSICAL TEST THEORY FRAMEWORK FOR SELECTION, EVALUATION, AND APPLICATION IN RESEARCH, CLINICAL, AND APPLIED PRACTICE SETTINGS

*Madeline Casanova, University of Idaho, USA;
Alexandra Dluzniewski, University of Idaho, USA;
Russell Baker, University of Idaho, USA*

Patient-reported outcome measures (PROMs) are vital tools for researchers, clinicians, and applied practitioners, offering insights into patient/client perspectives. PROMs can capture physiological (e.g., pain, disablement, etc.) and psychosocial (e.g., wellbeing, quality of life, motivation, etc.) variables of interest and are used in research, throughout interventions (e.g., evaluating mental skills training programs, etc.), and in clinical and applied practice (e.g., injury rehabilitation, etc.). Therefore, selecting an appropriate and adequately tested PROM is crucial. To establish measurement properties in an instrument using a classical test theory approach, recommendations include evaluating proposed items and scale structure through exploratory factor analysis in the subgroups of interest (e.g., physically active individuals, tactical populations), confirming the underlying dimensions and scale structure with confirmatory factor analysis (CFA), and assessing measurement invariance and population heterogeneity. A well-established instrument increases generalizability, allowing clinicians and researchers to measure intended constructs effectively and compare differences between groups and over time. Despite these recommendations, inadequately evaluated PROMs are commonly used in research, clinical, and applied practice settings to assess individual and group changes in variables like sport confidence, anxiety, and depression.

This presentation aims to provide researchers, clinicians, and applied practitioners with a classical test theory framework for appropriate PROM selection and examples featuring commonly used PROMs in the field will be provided. Emphasis will be on the critical evaluation of PROMs using recommended guidelines to establish measurement properties. This ensures reliable and accurate results; thus, researchers, clinicians, and applied practitioners will know that observed scores captured by PROMs are valid and not due to measurement error.

LEC-06: Elite/Pro Sport

LEC-06A

GOLF PRE- AND POST-SHOT ROUTINES: IMPLEMENTING A THREE-STEP FRAMEWORK

Noah Sachs, Noah Sachs Performance, USA

This lecture delves into the adaptation of the “16 Second Cure”, originally utilized in tennis, to construct a three-step framework for golfers’ pre- and post-shot routines (Moore, 1990). The lecture underscores the significance of this framework in managing golfers’ emotional, cognitive, and physiological arousal during crucial transitions in play.

In competitive golf, the transition phases between shots, which make up a significant 73% of competition time, are critical for performance (Davies, Collins, & Cruickshank, 2017). Effective management of the golfer’s psychophysiological state during these intervals is essential, as it facilitates recovery from prior shots and preparation for subsequent ones (Thomas, 2010). This time frame also provides a vital opportunity for golfers to regulate their emotional, cognitive, and physiological arousal, thereby enhancing their overall performance on the course (Cotterill, 2007).

Central to the lecture is a comprehensive breakdown of the three-step framework, with each step meticulously explained in terms of its importance, application, and timing. The discussion extends to practical strategies for instructing golfers in both individual and group formats, spread over a series of sessions. Moreover, the lecture will delve into common pitfalls and challenges golfers face while integrating these routines, offering solutions to optimize their effectiveness. Additionally, we will explore how this framework can be adapted and applied to other sports, broadening its utility and impact. This lecture not only provides critical insights into the mental aspects of golf but also offers practical strategies for practitioners to elevate their golfers’ performance under pressure.

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LEC-06B

EXPLORING PROFESSIONAL FEMALE ICE HOCKEY PLAYERS’ PERCEPTIONS OF BEING DUAL CAREER ATHLETES

Christiana R. Colizza, McGill University, Canada;
Gordon A. Bloom, McGill University, Canada;
Todd M. Loughhead, University of Windsor, Canada

The sport of women’s ice hockey has experienced a notable global surge in participation over the last four decades (Edwards & Stevens, 2019; International Ice Hockey Federation, 2018). Despite this growth, the absence of a sustainable professional women’s ice hockey league has forced many players to balance elite sport with full-time employment (Szto et al., 2021). The purpose of this study was to examine the challenges faced by North American female ice hockey players who were also full-time employees in a non-sport job at the time of their interview. Utilizing semi-structured interviews with ten professional female ice hockey players, a reflexive thematic analysis revealed that these players dealt with considerable stress in both careers as they sought to balance their dual roles. Internal stressors were rooted in high personal expectations and the self-imposed obligation to excel in both their sport and professional careers. External stressors included a range of organizational challenges and societal pressures that further complicated their daily lives. The findings also highlighted the mitigating role of social support networks, that included coaches, employers, teammates, family, and friends. Each supporter played a unique role in enabling these athletes to navigate their complex schedules and emotional landscapes. This multi-dimensional support not only alleviates stress but fosters an environment where athletes can flourish both professionally and athletically (Lopez-Flores et al., 2021). The findings emphasize the intricate interplay of internal and external stressors, while highlighting the pivotal role of diverse social support networks in fostering an environment conducive to the holistic development and success of these athletes in both their professional and athletic pursuits.

LEC-06C

FOOTBALL STORIES AND COACHING FUTURES: TWO BLACK FORMER NFL PLAYERS PERSONALIZED GOALS

Jason Jones, Winston-Salem State University, USA;
Scott Brooks, Arizona State University, USA;
Cedric Spain, Morehouse College, USA

This study explored the lives of two Black former National Football League (NFL) players who are current coaches to understand their goals in contemporary society. By exploring an individual’s internalized and evolving life story, one can gather an understanding of identity in the modern world. However, personality psychologists McAdams (2001), Singer and Salovey (1991), and Emmons (2005) theorize that stories speak to contemporary goals as they reflect motivational, social-cognitive, and developmental characteristics contextualized in time, place, and role. More specifically, one can understand specific patterns of behavior, known as characteristic adaptations, that are situational to the acting portion of the life span (Costa & McCrae, 1994).

By exploring the personalized goals of two Black former NFL players and current coaches, this research extends the understanding of the social ecology of everyday life that impacts their well-being and mental health, along with their families (Cottler et al., 2011; Didehbani et al., 2013; McGraw et al., 2018, 2019; Stamm et al., 2015; Weir et al., 2009). Further, the explored elements of their life stories provide insight into the complex psychological, social, and financial adjustments many former athletes face. To do this, a psychobiography was conducted by combining personalized goal measures with traditional narrative techniques to understand these psychological structures further and elaborate on existing theories. After completing the measures and a semi-structured life story interview, it was found that 1) their goals aligned with their journey in football, but now as coaches, 2) key events gave context as to how they intended to strive for these goals, and 3) these events were focused on the importance of football; but reflected additional significant aspects of their lives in the modern world. Findings hold theoretical and practical utility for goal-framing strategies in professional sports for coaches and athletes transitioning into retirement.

LEC-06D

DISRUPTING THE NORM: INVESTIGATING THE USE OF PLANNED DISRUPTIONS AMONG ELITE OLYMPIC WEIGHTLIFTING COACHES

Kelsey Kinnamon, Florida State University, USA;
William Bean, Florida State University, USA

Planned disruptions offer a structured way of exposing athletes to increased and/or changing demands in training to enhance resilience in competition. Previous studies have identified that elite coaches use several types of planned disruptions for various outcomes (e.g., Kegelaers et al., 2020). Although there is growing support for the use of planned disruptions (Kegelaers et al., 2021; Sarkar & Fletcher, 2017), little is known regarding how coaches can adapt this practice based on their athletes' unique needs and environments. To extend the literature on planned disruption use among elite coaches, the present study aimed at exploring planned disruption use among elite coaches in Olympic weightlifting. Olympic weightlifting provides a highly competitive, individual sport environment with unique contextual demands for examining the implementation of planned disruptions in training. Thematic analysis (Braun et al., 2016) was used to analyze semi-structured interviews with eight national/international level USA Weightlifting coaches (*Age* = 37.3, *SD* = 7.4; 6 male, 2 female). Results indicated that coaches use a combination of four types of planned disruptions (i.e., competition simulation, manipulation of training protocol, distraction, modification of training environment). These planned disruptions were used to familiarize athletes with pressure, facilitate the development of coping skills, and strengthen coach-athlete relationships. Conflicting beliefs were expressed by coaches regarding when in the training cycle the use of planned disruptions was most appropriate. Moreover, coaches also expressed how they individualize planned disruptions based on athlete needs. The findings in the present study can inform future research examining the use of planned disruptions in individual sports, as well as guide coaches and consultants using planned disruptions to better prepare their athletes mentally for competition.

LEC-07: Novel/Unique Approaches

LEC-07A

THE IMPROV SELF-EFFICACY AND SKILLS PROGRAMME (ISESP): A NOVEL TREATMENT TO REDUCE PUBLIC SPEAKING ANXIETY

Alexander McWilliam, Bangor University, UK

Public speaking anxiety is commonplace both in occupational and educational settings. Although numerous treatments are available to treat anxiety (e.g., exposure therapy, cognitive modification), the problem persists, particularly in university environments. One particular treatment that may reduce public speaking anxiety is via actor and improvisation theatre training. Actor and improvisation training involves the development of verbal and non-verbal communication skills, along with the regular exposure to social performance situations in a graded format. Previous research has demonstrated its potential to reduce the negative impact of anxiety on individual and performance outcomes. Therefore, the purpose of the present study was to determine the effectiveness of the Improv Self-Efficacy and Skills Program (ISESP), an innovative intervention rooted in the principles of acting and improvisational theatre training upon public speaking anxiety in a sample of university students. The experimental group (*n* = 11) received six, 2-hour workshops, conducted bi-weekly over three weeks. Each workshop began with a warm-up before working through a series of solo, pair, and group acting and improvisation exercises. Exercises aimed to not only develop the skills necessary for effective public speaking (e.g., vocal, physical, storytelling, and adaptability), but also the reduction that influential threatening stimuli have on the individual. After the 6-month follow-up, the wait-list control group (*n* = 11) were offered a 3-day condensed version of the programme (3 hours). The results indicated that participation in the 12-hour ISESP leads to statistically significant reductions in public speaking anxiety, discomfort, public speaking threats along with increases in self-efficacy and speech duration. Results were maintained at 6-month follow-up. The present research contributes to a growing body of evidence suggesting that actor and improvisation theatre training can be used as an efficacious and cost-effective methodology for the reduction of public speaking anxiety and increase of public speaking self-efficacy.

LEC-07B

EDUCATIONAL SELF-TALK INTERVENTION IN GAME-BOARD FORMAT: IMPLICATIONS FOR PARTICIPANT ENJOYMENT AND TRANSFERENCE OF CONTROL

Alexander Latinjak, University of Suffolk, UK;
Vassilis Mathas, University of Thessaly, Greece

Goal-Directed Self-Talk (GDST) serves as a pivotal tool for athletes, operating as an internal coach or psychologist to regulate emotions and behaviours before, during, and after sports activities. However, the effectiveness of GDST varies, with its potential to sometimes undermine performance due to its inconsistent and at times counterproductive nature.

Addressing these challenges, the Educational Self-Talk Intervention (ESTI), as introduced by Latinjak et al. (2016) through a single-case analysis of an elite male orienteer, and further explored in subsequent studies including an online text-messenger service intervention for four female athletes (Latinjak et al., 2019), aims to refine the use of GDST. This study delved into a novel approach to ESTI, employing a board game format to enhance engagement and learning outcomes. Targeting a diverse participant pool, including an elite male tennis player, a recreational female triathlete, a male football referee, and a male tennis coach, the study investigated the reception of the board game version of ESTI and its impact on the dynamic interaction between practitioner and participant over the sessions. Participants underwent a minimum of three to four ESTI sessions, followed by post-intervention interviews. Findings reveal a positive reception towards the board game format, highlighting its role in enhancing engagement, enjoyment, and motivation, akin to the incentives of winning a game. This format not only made the intervention more relatable but also facilitated a learning process that empowered participants to gradually assume greater autonomy and control over their self-talk practices. This study underscored the transformative potential of gamifying sport psychology interventions like ESTI, suggesting that such innovative approaches can significantly motivate and engage a wide array of clients. Furthermore, it illustrated the importance of repetitive practice in facilitating autonomy and self-regulation, offering valuable insights for further applied research in sport psychology.

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LEC-07C

A TECHNOLOGY-ASSISTED MSPE INTERVENTION WITH WOMEN'S COLLEGIATE VOLLEYBALL

Jackson Whitlow, California State University, Chico, USA;
Aubrey Newland, CSU Chico, USA

Collegiate athletes must perform by shifting their attention to what is relevant, make quick decisions, regulate their emotions, and overcome adversity. Mindfulness-based interventions (MBI) have been effective in enhancing athletes' performance and overall well-being (Kaufman et al., 2018), reducing stress (Pineau et al., 2019), improving concentration (Vidic et al., 2017), and enhancing emotion regulation (Worthen & Luiselli, 2016). However, Kaufman et al. (2018) noted a need for better assessment methods of best practices for MBIs to increase adherence and competence of mindfulness practices. The MUSE Headband is a portable neurofeedback device used to measure brain signals and offer instant feedback during meditation sessions. The

current study examined the effectiveness of a technology-assisted and modified Mindfulness for Sport Performance Enhancement (MSPE; Kaufman et al., 2018) program on collegiate athletes' concentration, sports anxiety, mindfulness, emotion regulation, and self-compassion. Seventeen female collegiate student-athletes participated in the experimental pre- and post-test design, where mindfulness was taught using the MSPE protocol. Participants also used the MUSE headband during and between-sessions for meditation practice. Data for mindfulness, self-compassion, anxiety, and emotion regulation was collected via online questionnaires. Two sustained attention and response tests (SART) were employed to measure concentration; one was online, and the other was a novel volleyball SART test. Mindfulness sessions are currently in progress. Preliminary data from the pre-test indicate relationships between MUSE headband statistics and self-compassion, mindfulness, and emotion regulation. For the online SART, the percentage of correct No-Go responses was inversely related to time spent in the "calm" brain activity category. Also, the longer the reaction time, the less time was spent in the "calm" brain category. Full results between pre- and post-test data will be discussed to compare the effect of the MSPE program on MUSE data, SART data, mindfulness, self-compassion, anxiety, and emotion regulation.

LEC-07D

VIRTUAL REALITY FOR MENTAL PREPAREDNESS IN ATHLETES: HARNESSING IMMERSIVE TECHNOLOGY FOR PEAK PERFORMANCE

Jordan Schools, LeTourneau University, USA

The topic of Virtual Reality (VR) has continued to grow within the sport and exercise psychology research domain (Bird, 2020; Neumann et al., 2018). VR provides an immersive training experience that allows for mental rehearsal and preparedness and helps to prime the athlete for sport movement (Bedir & Erhan, 2021; Farley et al., 2020; Faure et al., 2020). While VR technology is still relatively new within the applied sport psychology field, it is clear that VR can be utilized by practitioners as a powerful tool. Specifically, games within the VR headset can lead to higher levels of motivation, better preparedness, and injury rehabilitation (Chen, 2021; Harrison et al., 2021; Roche et al., 2019). VR offers a unique platform for athletes to simulate high-pressure scenarios, visualize success, and cultivate resilience in a controlled yet immersive environment. Through a combination of interactive simulations, biofeedback mechanisms, and guided visualization techniques, VR enables athletes to confront challenges head-on, fostering a mindset of adaptability and confidence. Moreover, the versatility of VR allows for tailored experiences catering to individual athlete needs, from enhancing pre-game rituals to facilitating recovery and rehabilitation (Gumaa & Rehan Youssef, 2019). This presentation will highlight the benefits for utilizing VR as a part of pregame rituals and the ways that VR can complement and enhance psychological skills training for athletes. In addition, the use of VR within one collegiate baseball team will be explained and an analysis of the results will be provided. Finally, a practical guide to implementing a consistent VR training routine will be covered along with practical insights into the scalability and accessibility of a VR training program.

LEC-07E

THE IMPACT OF BIOSOUND® TECHNOLOGY ON MENTAL RECOVERY IN STUDENT-ATHLETES AND RESERVE OFFICERS' TRAINING CORPS (ROTC)

Kayla Myers, Ball State University, USA; Jean-Charles Lebeau, Ball State University, USA; Lindsey Blom, Ball State University, USA

College student-athletes and Reserve Officers' Training Corps (ROTC) tactical athletes are expected to perform at optimal levels of physical and mental performance, while simultaneously balancing academic and social demands. Consequently, these populations experience high physical and mental strain resulting in fatigue, overtraining, burnout, and injury (Balk et al., 2021). Physical recovery has been investigated to address these issues (Campbell et al., 2018); however, mental recovery has been sparingly researched among these populations. Biosound® is an emerging technology that could facilitate mental recovery by integrating heart rate variability biofeedback, music therapy, vibroacoustic massage, imagery, and meditation into a single session (Biosound® Healing Therapy, 2022). Previous research has shown that Biosound® technology reduces stress, racing thoughts, depressed feelings, anxiety, muscle tension, body aches, and headaches in substance misuse patients (Secor et al., 2017). Biosound® has yet to be studied among student-athletes and ROTC populations. Therefore, the current study serves as the first to investigate the impact of a 4-week (1 session a week) Biosound® intervention on mental recovery, burnout, stress perception, sleep quality, and cardiac coherence among student-athlete and ROTC populations. Twenty-seven participants were randomly assigned to a control group or the Biosound® intervention group and completed pre-and post-questionnaires measuring recovery, burnout, perceived stress, sleep quality, and cardiac coherence. Results revealed significant improvements in cardiac coherence ($p = .010$) among the intervention group compared to the control group, and a time effect demonstrating increased general recovery ($p = .049$). This mixed methods study utilized a structured interview to explore the experiences of the intervention group, which exhibited themes of increased positive thoughts, relaxation, mindfulness, utilization of breathing exercises, as well as improved sleep and stress reduction. These findings may guide athletes, coaches, ROTC programs, and mental performance consultants regarding evidenced-based strategies to promote mental recovery and reduce negative outcomes of chronic stress.

LEC-08: Injury & Transitions

LEC-08A

SHOULD SPORT PSYCHOLOGY PROFESSIONALS CARE ABOUT HIDDEN DISABILITIES AND CONDITIONS?

Christopher Stanley, University of Western States, USA

It is critically important for Sport Psychology Professionals (SPPs) to be equipped to identify and support athletes with hidden disabilities (i.e., specific learning disabilities, ADHD, Autism Spectrum Disorder) and conditions (e.g., sensory processing difficulties, visual and auditory impairments) in applied work (e.g., Braun & Braun, 2015). To enhance

understanding of neurodiversity and facilitate helping relationships with athletes with hidden disabilities or conditions (HDCs), the SPP may make considerations regarding their general approach, intake, and case conceptualizations. Interventions and recommendations (e.g., coaches, families) may be designed and modified to suit the athlete's specific needs. Additionally, practitioners may triangulate and communicate with key personnel to ensure broader social, educational, medical, and psychological supports are available. In this lecture, attendees will be introduced to the prevalence of HDCs and impact upon participation and performance as well as examine relevant intake and intervention techniques and considerations (e.g., ecomaps, action plans). With additional implications for identifying and advocating for these athletes' needs, and making recommendations for friendly and inclusive environments, SPP efforts for athletes with HDCs also have social justice implications.

LEC-08B

AN EXAMINATION OF THE MENTAL HEALTH SYMPTOMS OF FORMER ADOLESCENT ATHLETES WHO EXPERIENCED EITHER FORCED OR EXPECTED ATHLETIC RETIREMENT

Lindsay Ahmann, Ski & Snowboard Club Vail, USA;
Jessyca Arthur-Cameselle, Arthur-Cameselle Psychology
and Consulting; Western Washington University, USA;
Linda Keeleer, Western Washington University, USA;
Hillary Robey, Western Washington University, USA

Forced athletic retirement has been associated with negative mental health within intercollegiate and elite athlete populations (Blakelock et al., 2016; Wippert & Wippert, 2010), yet less is known about retired adolescent athletes. Given evidence of psychological and social benefits of participation in high school sports (Eime et al., 2013), forced retirement at this level (e.g., injury, deselection, or COVID-19 pandemic) may be correlated with poor mental health. Thus, the purpose of this study was to assess current levels of negative mental health symptoms and flourishing in former adolescent (non-elite) athletes to determine if there were any group differences based on retirement reason or gender. Using random stratified sampling, 347 former adolescent athletes ($M = 19.94$ years old; $M = 14$ months since retirement) were recruited from across the United States. Of the sample, 43% retired for forced reasons and 57% expected retirement (i.e., graduation). Participants completed anonymous online measures of psychological distress, anxiety, depression, and flourishing. MANOVAs revealed higher negative mental health (generalized anxiety, depression) scores among participants who were forced to retire compared to those who expected retirement ($p < .001$, partial eta squared = .04). An independent samples t-test revealed that individuals who expected retirement reported higher levels of flourishing ($p = .001$, $d = 0.35$) than those forced to retire; albeit a small effect size. Two additional MANOVAs indicated no differences in mental health based on specific reason for forced retirement, but small gender differences existed in social dysfunction and anxiety/depression ($p = .006$, partial eta squared = .03). Discussion is framed via attribution theory (Weiner, 1972) and sport retirement theories (e.g., Taylor & Ogilvie, 1994). Given that forced retirement is associated with lower flourishing and higher negative mental health symptoms in former adolescent athletes, career planning and clinical support services may benefit this population.

LEC-08C

ATHLETES' TRANSITION TO LIFE AFTER SPORTS (ATLAS): A PILOT STUDY

*Jordyn King, Northern Illinois University, USA;
Shaine Henert, Northern Illinois University, USA*

Retirement out of competitive college sport is challenging for student athletes, especially for those who are unprepared for this transition. Research shows that career transition interventions – i.e., workshops or online courses focused on career exploration, career self-efficacy, and life coaching, help prepare student athletes by leveraging their experiences and expanding their personal identity. The current pilot study extends previous research and addresses previous methodological issues with program compliance and outcome assessment measures by assessing the impact of an 8-week career preparedness college credit course on student athlete's athletic identity and career self-efficacy. ATLAS is a theoretically grounded, evidenced-based course that helps participants capitalize on personal assets developed during their sport participation and expand their personal identity beyond sport participation. Pre-/post-test comparisons between Athletic Identity Measurement Scale (AIMS), Career Decision Self-Efficacy Scale – Short Form (CDSE-SF), and interview responses for seven female college student athletes will determine the effectiveness of the course. Baseline data reveal moderate-to-high AIMS scores for Total - $M = 36.14$, $SD = 3.39$ (range = 7-49) and the Social subscale - $M = 19.29$, $SD = 1.60$ (range = 3-21) and mid-to-low CDSE-SF scores for Total - $M = 3.95$ (55th percentile), $SD = .70$, Planning - $M = 3.89$ (55th percentile), $SD = .76$, Goal Selection - $M = 3.77$ (50th percentile), $SD = .92$, Self-Appraisal - $M = 3.89$ (40th percentile), $SD = .86$, and Occupational Information - $M = 3.86$ (35th percentile), $SD = .59$. Baseline interview responses revealed that participants expressed concern and uncertainty regarding this transitional period and its effect on their personal identity. Course module feedback shows that participants value the program content and are using it to develop specific action plans to help them with this transitional period. Complete pre-/post-test analyses, as well as implications and recommendations, will be shared during the presentation.

LEC-08D

US DIVISION 1 COLLEGE ATHLETES' VIEWS ON PRIMARY AND SECONDARY SUPPORT DURING INJURY REHABILITATION

*Lindsey Leatherman, West Virginia University, USA;
Sam Zizzi, West Virginia University, USA*

Sport injuries continue to disrupt student-athletes' careers with over 200,000 injuries estimated to be reported each year in college sport (Kerr et al., 2015). In recent years, researchers have emphasized the importance of an interprofessional approach to rehabilitation to help athletes manage adverse psychological and emotional reactions to injury (Clement & Arvinen-Barrow, 2021; Gervis et al., 2020). Using a cross-sectional, descriptive design the current study presents 247 NCAA Division I collegiate athletes' experiences of receiving interprofessional care during injury rehabilitation, which is the first study of its kind to explore college athlete perspectives on

this topic. A secondary purpose of the study was to explore perceptions of, and access to, sport psychology professionals during rehabilitation. Participants were asked to complete a multidisciplinary team categorization tool (e.g., primary vs. secondary), a social support scale, open-ended questions, injury details, and demographic variables. After three months of email and in-person recruitment, 247 Division I student-athletes across 16 NCAA conferences participated in the study. Athletes placed athletic trainers, athletic coaches, and strength and conditioning coaches most commonly on the primary rehabilitation team. Additionally, athletic coaches, strength and conditioning coaches, and physicians were most frequently identified as secondary rehabilitation team members. Sport psychology professionals (e.g. sport psychologists or sport psychology consultants) were assigned to the primary support team 21 times and to the secondary support team 50 times by participants. Those athletes who indicated they worked with a sport psychology professional reported themes indicating helpful services, safe spaces, learning of coping skills, and limited access. Comparing the current data patterns to the conceptual model offered by Clement & Arvinen-Barrow (2021), Division I student-athletes perceive a different categorization of individuals on the primary and secondary rehabilitation teams. Further previous study comparison found high school athletes to more commonly place parents on their primary support team.

LEC-08E

MENTAL TRAINING INTERVENTION FOR ATHLETES WITH EXERCISE-INDUCED LARYNGEAL OBSTRUCTION (EILO) AKA VOCAL CORD DYSFUNCTION (VCD): A TEAM APPROACH

Erika Westhoff, EW Performance, USA

Exercise-induced Laryngeal Obstruction (EILO) aka Vocal Cord Dysfunction (VCD) is a leading cause of exercise-induced dyspnea (shortness of breath) across a large spectrum of athletes. (Olin & Westhoff, 2018). EILO is characterized by the abnormal closing of the vocal folds over the trachea during high-intensity exercise. In athletes, this makes them feel like they cannot get enough air, triggering an intense stress response. The prevalence rates of EILO in adolescent populations range from 5% to 8%. (Errson, & Malinovsky, 2020). In some groups, this increases to more than 20% of individuals, where exercise is a key part of their daily life, such as elite athletes and combat soldiers. (Neilsen & Hull et al, 2013; Irewall, Backlund & Nordang et al, 2021). Typically, symptoms of EILO develop when breathing requirements for the athletes are working near the peak of their exercise intensity. (Welsh, 2021) Many publications have emphasized a psychological component of EILO (Patterson & Schatz, 1974). The most notable psychological component that may be associated with EILO is a 'high achiever' type of personality. (McFadden & Zawadski 1996). Mental Skills Training is ideally positioned to help athletes navigate the psychological components of high-stress situations that may trigger EILO. Attendees will learn a mental skills training model to manage the stress response and improve locus of control over EILO symptoms. Additionally, successful outcomes for athletes with EILO is a team endeavor, and attendees will learn how to build a specialized team of physicians and speech-language professionals to guide the athlete's journey back to competitive sport.

LEC-09: Youth Sport 2

LEC-09A

DEVELOPMENT OF A YOUTH ATHLETE APPLIED ASSESSMENT TOOL: THE DOMAINS OF PERFORMANCE FUNCTIONING

*Miles Cassidy-Rice, AECC University College, UK;
Matthew Condie, University of Western States, USA*

Sport and performance psychology (SPP) practitioners are encouraged to take a scientist-practitioner approach in research and applied practice (Schinke et al., 2024). Assessment and formulation are vital components to delivering an effective intervention plan. Collecting, synthesizing, and interpreting data using frameworks guides practitioners in conceptualizing the athlete's performance environment (Harris et al., 2013). Despite the unique context of youth sports, youth athletes are underserved in the assessment frameworks practitioners can utilize (Henricksen et al., 2019). As such, an improper approach to youth athlete assessment can negatively impact the effectiveness of sport and performance psychology interventions and youth athletes' perceptions of sport psychology and help-seeking.

This lecture will share the theoretical development and applied utility of a holistic model, the Domains of Performance Functioning (DoPF) to assess the performance needs of youth athletes. The lecture will provide a brief and succinct overview of the previous literature synthesised to produce the Domains of Performance Functioning (DoPF) model, which aims to provide directions for assessing athletes' strengths and areas for future focus across eight domains. Using an approach comparable to performance profiling, the DoPF is guided through the data collection and the completion of a SWOT analysis for each domain (Butler & Hardy, 1992; Puyt et al., 2023). Strengths and limitations of the approach are discussed, and opportunities for further research are presented to support the model's validity, utility, and integrity.

LEC-09B

BEFORE THE BELL RINGS: A CALL TO INCREASE ACCESS TO BEFORE-SCHOOL FREE SPORT PROGRAMMING FOR ALL CHILDREN

*Laura Hayden, University of Massachusetts Boston, USA;
Rachel Shinnick, University of Massachusetts Boston, USA;
Sophia Pellegrom, University of Massachusetts Boston, USA;
Berson Eliancy, Boston University, USA;
Joseph Cooper, University of Massachusetts Boston, USA;
Chris Denning, University of Massachusetts Boston, USA*

Sport participation, when crafted intentionally, can provide opportunities for young people to develop and transfer life skills from the field to the classroom (Martin et al., 2022). Notably, with deliberate programming and the presence of caring adults, sport participation can lead to increased academic achievement, increased self-esteem, and the development and transfer of life skills (e.g., Jones et al., 2017).

While interscholastic sport opportunities exist at the secondary school level, and youth sport opportunities exist for families

able to afford private clubs, organizations, and teams, a dearth of affordable sport-based opportunities exist for elementary and middle school-aged children. While out-of-school time (OST) programs provide children with organized activities that provide opportunities for character and personal development (e.g., develop confidence, establish trusting relationships with adults), children from minority, rural, and/or underserved communities have less access to positive OST activities (Susanara, 2019). Notably, Xu and colleagues (2017) found that when young children engage in before-school sport-based programming, they were found to have stronger math scores, greater confidence in their academic ability, and were more prepared to learn than children not engaging in a before-school sport-based program, demonstrating how an increase in physical activity during the morning has positive benefits for students throughout the day.

While there are documented benefits to engaging in before school sport-based programs, families from underserved communities may face myriad sociocultural and environmental barriers to participating in these programs or accessing sport opportunities (Martins et al., 2021). In this lecture, we outline the benefits of before-school sport-based programs on life skill development for young children and the barriers to building these programs in underserved communities. We call for - and outline - creative and persistent efforts to remove these barriers so all young people can access before-school sport-based programs.

LEC-09C

RELIABILITY AND VALIDITY EVIDENCE FOR THE YOUTH INTERPERSONAL BEHAVIORS QUESTIONNAIRE IN SPORT (Y-IBQ)

*Meredith Wekesser, University of Illinois at Chicago, USA;
Karl Erickson, York University, Canada;
Jody Langdon, Georgia Southern University, USA;
Kimberly Kelly, Michigan State University, USA;
Andre Bateman, University of the West Indies, Mona, Jamaica;
Nicholas Myers, Michigan State University, USA*

Basic psychological needs theory (Ryan & Deci, 2000) has been applied extensively to the youth sport context to examine the satisfaction and frustration of athletes' three innate psychological needs (i.e., autonomy, competence, relatedness). Youth sport coaches have been shown to influence the satisfaction or frustration of athletes' basic psychological needs, and ultimately, motivation in sport (Curran et al., 2016). The Interpersonal Behaviors Questionnaire in Sport (IBQ; Rocchi et al., 2017) is a survey instrument that examines athlete perceptions of coach interpersonal behaviors that support or frustrate their basic psychological needs. While reliability and validity evidence for the IBQ have been established in adult populations, Wekesser et al. (2021) noted potential problems with the IBQ for youths. Thus, the purpose of this study was to examine the psychometric properties of a newly developed, youth-friendly version of the IBQ, the Youth Interpersonal Behaviors Questionnaire (Y-IBQ). Participants included 330 youth athletes ($M_{age} = 11.95 \pm 1.56$) spanning 13 sports. Results of exploratory structural equation modeling indicated that the null hypothesis for exact fit was rejected $\chi^2(147) = 194.48, p = .005$, but there was evidence for good model-data fit overall (RMSEA [CI90%] = .031 [.018, .043], CFI = .991, TLI = .983). This demonstrates that the Y-IBQ has a strong factor structure. Additionally, latent construct reliability was good

across all factors ($H = .87$ to $.92$). This study provides support for the Y-IBQ to measure youth athlete perceptions of coach interpersonal behaviors in sport. This age-appropriate Y-IBQ instrument will allow researchers and applied practitioners to better study and understand youth athletes' perceptions of coaching behaviors and how they may contribute to athlete outcomes in sport.

LEC-09D

MENTORS' CULTURAL IDENTITIES AND THEIR PERSPECTIVES ON PARTICIPATING IN A POSITIVE YOUTH DEVELOPMENT PROGRAM

Randi Gray, University of Kansas, USA;
Mary Fry, University of Kansas, USA;
Erin Murray, University of Kansas, USA

Limited research has examined mentors' perceptions of their experiences in positive youth development programs (Anderson & DuBois, 2022). Narrative inquiry provides an effective method of telling individuals' stories. The purpose of this study was to use narrative inquiry and photo-elicitation to tell the story of four mentors who experienced the positive youth development/physical activity program called Strong Girls differently due to 1) the identities that they hold; and 2) how their participation in the program has influenced the way they view these identities. Strong Girls pairs college female students as mentors with female middle school students. The two-hour weekly program takes place on a college campus and is built around creating a caring and task-involving (CTI) climate that includes emphasizing effort and improvement, considering mistakes as opportunities for learning, and treating all with kindness and respect. Mentors participated in end-of-semester focus groups (45-60 minutes) to share their perceptions of their experiences. Focus groups were led by a 2-person research team, and Otter.ai was used to qualitatively analyze the responses. A feminist perspective was employed to identify primary themes around the mentors' identities and the impact of the program. The stories of four mentors who varied in their race/ethnicity (Black/African American, International, white), disability status, and athletic and educational backgrounds will be presented. The mentors described how their identities both complimented and aligned with their participation in the Strong Girls program, and they attributed the welcoming and inclusive aspects of the CTI climate as critical to their assimilation into the program. The combination of narrative inquiry and photo elicitation is a unique research approach that may facilitate examining mentors' experiences in positive youth development programs.

LEC-10: Non-Sport Populations

LEC-10A

PUBLIC SPEAKING ANXIETY - A SYSTEMATIC REVIEW AND META-ANALYSIS

Alexander McWilliam, Bangor University, UK

Public speaking can be a fear-inducing and anxiety-provoking experience for individuals, potentially resulting in poor

performance and missed educational, social, and professional opportunities. To provide applied practitioners with effective methodologies for the reduction of public speaking anxiety (PSA), this paper aimed to systematically review and meta-analyse theoretically driven interventions related to reducing PSA. Following the preferred reporting items for systematic reviews and meta-analyses (PRISMA) guidelines, a systematic review and meta-analysis examined articles from 1st January 2000 to 1st June 2023. Of the 1,293 articles identified, 26 studies with 2,253 participants met the inclusion criteria. Research was of a moderate to high methodological standard. Interventions varied in type (e.g., exposure-based, cognitive-based), duration (30 seconds to 45 hours), and focus (e.g., symptom vs. source). The overall effect of psychological interventions for PSA across 42 interventions was $g = 1.17$ (95% CI = 0.88-1.45), with high heterogeneity. While this review provides support for the efficacy of psychological interventions in reducing anxiety related to public speaking, rigorous research is warranted to examine long-term efficacy, real-world implications, sources of fear/anxiety, self-efficacy development, and individual differences in treatment assignment.

LEC-10B

EVERYTHING MATTERS – FROM THE PAST, THROUGH PRESENT, TO THE FUTURE. BALANCED TIME PERSPECTIVE (BTP) AS A ROBUST FRAMEWORK FOR SPORT PSYCHOLOGY AND PERFORMANCE ENHANCEMENT INTERVENTIONS

Tomasz Kurach, University of Warsaw, Foundation of Positive Sport, Poland;
Maciej Stolarski, University of Warsaw, Poland

Performing mental time travels (thinking about the past, the present and the future) seems to be a unique characteristic of the human beings (Suddendorf & Corballis, 2007). Although its specific effect on the sport participation is still under investigation, we already know much about temporal balance (BTP) and its effect on sport performance (Stolarski et al., 2019).

Our aim is to provide the audience with practical knowledge about time perspectives (TP, i.e., the tendency to focus on the past, the present, and the future) and its utility in consultation in the sport context. TP and BTP (balanced time perspective) theory (Zimbardo and Boyd, 1999) and the conceptual model of TP in sport (Stolarski et al., 2019) were selected as a theoretical framework for the Presentation.

Self-awareness (self-knowledge) is an essential part of the optimal preparation in sport (Taylor, 2018). Being a successful athlete requires not only effective operating in the "here-and-now" but also making use of one's past experiences and being able to wisely plan for the future and formulate effective goals. TP theory endorses striving for temporal balance – meaning focusing not on one time perspective exclusively (i.e. the past, OR the present OR the future) but to switch effectively between particular time horizons which allows for effective adaptation to changing situational demands (see Stolarski, Fioulaine & Zimbardo, 2018).

During the lecture various methods and techniques fostering temporal balance will be presented – for example, 'The Five-Step Career Planning Strategy' (Stambulova, 2010) and monitoring via 'checklist preparation' will be highlighted. What

is more, the audience members will be encouraged to explore and develop their own ideas regarding temporal balance implementation.

LEC-10C

PLAYING ON: EXPLORING THE MENTAL STRESSORS, RESPONSES, AND COPING STRATEGIES OF ELITE PIANISTS

Alena Miskinis, Ball State University, USA

Resilience among elite athletes has been extensively explored (e.g., Sarkar & Fletcher, 2014; Gupta & McCarthy, 2022); however, little is understood around the strategies musicians use to cope with their demanding lifestyle (Kegelaers, 2020). Particularly, pianists tend to experience the most stress but use the fewest coping strategies (Panebianco-Warrens et al., 2015). To examine the coping strategies of elite pianists, this exploratory study collected 912 quotes from interviews of 306 elite pianists with worldwide acclaim (216 men and 90 women; ages 17-107; spanning 54 countries) including Yuja Wang and Arthur Rubinstein. Interviews ranged from 1952 to 2023 and were taken from books, online blogs, and radio and television programs. Using a stress-response model (Selye, 1956) and inductive approach, all quotes relating to mental performance were extracted and broken down based on stressor, response, and coping strategy, from which numerous main and subcategories emerged. Results suggest that stressors among elite pianists most often came from the performance setting (e.g., focus, play well; 45.2%), general career demands (e.g., loneliness, comparison; 26.0%), and the practice setting (e.g., mental energy, memorization; 17.8%). Secondly, the most common stress responses manifested as pressure (e.g., anxiety, stress; 26.0%), negative affect (e.g., frustration, dissatisfaction; 14.9%), and overcompensation (e.g., mindless practice, single identity; 10.1%). Thirdly, pianists demonstrated numerous strategies to manage stress including reframing mindsets (e.g., gratitude, excitement; 43.8%), prioritizing wellbeing (e.g., exercise, taking breaks; 14.9%), and developing intrinsic motivation (e.g., creativity, purpose; 9.1%). Notably, while some pianists had a positive response to their stressors (7.7%), others simply tolerated the stressor (10.1%), expressing, “there’s nothing you can do about it.” These results illustrate the scope of mental skills that elite pianists use to develop resilience amidst the demands of their profession. Ultimately, these results can inform both applied work and future research around mental preparation away from the piano.

LEC-10D

THE PERCEPTIONS OF MENTAL PERFORMANCE CONSULTANTS BY VOCATIONAL BALLET DANCERS: A CROSS-CULTURAL COMPARISON STUDY

*So Hui Lee, University of Edinburgh, UK;
Seong Kwan Cho, Texas A&M International University, USA;
Hun-Hyuk Choi, Kangwon National University, Republic of Korea;
Yong-jin Yoon, Yonsei University Republic of Korea*

The purpose of this study is to compare the perceptions of Mental Performance Consultants (MPCs) among vocational ballet dancers in South Korea and the United States. Previous research highlights the mental challenges experienced by dancers, including perfectionism and burnout (Cumming & Duba, 2012; Sanna et al., 2017), performance anxiety (Clegg & Clements, 2022), and eating disorders and injuries (Becky et al., 1996; Thomas et al., 2011; Toro et al., 2009). Despite these challenges, seeking help is hindered by stigma, particularly in Eastern cultures (Krendl & Pescosolido, 2020). While MPCs can address many concerns in dancers, they must refer clients at risk of serious mental illness to specialists if MPCs do not have expertise on the issues. This study aimed to explore dancers’ perceptions on MPCs and counselors/health psychologists, considering their dance experience, willingness to seek help, and perceptions of mental support advantages.

The research involved in-depth semi-structured online interviews with eight professional ballet dancers from South Korea and the US, conducted via Zoom. Interpretive phenomenological analysis revealed that dancers perceive their mental concerns as originating from ballet culture, which demands technical and physical perfection, mostly enforced by teachers. Additionally, dancers viewed MPCs as the most suitable support regardless of their personal issues, following three themes: Better understanding of the performance setting, Eligibility for addressing most of the mental concerns that dancers experience, and Recognition of the importance of mental toughness for dancers. However, Korean dancers expressed willingness to seek help if resources were available within ballet companies for easy access, while US dancers preferred managing their issues independently.

These findings suggest that ballet dancers recognize the need for mental support, indicating the importance of further study to determine effective MPC interventions.

LEC-11: Well Being

LEC-11A

“FEELING BETTER TOGETHER”: DEVELOPMENT AND EVALUATION OF AN INTERVENTION TO IMPROVE WELL-BEING IN PARA-ATHLETES USING THE SOCIAL IDENTITY APPROACH

*Stefanie Haberstock, German Sport University Cologne, Germany;
Christian Zepp, German Sport University Cologne, Germany*

Social relationships are fundamental to human well-being, fostering a sense of belonging and shared identity. While the Social Identity Approach (Haslam et al. 2018) has been studied in various contexts, including team performance in sports, its effects on mental well-being, especially among para-athletes,

remain largely unexplored. Rooted in the Social Identity Theory (Tajfel & Turner 1979), this study addresses this gap by proposing and evaluating a social identity-based intervention to enhance team identification and mental well-being in para-sports teams.

The research engaged para-athletes from elite teams, collaborating with the German National Paralympic Committee. A sample of 34 athletes participated in a longitudinal study. The intervention, grounded in social identity principles (e.g. Häusser et al., 2020), comprised two workshops over a time span of 4 weeks. Participating teams, randomly divided into experimental and control groups, completed pre and post-intervention questionnaires assessing mental well-being (WHO5 questionnaire), risk of depression (PHQ2 questionnaire), social identity (SISQ questionnaire), and team identification (SIG questionnaire). Data analysis employed a two-way repeated measures ANOVA to examine the intervention's impact on the selected constructs over time and between the intervention and control groups.

While no statistically significant effects were found for mental well-being, risk of depression, or social identity, the study revealed a significant interaction effect for team identification.

Some limitations must be acknowledged, including a potentially restrictive sample size and the strong focus on group level variables compared to individual level variables in the intervention. Future research should address these limitations, emphasizing larger samples and refining strategies. For practitioners, the present intervention presents a starting point for fostering positive changes in para-sports teams. The brevity and impact of the intervention suggests its potential applicability as a foundational approach for enhancing overall effectiveness through group identification of various behaviour change groups, from physical activity promotion to clinical patient interventions.

LEC-11B

PUTTING PSYCHOLOGICAL WELL-BEING CENTER STAGE: A QUALITATIVE EXAMINATION OF PERFORMANCE LEADERS AND MANAGERS WITHIN SPORT ORGANIZATIONS

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

Organizational sport psychology researchers have frequently recognized the impact of leadership on performance, health, and turnover intentions (e.g., Clarkson et al., 2020; Simpson et al., 2021). Yet despite their acknowledged importance (Fletcher & Arnold, 2011), fewer researchers have explored the psychological well-being (PWB) of performance leaders and managers (PLMs) and how these experiences influence their support of performers and staff. This study longitudinally examined (1) how PLMs experience PWB and (2) how PLMs support the PWB of their performers and employees. Two semi-structured interviews and weekly audio-recorded diaries were completed by 15 PLMs over four weeks. Data were analyzed using thematic narrative analysis. Narrative themes denoted that belonging to a sense of “us,” family as healers and preservers, self-care and recovery, the nature of the role, and vertical and horizontal work relationships were integral to shaping PWB. Narrative themes relating to going above and beyond; cultivating supportive environments; leading through change, conflict, and challenge; perspective-

changing experiences; and resourcing and supporting were integral to the PWB of PLMs' employees and crossed over with their own PWB experiences (e.g., self-care and recovery informing PLMs' ability to go above and beyond). We centralize the necessity for scientist-practitioners to extend understanding of intersubjective experiences among PLMs and their work relationships, whilst delving deeper into the factors (e.g., loneliness of command) that threaten PWB. Practitioners could consider initiatives that strengthen work relationships, manage PWB spillover between people and their work and personal contexts, and optimize self-care for PLMs. Stakeholders and decision-makers should further explore investment in PLMs (e.g., funded performance and lifestyle support), whilst bolstering the capabilities of PLMs to support employee PWB (e.g., through perspective-building activities that reflect on regret and harness curiosity) in the organizational environment.

LEC-11C

WHAT DOES WELL-BEING MEAN TO COACHES, AND HOW DO WE FOSTER IT?

*Faye Didymus, Leeds Beckett University, UK;
Alexandra Potts, Leeds Beckett University, UK*

Background and aim: Well-being has ramifications for health, functioning, and performance, especially within the high-pressure context of elite sport. Well-being is a priority for sport psychology researchers and practitioners (Norris et al., 2017) yet knowledge of coaches' well-being is scarce (Potts et al., 2023). This study aimed to understand what well-being means to elite coaches and the factors that facilitate, inhibit, and protect this important multifaceted construct.

Methodology and methods: Guided by our constructionist approach and following ethical clearance, we facilitated in-depth semi-structured interviews with eight elite coaches (four women; $Mage=41.75$, $SD=11.97$ years). We analyzed the data using abductive logic and reflexive thematic analyses (Braun & Clarke, 2019). Trustworthiness was enhanced by focusing on (1) credibility; (2) resonance; (3) rich rigor; and (4) significant contribution (Sparkes & Smith, 2014).

Results: The results are presented as four general dimensions: (1) the essence of well-being, (2) facilitators of well-being, (3) well-being inhibitors, and (4) factors that protect well-being. Within each dimension are themes and codes that illuminate the complexity and richness of the data. For example, the essence of well-being encapsulates enjoyment, respect, and self-acceptance. Facilitators of well-being include autonomy, opportunities for development and connection, and relationships with others. Factors that inhibit well-being include emotional suppression, imposter syndrome, and work-life imbalance. Environmental mastery, self-awareness, and boundary management protected coaches' well-being.

Conclusion: Elite coaches' well-being is complex and nuanced and may not be effectively captured by existing models or theories. Factors that can undermine well-being should be carefully considered by coaches, federations, and those working in support roles.

Science-practice relationship: The findings will be useful when working to optimize coaches' well-being. Setting and upholding boundaries and developing meaningful relationships, for example, may be useful points of reflection for coaches who are seeking to maintain or maximize their well-being.

LEC-11D

THE INFLUENCE OF PSYCHOSOCIAL STRATEGIES ON NCAA ATHLETIC TRAINERS' STRESS, WELL-BEING, AND PERFORMANCE

Alexander Bianco, Indiana State, USA;
Rebecca Zakrajsek, University of Tennessee, USA;
Johannes Raabe, Raabe Performance Consulting LLC, USA;
Sharon Couch, Pellissippi State Community College, USA;
Leslee Fisher, University of Tennessee, USA

Certified athletic trainers (ATs), especially those in the National Collegiate Athletic Association (NCAA), have several critical responsibilities that must be completed in high-pressure situations (Mazerolle & Eason, 2017). As a result, it is important to consider ATs performers akin to the athletes and coaches with whom they work (Bianco, 2022). However, unlike athletes and coaches, limited research has explored the psychosocial strategies that ATs can utilize to reduce their stress, improve their well-being, and enhance their performance. Therefore, the purpose of this investigation was to (a) develop an instrument that can be used to better understand ATs' use of psychosocial strategies and (b) explore how the use of these strategies influences ATs' perceived stress, well-being, and performance. NCAA ATs ($N = 480$) completed an experimental scale designed to measure their use of 10 psychosocial strategies. Participants also completed surveys about their perceived stress, well-being, and performance. Exploratory factor analysis of a subset of data ($n = 240$) indicated the best model fit for a 20-item, four-factor solution (breathing, goal setting, journaling, and disengagement; CFI = .95, TLI = .94, RMSEA = .07, SRMR = .04). A subsequent confirmatory factor analysis of a separate subset of data ($n = 240$) supported the four-factor solution (CFI = .95, TLI = .95, RMSEA = .07, SRMR = .05). Structural equation modeling was then utilized to evaluate the relationships between participants' use of these strategies, stress, well-being, and performance. Significant pathway coefficients suggest that effective use of psychosocial strategies can reduce ATs' stress ($R^2 = .23$), improve their well-being ($R^2 = .56$), and enhance their performance ($R^2 = .22$). This presentation will provide guidance on how to develop mental skills programs geared towards ATs. Additionally, this presentation will consider how the current NCAA environment may be precluding ATs' effective use of psychosocial strategies.

LEC-12: Mental Health 2

LEC-12A

CARING FOR THE WHOLE ATHLETE: A CULTURALLY RESPONSIVE AND COLLABORATIVE APPROACH TO MENTAL HEALTH WITHIN DIII ATHLETICS

Rachel Shinnick, University of Massachusetts Boston, USA;
Laura Hayden, University of Massachusetts Boston, USA

Student athletes experience unique demands and stressors that may exacerbate mental health concerns (Beasley & Hoffman, 2023). Despite a higher susceptibility to mental health concerns, student-athletes have relatively low rates of help-

seeking behaviors, as compared to non-athlete peers (Chow et al., 2020). Stigma related to mental health may be a primary barrier to help-seeking behaviors amongst student athletes (Chow et al., 2020; Harris & Maher, 2023). Some research has explored demographic differences in student athlete mental health and overall wellness, which has indicated higher levels of stress/anxiety within NCAA DI athletes, however, lack of adequate sampling amongst DII and DIII institutions must be considered (Brown et al., 2022). Notably, student athletes of Color have been shown to experience higher levels of stress and endorse worse overall health as compared to their White athlete peers across NCAA institutions (Brown et al., 2022). While the NCAA has pushed for an increase in programming efforts to support mental health and wellness of DI athletes, there is a dearth of resources, personnel, and programmatic efforts dedicated to DIII athletic programs (Brown et al., 2022; Hodges, 2022).

The intersectional nature of ethnicity, wellness, NCAA division, and access to resources has long been overlooked. In this lecture, we argue that there exists an opportunity to bridge the gap between distress and access of resources to improve well-being in DIII student athletes, and, in particular, the student athletes of Color population. Through adoption of a collaborative and culturally responsive care model, DIII programs can be maximizing the resources at their disposal, as well as actively working to reduce stigma and increase help-seeking behaviors within their athletics population. The inclusion of athletic trainers, team physicians, coaches, administrators, and mental health providers in efforts dedicated to improving well-being would allow for more effective and comprehensive care.

LEC-12B

AN INVESTIGATION OF BODY IMAGE AND EATING BEHAVIORS IN FORMER NCAA HEPTATHLETES

Claire Bailey, University of Kentucky, USA;
Marc Cormier, University of Kentucky, USA;
Ashley Samson, University of Kentucky, USA;
Christy Greenleaf, University of Wisconsin-Milwaukee, USA

Research has consistently supported the association between body image dissatisfaction and disordered eating pathologies in collegiate athletes (e.g., Reel & Voelker, 2012; Sundgot-Borgen, 1994). More specifically, female NCAA athletes have reported feeling torn between peak performance body composition and body fat levels that fit the ideal feminine standard of beauty (Beckner & Record, 2016; Carson et al., 2020). When examining the sport of track and field, most event groups have historically held a lean-promoting perspective. However, heptathletes warrant further investigation due to the unique, multifaceted, and sometimes contradictory nature of the events. Specifically, heptathletes encounter complex sport-specific pressures when training for a wide range of physical demands, societal pressures, and potential additional external pressures, which can create confusion in what their body type is expected to be (Heazlewood et al., 2014). Therefore, the purpose of the current study was to qualitatively explore body image and eating behaviors of former NCAA heptathletes. Interview questions followed the sociocultural model of disordered eating (Fitzsimmons-Craft et al., 2014) and were grounded in past research studies on this topic (Carson et al., 2020; Greenleaf, 2020; Lichtenstein et al., 2022).

A thematic analysis of the interview responses revealed major themes pertaining to body image, which included pressure for thinness via positive feedback, thin ideal internalization, and conflict between athletic and social body ideals. Specific eating behavior themes included food restriction and eating for performance, while the role of parents and coaches thematically fell into both categories. Lastly, the role of social media, the perception of men, body surveillance, and the role of clothing served as moderators. Findings from this study contribute to a growing knowledge of athletes' body image perceptions, eating behaviors, and existing pressures, while subsequently creating a foundation for future initiatives that could proactively address these concerns in a very unique and under-researched population.

LEC-12C

COACHING THE COACHES: IMPROVING COMMUNICATION BETWEEN COLLEGIATE COACHES AND ATHLETES AT RISK FOR THE DEVELOPMENT OF EATING PSYCHOPATHOLOGY

Jessica Silverman, UConn Health, USA

The purpose of this lecture is to provide information about a workshop created for collegiate coaches to enhance critical thinking skills regarding the impact eating pathology has on the female athlete. Given the college athlete is more likely to struggle with eating psychopathology due to the developmental period along with increased athletic demands, the coach has a strong influence on the athlete with direct and indirect messages (Biesecker & Martz, 1999; Brown, 2014; Heffner, Ogles, Gold, Marsden, & Johnson, 2003; Plateau et al., 2014). Critical thinking concepts will be introduced to help coaches develop more awareness of their roles in early prevention and intervention to support their athletes at first signs of eating pathology (Moore & Asay, 2018; Paul & Elder, 2016). Research on family resource management theory will be identified to help explain the complex and intersecting identities that coaches face when working with college athletes and how understanding this framework can ultimately improve the communication patterns within the dyad (Brown, 2014; Jones et al., 2015; Plateau et al., 2014). Specifically, the key concept addressed will include awareness of developing intellectual empathy, enabling the coach to become better equipped to critically examine communication with their athletes and become more supportive members of the athlete's network.

LEC-12D

TEAM CULTURE'S IMPACT ON BODY IMAGE DISSATISFACTION IN STUNT ATHLETES

Claire Bailey, University of Kentucky, USA;
Morgan Findley, University of Kentucky, USA;
Marc Cormier, University of Kentucky, USA

Compared to their non-athlete counterparts, aesthetic sport athletes (e.g., cheerleading, gymnastics) are at higher risk of developing eating disorders (EDs) and body image dissatisfaction (BID) due, in part, to the presence of a judging system and the overall sport culture (Bouza et al., 2020;

Lichtenstein et. al, 2022). However, empirical research has yet to investigate these relationships within STUNT, an emerging, all-female collegiate sport with roots and similarities to competitive cheerleading (NCAA.org). Due to the sports' recent emergence, most collegiate STUNT athletes are former competitive cheerleaders, which may create team cultures that predispose athletes to similar risks. In addition to team culture, STUNT athletes may face individual, sport-specific pressures on what their body type is expected to be based on their cheerleading background, as well as their sport position. Given these potential pressures and the limited research available, the purpose of this study was to investigate the role of team culture in BID and ED risk to shed light on an under-researched population. Participants across six NCAA institutions were assessed across the Eating Attitudes Test (EAT-26), Sociocultural Attitudes Toward Appearance Questionnaire-4 (SATAQ-4), and Weight Pressures in Sport-Females scale (WPS-F). Results suggest that STUNT athletes face a similar risk for EDs and BID seen previously in aesthetic sport populations (e.g., cheerleading, gymnastics, figure skating). Specifically, approximately 81% of participants noted fear of being overweight and 51% indicated in-sport pressure to lose weight. Pressures from media regarding one's appearance appear to be the strongest contributor to STUNT athletes' body image dissatisfaction, which may perpetuate a team culture that focuses on harmful body image perceptions and eating behaviors. Additional pressures and themes are discussed. To our knowledge, findings represent the first investigation BID and subsequent ED risk within STUNT, which can be used to foundationally improve the health and wellbeing of STUNT athletes.

LEC-12E

ABILITY OF MID-MAJOR LEVEL UNIVERSITIES TO SERVE DIVERSE NEEDS OF STUDENT-ATHLETES WHEN IMPLEMENTING THE NCAA MENTAL HEALTH BEST PRACTICES

Grace Louis, Northern Illinois University, USA;
Shaine Henert, Northern Illinois University, USA

College student-athletes represent a diverse population of people. According to a recent survey from the National Collegiate Athletic Association (NCAA), 56% percent of athletes identified as male and 44% identified as female. The racial demographics broke down as 62% white, 16% black, 7% Hispanic/Latino, 5% two or more races, 5% international, 2% Asian, and 2% other or unknown (NCAA Demographics Database, 2023). Additional research done by Mullin and colleagues found that around 14.2% (or approximately 78,000) student-athletes represent LGBTQ+ identities. The NCAA has also been working toward being more inclusive for people with disabilities which may include—learning difficulties, mental health related disorders, and other physical impairments. The purpose of this study was to identify issues of diversity and inclusion as related to mid-major universities' abilities to implement the original NCAA Mental Health Best Practices. Eight representatives from Mid-American Conference (MAC) athletic programs, with knowledge of their available mental health resources, participated in semi-structured interviews. A qualitative thematic analysis of participants' responses was performed and NVIVO was used to organize and analyze the data. Four themes emerged related to diversity and inclusion: diversity of mental health professional identities; type of

professional licensure; sport competency and background; and use of systems of care. All of the mental health professionals were white, females, with professional psychology degrees and licenses, with most having limited education and experience in sport culture. It was also important to maintain a diverse network of mental health professional referrals to best serve student athletes. All participants highlighted the importance of expanding the number and diversity of mental health care professionals to better serve their student athletes. The findings of this study can help mid-major athletic programs implement the new NCAA mental health best practices while attending to issues related to diversity and inclusion.

LEC-13: Developmental Innovations

LEC-13A

DEVELOPING TEAMWORK SKILLS IN AN UNDERSERVED COMMUNITY THROUGH A YOUTH SOCCER WORKSHOP

Kaylie Kappelmann, Ball State University, USA;
Charlotte Mohn, Ball State University, USA;
Kayla Myers, Ball State University, USA;
Olivia Huffman, Ball State University, USA;
Jean-Charles Lebeau, Ball State University, USA;
Lindsey Blom, Ball State University, USA

Sports-based youth development is a theoretical framework and practical model referring to sport-based (e.g., soccer) programs outside of school to promote the development of life skills, improved relationships, and positive skills among youth through purposeful community-based programming (Perkins & Noam, 2007). Due to increasing sport participation fees, youth of low socioeconomic backgrounds have limited access to sport opportunities, which in turn decreases moments for learning important life skills, such as teamwork, that typically can be learned through sports or other group-oriented activities (Coakley, 2011). The purpose of this mixed-methods pilot study was to implement a youth soccer workshop to develop teamwork targeting youth ($n = 7$) ages 7-12 years old from an underserved community. The Teamwork Scale for Youth (Lower et al., 2015) was used to assess changes in teamwork from before to after the initial three-hour workshop. Ten minutes of soccer free play were recorded at the beginning and the end of the workshop to assess differences in passing and positive, neutral, or negative behaviors in participant interactions, and at the end of the workshop, youth were interviewed about their experiences. Results from a Wilcoxon S-R test indicated that post-scores ($M = 4.50$, $SD = 0.71$) were not significantly different from the pre-scores ($M = 4.04$, $SD = 0.89$; $p = 0.063$). Thematic analysis of the interviews revealed improvement in teamwork through six themes including collaboration, skill development, understanding challenges to teamwork, respect and fairness, overcoming challenges, and communication. Observational data demonstrated increased positive interactions from pre to post free play. Evidence from this study suggests a three-hour soccer workshop can improve teamwork in youth. Limitations, applied implications, and lessons learned will be presented to the audience. This project was funded by the AASP Community Outreach Grant in 2023.

LEC-13B

META-COACHING: SHIFTING THE SPORT PSYCHOLOGY PROFESSIONALS' PARADIGM TO FACILITATE FORCE MULTIPLICATION

Fernando Lopez, TechWerks LLC; WRAIR, CMPN, RTO, USA;
Kourtney Sappenfield, TechWerks LLC, USA;
Michelle Kirk, TechWerks LLC; WRAR, CMPN, RTO, USA;
Amanda Adrian, TechWerks LLC; WRAIR, CMPN, RTO, USA;
John Eric Novosel-Lingat, WRAIR, CMPN, RTO, USA;
Susannah Knust, WRAIR, CMPN, RTO, USA

Sport psychology professionals (SPPs) work in a variety of performance settings (Portenga et al., 2016). SPPs serve as teachers, trainers, coaches, and/or consultants of mental performance skills, with varying responsibilities based on an organization's needs, goals, and situational constraints. As proponents for mental performance training, SPPs typically support the development of skills directly with end-users (e.g., athlete, soldier, teams) or with gatekeepers (i.e., coaches and leaders), the latter of whom train their end-users. A recent pilot program with the U.S. Army embedded SPPs into operational units, which required SPPs to work directly with soldiers by conducting training and coaching sessions to fit the soldiers' performance needs. While effective SPPs operationalized the mental performance skills into the specific context of their end-users, coached according to individual needs (e.g., needs-based coaching; Jones, 1993), and provided consistent coaching (e.g., feedback, reinforcement) throughout the skill learning, acquisition, and application phases (Weinberg & Gould, 2023), the evaluation team observed that these strategies were underutilized and infrequent. One limitation may be related to poor SPP to end-user ratios as typically one to two SPPs worked with units of potentially 1,000 soldiers. Needs-based coaching requires an SPP's consistent presence throughout the learning process which is challenging due to the large number of end-users. Therefore, the authors recommend emphasizing the use of meta-coaching (i.e., coaching the coach) as a training methodology. Empowering SPPs to meta-coach selected leaders could transform leaders into force multipliers who can, themselves, observe, provide feedback on, and reinforce mental performance skills implementation. These leaders could ultimately help to impart positive behavior change more effectively and efficiently within their organization. This presentation discusses recommendations for how to incorporate coaching strategies and meta-coaching techniques into an SPP's role within an organization using the U.S. Army's pilot program as an example.

LEC-13C

TO INNOVATE, PROMOTE, AND GROW THE GAME OF TENNIS: A USTA SPONSORED RESEARCH STUDY FOCUSED ON YOUNG ADULT PLAYERS

Amanda Visek, The George Washington University, USA;
Sebastian Vile, The George Washington University, USA;
Elizabeth Feinstone, The George Washington University, USA;
Julia Lauk, The George Washington University, USA;
Brooke Maxwell, The George Washington University, USA;
Andrew Stranieri, The George Washington University, USA;
Yichen Jin, The George Washington University, USA

Growth of any sport hinges on sport national governing bodies (NGBs) ability to attract and engage participants,

and ultimately, to retain them over their lifetime. Sport participants continued or discontinued involvement is typically determined by whether the experience was fun or not (Visek et al., 2023). Based on long-term athletic development principles, the American Development Model (ADM) has been the United States Olympic & Paralympic Committee's trademark framework adopted by most sport NGBs to guide administrators, coaches, and parents in making fun, player-centered experiences core to sport programming. However, what having fun means from players' perspectives is not fully understood. To bridge this gap, the United States Tennis Association (USTA) is at the forefront of sponsoring research focused on discovering turn-key solutions that would make tennis more fun and engaging, particularly among young adults, aged 18-39. The USTA is keenly focused on growing the game among young adults because they comprise the smallest proportion of adult players aged 18-55+. The purpose of this study was to engage young adult players, from across the US, in identifying determinants of what makes tennis fun for them. Participants ($n=1,102$) included a racially/ethnically diverse sample of female ($n=585$) and male ($n=517$) players from nearly all states and were, on average, aged 31.2. They were recruited via e-mail through USTA membership databases and invited online to respond to the prompt, "One thing that makes playing tennis fun, for me, is...". They were instructed to submit as many ideas as came to mind. Altogether, they generated 1,821 statements. Using idea synthesis, a form of qualitative content analysis, 122 unique fun determinants were identified that spanned the entire tennis ecosystem. How the USTA is using the study's findings to inform its ADM and accelerate efforts to improve the tennis delivery system, equitably and inclusively, will be discussed.

LEC-13D

THE RISE OF BLACK FEMINIST APPLIED SPORT AND EXERCISE PSYCHOLOGY: MOVING THE FIELD FORWARD

Sharon Couch, Pellissippi State Community College, USA

The applied practice of sport and exercise psychology (SEP) has been theoretically situated from a white feminist perspective (Hall, 2001; Couch, 2022) - the feminist discourse that has anchored SEP reveals a path highlighting white female research interests and ignores and/or omits Black women's experiences. Resulting in a markedly white Feminist Applied Sport Psychology (WFASP) framework. However, more recently, in the Association for Applied Sport Psychology (AASP), there has been the first Black female president, Black female fellow, and the evolution of AASP to positioning the diversity chair on the executive leadership board. And, for the past two decades there have been pioneering Black and white applied practitioners (e.g., Fisher, Butryn, & Roper, 2003; Schinke & Hanrahan, 2009; see also Carter, 2020; Couch et al, 2023) devoted to moving AASP forward to include the voices, research with, and interventions that are intersectional serving a more inclusive population of athletes. Additionally, AASP DEI initiatives for underrepresented individuals are allowing for a rise in the field's visibility. Moreover the opportunity to utilize a theoretical framework more aptly providing culturally relevant data. Consequently, those who espouse Black Feminist Applied Sport Psychology (BFASP) will move the field toward a more equitable position in meeting the holistic needs of specifically

Black and Brown athletes (Couch et al, 2023; Couch, 2022). In this presentation, I explicate the applicability of BFASP through the theoretical foundations of Black Feminist thought and intersectionality (Collins, 2000; Crenshaw, 1991). Those who utilize BFASP in their work make space in the discourse for the decoding of the rules to the hidden game in SEP; BFASP and Womanism (Walker, 1983) assist with understanding how applied practitioners can advocate for intersectional diversity in their work with the interventions they choose to utilize.

LEC-14: Professional Development

LEC-14A

AASP & ANSWERED: PAST PRESIDENTS' ADVICE FOR STUDENTS AND EARLY CAREER PROFESSIONALS

*Katy Johnson, Indiana University, USA;
Megan Byrd, Georgia Southern University, USA;
Brandonn Harris, Georgia Southern University, USA;
Eric Martin, Boise State University, USA;
Chelsea Wooding, University of Wisconsin-Green Bay, USA*

The Association for Applied Sport Psychology (AASP), established in 1985, has grown from a small organization to a leading sport psychology organization with approximately 3,300 members in almost 50 countries (AASP fact sheet). To date, there have been 38 AASP Presidents leading this growth. Documenting and researching the past leadership of an organization like AASP can lead to organizational learning (Argote, 2013) while allowing members to reflect on their experiences (Reynolds & Vince, 2004). Further, much can be learned from observing and speaking with experienced practitioners in the field (Fifer et al., 2008). However, few studies or sources document these experiences, especially in a single study that combines many varying perspectives. In sport psychology, prominent leaders who are scholars and practitioners in sport, exercise, and performance psychology (SEPP) are an underutilized resource from which we can learn. Thus, the purpose of this project was to develop an archive of information by documenting the experiences and perspectives of the AASP Past-Presidents. The research team conducted interactive interviews (Ellis et al., 1997) with 31 AASP Past-Presidents and asked what advice they have for students and early career professionals (ECPs). Participants indicated that students and ECPs in SEPP should follow their passion, build strong professional relationships, and learn as much as possible about educational and career pathways prior to committing to a graduate program. Additionally, participants emphasized the importance of getting involved with professional organizations and being open to new opportunities as the field continues to evolve. Results are pertinent not only to students and ECPs, but also mentors and seasoned professionals alike as it informs professional practice in SEPP across teaching, research, and applied service provision.

LEC-14B

THE #PSYCHMAPPING EXERCISE FOR GUIDED SELF-REFLECTION: BENEFITS FOR CLIENTS AND PRACTITIONERS

Alexander Latinjak, University of Suffolk, UK

The #PsychMapping community, comprising over 75 members from diverse regions including Europe, the Americas, and Asia, shares a commitment to a unique self-reflection methodology. This method involves clients, guided by practitioners, creating visual representations of pertinent aspects of their cases, known as the #PsychMapping exercise (Latinjak et al., 2021). This pioneering study delves into the reasons behind the growing adoption of this exercise among practitioners, employing semi-structured interviews and thematic analysis for data examination. The study engaged 13 practitioners from 9 countries, each with over two years of practical experience, following approval from the author's university ethics board (RETH(S)23/006). The interviews were conducted and analysed by a research associate who lacked prior familiarity with the exercise and had no affiliations with the #PsychMapping community. The findings reveal three primary themes: client advantages, practitioner benefits, and the enduring impact on the practitioner-client dynamic. Firstly, the participants unanimously recognized the #PsychMapping exercise's comprehensive benefits for clients, highlighting its role in boosting self-awareness, providing a tangible depiction of their sports experiences, and promoting introspection. The exercise is esteemed for its ability to make abstract mental constructs tangible, thereby aiding in self-awareness, motivation, and guiding personal growth. Secondly, practitioners observed a transformative effect in their professional practice due to #PsychMapping, as it simplified complex psychological concepts and enhanced their communication with athletes and coaches. Moreover, early-career professionals reported significant benefits from the tool, notably in elevating their confidence and laying a robust foundation for their practice. Lastly, the study spotlighted the sustained influence of #PsychMapping on enhancing practitioner-client collaboration. This aspect was underlined by its utility in maintaining dialogue, monitoring progress, and steering interventions. The consensus among participants affirmed the exercise's lasting value in strengthening the client-practitioner relationship, marking it as a multifaceted tool for reflection, planning, and intervention, thereby facilitating continuous engagement and advancement for both parties involved.

Reference

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LEC-14C

SELF-CARE AS FOUNDATIONAL ELEMENT OF PRACTITIONERS' JOURNEY: THE IMPACT OF AN APPLIED WORKSHOP ON CMPCS

Alessandro Quartiroli, University of Wisconsin - La Crosse (USA)/University of Portsmouth (UK);
Daniel Martin, Newcastle University

Psychology scholars have emphasized the critical importance of self-care in ensuring ethical, competent, and effective service delivery (Barnett et al., 2007), for sustaining personal and professional well-being (Dorociak et al., 2017), and long-lasting careers (Norcross & VandenBos, 2018). Only recently have scholars focused on the self-care experience of sport psychology practitioners (SPPs; Quartiroli et al., 2019; 2021) and it has rapidly earned an important role in applied sport psychology practice and scholarship (Quartiroli et al., 2024). Building upon Quartiroli et al.'s (2023) foundational work, we conducted a workshop aimed at supporting SPPs in developing self-care awareness and integrating self-care practices into their professional activities. A mixed-method process evaluation design was implemented to understand the impact of the workshop on CMPC's perception of self-care agency. Forty attendees completed pre-assessments one week prior to the workshop, with 28 completing post-assessments approximately one month afterward. Among these, 22 attendees completed both pre- and post-quantitative assessments, which evaluated their existing self-care practices using the 21-item Self-Care Assessment for Psychologists (Dorociak et al., 2017) and their sense of self-care agency using the 15-item Appraisal of Self-Care Agency Rating Scale-Revised (Sousa et al., 2010). Further, 10 CMPCs consented to be interviewed six months after the workshop. Employing an interpretivist paradigm (Levers, 2013), qualitative data were analyzed through Reflexive Thematic Analysis (Braun & Clarke, 2021). Grounded in our philosophical stance and in our roles and identities, we identified themes providing insights into participants' perceptions of the workshop's impact on their self-care awareness, sense of agency, and development and implementation of self-care plans. This comprehensive understanding, grounded in participants' experiences of the workshop, will inform strategies for the effective delivery of workshops focused on practitioners' and trainees' self-care and well-being.

LEC-14D

SIMULATION-BASED LEARNING: INNOVATIVE TRAINING EXPERIENCES FOR PROFESSIONALS IN SPP

Samantha Monda, Robert Morris University, USA

Simulation-based learning is commonly used in the healthcare professions (nursing, medical doctors) to facilitate skill building and clinical judgement of future professionals (Leighton et al., 2021). This evidence-based approach involves replicating "real-world scenarios" often using trained actors (standardized patients) to portray individuals with various health and sociocultural issues (Sofer, 2018). Simulation-based pedagogy has been more recently applied to fields such as behavioral health to better prepare counselors, psychologists and social workers to work with live clients (Lee et al., 2020). In SPP, simulation-based learning could enhance the training of SPP

professionals by providing more robust training in areas of need including: working with clients from sport or non-sport populations that are difficult to access, training practitioners to address mental health issues or make referrals, managing crisis situations, de-escalating conflict, talking to parents or coaches, and developing multicultural competence. The purpose of this presentation is to introduce the concept of simulation-based learning, share evidence-based practices for developing a simulation training program, and discuss potential applications and uses for training current and future SPP professionals. Assessment and evaluation of simulation experiences will also be addressed.

LEC-15: Collegiate Sport

LEC-15A

THE RELATIONSHIP BETWEEN PROFESSIONAL TITLES USED IN SPORT PSYCHOLOGY AND NCAA CONSUMER'S PERCEPTIONS OF SPORT PSYCHOLOGY SERVICES.

Sabrina Madson, University of North Texas, USA;
Alexander Bianco, Indiana State, USA;
Robin Vealey, Miami University, USA;
Rebecca Zakrajsek, University of Tennessee, USA;
Scott Martin, University of North Texas, USA

Although prior sport psychology experience has influenced consumers' perceptions of sport psychology services (Wrisberg et al., 2009, Zakrajsek et al., 2018), research has yet to examine how different professional titles influence consumers' views about seeking services in the future. The purpose of this study was to examine how prior experience with professionals identified as a sport psychologist (SP) or a certified mental performance consultant (CMPC) affect athletes', coaches', and athletic trainers' stigma tolerance and confidence in seeking assistance from each professional. Participants ($n = 148$) were asked what services they believe each professional can provide and completed modified confidence and stigma subscales of the Sport Psychology Attitudes – Revised (Martin et al., 2002) or Sport Psychology Attitudes Revised Coaches - 2 (Zakrajsek et al., 2011). Hierarchical regression analyses revealed that prior experience with a SP (R^2 change = .05, $F [2, 162] = 8.58$, $p < .001$) had a significant effect on respondents' confidence toward sport psychology service provision. Additionally, the rating of prior experiences, negative to positive, revealed SP (R^2 change = .19, $F [1, 161] = 39.71$, $p < .001$) and CMPC (R^2 change = .11, $F [1, 160] = 18.97$, $p < .001$.) had a significant effect on respondents' confidence toward sport psychology service provision. Prior experiences with a SP (R^2 change = .00, $F [1, 161] = .43$, $p = .51$) and CMPC (R^2 change = .05, $F [2, 161] = 3.97$, $p = .02$) were significant predictors of stigma tolerance toward working with each professional. In the short answer responses, participants also expressed confidence in SPs' ability to manage mental performance and mental health challenges, as well as an uncertainty surrounding the CMPC professional title. Therefore, additional efforts may be necessary to provide potential consumers with information about the services offered by CMPCs and their credentials.

LEC-15B

SLEEP EDUCATION INTERVENTIONS FOR COLLEGIATE ATHLETES: EFFECTS ON COMPETITIVE STATE AND TRAIT ANXIETY IN STUDENT ATHLETES

Sara Beacham, California State University Chico, USA;
Aubrey Newland, CSU Chico, USA

Sleep is an important part of overall well-being, and sleep quality and quantity are integral lifestyle predictors of anxiety and depressive behaviors. Poor sleep quality has been shown to be significantly positively associated with anxiety and depression (Ghrouz et al., 2019). Sleep restriction, even in the short-term, can cause stress levels to increase, which could lead to cognitive deficits (Medic et al., 2017; Zielinski et al., 2013; Casavi et al., 2022), leading to poor mental health. Internal and external pressures on student athletes further exacerbate sleep issues and mental distress (Montero et al., 2022).

The purpose of this study was to examine the effects of sleep education on sleep quality, sleep quantity (Pittsburg Sleep Quality Index; PSQI), competitive state anxiety (Competitive State Anxiety-2; CSAI-2), and trait anxiety (Sport Anxiety Scale; SAS). After obtaining institutional review board approval, twenty-nine community college female student athletes participated in the study after obtaining institutional review board approval, which consisted of an experimental and control group to measure whether a sleep education intervention effected sleep quality, sleep quantity, competitive state anxiety, and trait anxiety.

Interaction effects between the groups were not statistically significant (PSQI $F(1,22)=0.996$, $p=0.329$; CSAI-2 $F(1,22)=0.915$, $p=0.349$; SAS-2 $F(1,22)=0.172$, $p=0.683$). However, within subjects analysis demonstrated statistically significant improvements in PSQI scores ($F=5.388$, $p=0.030$) and SAS-2 scores ($F=5.386$, $p=0.030$) but not for CSAI-2 levels ($F=0.915$, $p=0.349$). Mentioning sleep to the groups triggered some internal and external changes for the athletes' sleep, as was seen by the improvements in global PSQI scores. Recently, the NCAA updated its Mental Health Best Practices to include sleep education and monitoring guidelines to support mental health for student athletes (NCAA Sport Science Institute, 2024). This study demonstrated the importance of increasing sleep education awareness for student-athlete mental health and well-being.

LEC-15C

SELF-COMPASSION, COMPETITIVE ANXIETY, AND GENDER DIFFERENCES AMONG COLLEGE ATHLETES

Brian Gonzalez, Long Beach State University, USA;
Alison Ede, Long Beach State University, USA;
Leilani Madrigal, Long Beach State University, USA;
Jana Fogaca, Long Beach State University, USA

Athletes are expected to continuously make sacrifices in their sport, strive for distinction, accept risks, push through pain, and disregard their limits in pursuit of their goals (Hughes & Coakley, 1991), while delivering quality performances. Consequently, athletes may be vulnerable to experiencing competitive anxiety, which is highly influential on sporting

performance (Kalinin et al., 2019) and can contribute to negative well-being.

One potential strategy to address anxiety and performance pressures is self-compassion. Self-compassion involves offering kindness to yourself, interconnectedness, and objectivity of thoughts and feelings (Neff et al., 2003). The current study examined whether self-compassion was related to competitive anxiety among male and female collegiate soccer players, and explored potential differences based on gender. Collegiate soccer athletes ($N=109$) completed the Self-Compassion Scale (Neff, 2003), the Sport Anxiety Scale-2 (Smith et al., 2006), and open-ended questions to capture what self-compassion meant to athletes and the influence of their sporting environment on their expression of self-compassion.

Results showed that self-compassion was inversely related to competitive anxiety ($r = -.50, p < .001$). The relationship was consistent for male and female athletes, but male athletes had higher self-compassion ($m = 3.2, SD = .6$) and lower competitive anxiety ($m = 26.7, SD = 7.9$) than female athletes ($m = 2.8, SD = .6, m = 34, SD = 8.3$, respectively) [$t(106) = -3.22, p = .002$; $t(106) = 4.29, p < .001$]. A thematic analysis of open-ended questions revealed that athletes ascribed positive meaning to self-compassion. However, struggled to be self-compassionate when making critical mistakes and often had negative perceptions of themselves and/or their environment. Findings suggest that self-compassion is an effective strategy in addressing competitive anxiety, but that gender-related barriers, such as societal norms and expectations, should be considered when evaluating self-compassion and competitive anxiety experiences in male and female athletes.

LEC-15D

IRISH ATHLETE TRANSITIONS INTO THE US COLLEGIATE SYSTEM

Francis Marsh, Ulster University, UK;
Lee-Ann Sharp, Ulster University, UK;
David Woods, Ulster University, UK;
Kyle Paradis, Ulster University, UK;
Scott Pierce, Illinois State University, USA

Achieving successful outcomes in both elite sport and education can be challenging and stressful for student-athletes with simultaneously competing demands (Brown et al., 2015; Cosh & Tully, 2015; Tekavc et al., 2015). Athletes entering tertiary level education typically face a potentially challenging junior-to-senior sport transition while simultaneously experiencing the demands of psychological and psychosocial development from adolescence to adulthood (Brown et al., 2015). Supportive social networks have been associated with successful athlete transition outcomes in education settings (e.g., Giacobbi et al., 2004; Pierce et al., 2012). Increasing numbers of international and Irish student-athletes are recruited each year into the United States (US) collegiate system (NCAA, 2022). Migrating athletes who fail to culturally adapt to their host environment may undergo feelings of crisis-transitions and detrimental impacts (Stambulova, 2003, 2016). This qualitative study explores the transition experiences and social support of Irish student-athletes along their journey into the US collegiate system, including their recruitment process and first semester. Data were collected via individual semi-structured interviews with 24 US college based Irish student-

athletes (Mean age=20.9yrs; $SD=1.8$ yrs; $n=10$ females; $n=14$ males), purposefully sampled across eight different sports to reflect the variety of college sports in this study (i.e., basketball, cross-country, golf, rowing, soccer, swimming, tennis, and track & field). Guided by Braun and Clarke (2006, 2022), transcripts were coded and thematically analysed. Results identified six higher order themes: Sporting Success; Seeking Opportunities; Making the Big Decision; Adapting; Team Environment and Striving to Play, along with an evolving social support experience and network. Opportunities exist to transfer relevant findings to those providing athlete support in similar contexts.

LEC-15E

MAKING THE MENTAL MATTER! EXPLORING THE IMPORTANCE OF PROMOTING MENTAL REST IN STUDENT-ATHLETES

Gabriela Caviedes, Florida State University, USA;
Robert Eklund, Florida State University, USA;
Yanyun Yang, Florida State University, USA;
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.

LEC-16: Coaching

LEC-16A

OLYMPIC COACHING EXCELLENCE: A QUALITATIVE STUDY OF PSYCHOSOCIAL ASPECTS OF OLYMPIC SWIMMING COACHES

*Gillian Cook, Liverpool John Moores University, UK;
David Fletcher, Loughborough University, UK;
Michael Peyrebrune, Loughborough University, UK*

Olympic coaches play an essential role in athletes' success, and to enhance athletes' performance-related outcomes, researchers have increasingly argued that there is a need to understand the underpinning psychology of coaches. This study aimed to explore the psychosocial factors which discriminate between world-leading (i.e. Olympic gold medal winning) and world-class (i.e. Olympic non-gold medal winning) swimming coaches. Semi-structured interviews were conducted with 38 Olympic coaches who had collectively coached 171 swimmers to win 354 Olympic medals, of which 156 were Olympic gold medals. The interviews explored coaches' perceptions of their own motivation, behaviors, experiences, values, beliefs, emotions, and communication, and the results were analyzed using inductive thematic analysis. The results highlighted four higher-order and twelve lower-order themes which discriminated between the 22 world-leading and 16 world-class coaches. The discriminating themes included motivation (i.e., childhood adversity, the need to win and not to lose, and striving for perfection), underpinning personal bond (i.e., deep caring, belief in your own abilities, attention to swimmer emotion, expression of appropriate emotion, and building mutual trust), improvement orientation (i.e., type of feedback and culture of excellence), and Olympic event management (i.e., knowledge and detailed preparation, and providing emotional stability). Four particularly original findings, including world-leading coaches' emphasis on constructive feedback, their expression of emotional labor, both excellence-seeking and failure-avoiding perfectionism, and experience of childhood adversity will be explored, and applied implications discussed. Sporting organizations, sport psychologists, and coach developers can utilize these findings to inform their coach development programs, and researchers can build on this study to understand why some coaches coach athletes to win Olympic gold medals and others do not.

LEC-16B

WHAT CONTRIBUTES TO NOTICING? AN EXPLORATION OF ONE COACH'S PRACTICE

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

To manage the inherent ambiguity in coaching, coaches may seek to orchestrate their environment by embracing ambiguity, developing micropolitical literacy, and cultivating noticing (Jones & Wallace, 2005; Jones et al., 2013). Jones and colleagues (2013) declared that noticing is critical to sustained orchestration. Noticing is an act of attention that involves attending and analyzing moments, interpreting/reasoning about the moments, and then deciding how to respond (Mason, 2021; VanEs, 2011). While noticing has been extensively

explored within education (Dindyal et al., 2021), less is known about how coaches engage in noticing and what factors influence its development. Therefore, an ethnographic study with a Division II women's basketball coach was conducted to explore how noticing informed orchestration and what factors assisted in its development. The authors previously reported on how the coach used noticing, informed by relational coaching, to facilitate orchestration. This follow-up study expands this work by exploring factors that aided noticing. The first author was a participant-observer within the program collecting data through field notes, interviews with the head coach, assistant coaches, and players, and voice memos from the head coach throughout the season. For this study, interviews and voice memos were analyzed using a reflexive thematic analysis (Braun et al., 2018) with the intention of identifying factors that may have assisted the coach's noticing. The analysis revealed four factors including a) an espoused and enacted philosophy focused on relationship building and recognizing athletes as humans; b) inherent qualities associated with having a growth mindset as well as being sincere, open, attentive, methodical, and competitive; c) emotional regulation; and d) reflective practice involving recognition of the impact of her own beliefs, values, and actions. While in need of further study, these findings reveal multiple factors may be necessary to cultivate noticing and may be dependent upon the coach and context.

LEC-16C

USING THE PERSPECTIVES OF NCAA COACHES TO DESIGN CULTURALLY SUPPORTIVE ENVIRONMENTS

*Chelsea Davis, Ball State University, USA;
Lindsey Blom, Ball State University, USA*

According to the National Collegiate Athletic Association (2020), Black female student-athletes are graduating at a higher success rate than their counterparts. Despite their academic successes, Black female athletes' academic and athletic experiences are often subject to negative stereotypes (e.g., Mammy, the Sapphire, Jezebel) and sport invisibility, or the lack of acknowledgement for their sport accomplishments. Little research has focused on how coaches can foster culturally supportive environments that affirm Black female student-athletes experiences and racial identities (Carter, 2007; Cooper et al., 2016). Since NCAA coaches spend at least 20-hours a week with their athletes (Bimper et al., 2013), there is a need to enhance their culturally supportive behaviors. Thus, this qualitative study explored how coaches could design culturally supportive environments for Black female student-athletes. Eight NCAA male and female coaches within track and field, volleyball and lacrosse participated in semi-structured interviews. The interview guide explored culturally supportive mentorship and responsive sport leadership. Questions included how to offer constructive feedback and empower them as Black women in sport as well as reflect on their supportive behaviors (i.e., "How do you know your culturally supportive ways are truly supportive?"). The authors used an Interpretive Phenomenological Analysis (IPA) approach, which aims to explore a positive rather than negative narrative of the studied experience (Smith, 1999). Preliminary themes revealed a culturally supportive mentor as one who provides role models who look like their athletes as well as teaches them interpersonal (e.g., communication) and intrapersonal (e.g., conflict-resolution) skills. Culturally responsive sport leaders take time to learn from their athlete's

experiences, empower them to pushback against beauty ideals and pre-determined stereotypes as well as use their power and privilege to advocate for them. Interviews provided thought-provoking conversations that challenge the myths around coaching Black female student-athletes and replace them with authentic truths.

LEC-16D

FOSTERING GERMAN GYMNASTICS NATIONAL TEAM COACHES' COACHING BEHAVIORS AND LEADERSHIP CULTURE: AN INTERVENTION STUDY

Sebastian Brueckner, Private Practice, Germany;
Maike Tietjens, Muenster University, Germany;
Ralf Lanwehr, South Westphalia University of Applied Sciences, Germany

Coaches play an integral role in fostering athletes' holistic development as human beings that navigate increasingly complex societal contexts. To effectively coach, besides knowledge, skills, and attitudes towards athletic, psychosocial, and cognitive development, essential leadership knowledge, skills, and values-based behaviors are needed (Arthur & Bastardo, 2020; Storm & Svendsen, 2023). Thus, leadership theories, models, roles, and behaviors of coaches that embrace, reflect, and integrate the multitude of contextual complexities (e.g., performance pressure, organizational impact) need to be integrated in sport psychology theory and practice. Grounded in a scientist-practitioner perspective of high-performance coaches as cultural leaders, we implemented a leadership intervention in a national team context, based on the Competing Values Framework (CVF) and visionary-charismatic leadership to gain a comprehensive understanding of successful leadership in complex sport settings. The research involved 21 German Gymnastics national team coaches, along with 241 external reviewers providing 360° feedback before and after the coaching intervention. Modified questionnaires covering collaboration, creativity, control, competition, (Lawrence et al., 2009) and charisma (Bastardo, 2020) were employed, supplemented by personality diagnostics (extraversion, neuroticism, openness, conscientiousness, agreeableness; BFI-10, Rammstedt et al., 2014), and the Honesty-Humility Scale (HEXACO, Ashton & Lee, 2009). The intervention involved competence reports, individual feedback, and three person-centered coaching sessions, which were recorded for qualitative content analysis.

High scores in all CVF leadership roles were observed across self-perception and external perception, with slight increases post-intervention. Gender-specific differences emerged, with women scoring higher in roles like "team developer" and "mentor". Men scored higher in the "competitor" role. Discussion centers on the coaches' professionalism demonstrated through the 360° feedback, emphasizing their commitment to personal development. Challenges in communication and organizational aspects, particularly within the association, were identified. This study contributes insights into high-performance coaches' leadership behaviors, and how navigating dynamic, complex contexts requires self-regulation skills and cultural competency from coaches.

LEC-16E

LESSONS LEARNED FROM THE DEVELOPMENT OF A COACH EDUCATION TRAINING ON MENTAL STRATEGIES FOR ATHLETIC PERFORMANCE

Kylee Ault-Baker, The Ohio State University, USA;
Dawn Anderson-Butcher, The Ohio State University, USA;
Samantha Bates, The Ohio State University, USA;
Sydney Mack, The Ohio State University, USA

Coaches are important agents in facilitating a team culture that values psychological skills training (PST) and motivating athletes to develop mental skills (Durand-Bush & Salmela, 2001; Gould et al., 2002). Further, there is a high potential for the coach education model of PST to reach more athletes than an individual practitioner could provide, despite coaches often being left out of the interventions (Harwood, 2002). Budding literature supports providing education of mental skills for coaches to support their efforts to integrate PST into their programs (Fournier et al., 2005; Zakrajsek et al., 2017). Coaches have indicated that learning PST strategies in a practical, user-friendly way increases confidence in leading PST with athletes (Harwood et al., 2015). Therefore, this presentation highlights one coach education training which teaches four practical mental skills and strategies (self-talk, breathing techniques, imagery, and attention). Over 360 coaches have participated in this training, and 90 coaches evaluated the program. Coaches indicated a significant increase in their awareness of mental skills ($M_{diff} = 1.40$, $SD = .82$, $t(89) = 16.23$, $p < .001$), knowledge of factors influencing mental performance ($M_{diff} = 1.20$, $SD = .72$, $t(89) = 15.77$, $p < .001$), and confidence in the ability to implement mental skills with athletes ($M_{diff} = 1.39$, $SD = .86$, $t(89) = 15.37$, $p < .001$) after the session. Coaches also indicated a high belief in the value of mental skills (94.4% somewhat or strongly agree) and interest in learning more (88.9% somewhat or strongly agree). The success of this training reveals a viable method for including coaches in the PST process with well-designed coach education. Attendees in this session will learn about the structure of the coach education PST session, keys to evaluating the effectiveness of the session, and lessons learned in the development and implementation of the programming.

PANELS

PAN-01

THEORIES OF PERFORMANCE EXCELLENCE IN SUPPORT OF CLINICAL PRACTITIONERS NAVIGATING PERFORMANCE CULTURE

Natalie Léger, Synergistic Solutions/The Collective Edge, USA;
Angel Brutus, USOPC, USA;
Aaron Goodson, Duke University, USA;
Brittany Collins, University of Louisville Athletics/Developing Me! Counseling & Consulting, LLC, USA

The NCAA Transformation Committee recommended that all Division I schools should be required to provide a direct pathway for student-athletes to access full-time clinical services from a licensed mental health professional (NCAA Transformation Committee, 2023). While this creates opportunities for dually-trained practitioners to fill these roles, it also forges a supply and demand issue that leaves institutions hiring clinically trained providers with little to no sport psychology expertise (Jones et al., 2022). Given the specialized mental performance and health needs of sport populations, these clinicians are required to learn-as-they-go in supporting the athlete population while simultaneously navigating a sport landscape composed of multiple stakeholders (Jones et al., 2022). Counseling and sport psychology consultants can play a significant role in the professional development, upskilling, and role definition of clinical practitioners to foster development of their own theories of performance excellence (TOPE) during the provision of effective and ethical care to athlete clientele (Foss et al, 2016). Additionally, this supply and demand issue is exacerbated by provider turnover as a result of multiple factors impeding sustainability of infrastructures built to support the health and wellbeing of athletes and others in the sport ecosystem (Rosenbaum et al, 2023; Gormon et al, 2022). Practitioners tasked with supporting mental health, inadvertently find themselves navigating parallel processes with the very clientele they are hired to serve (Rosenbaum et al, 2023; Gormon et al, 2022). As such, this panel encourages consideration for the use of TOPE as an approach to supporting practitioner self-care as a professional identity development component to assist with buffering experiences that have potential to lead to burnout, moral injury and potential exodus from the field (Foss et al, 2016). Attendees will gain knowledge regarding bolstering resources for sport populations and navigating the current transient climate of counseling and sport psychology roles.

PAN-02

IDENTIFYING RELATIVE ENERGY DEFICIENCY IN SPORT (REDS) IN ATHLETES AND WHAT TO DO ABOUT IT

Hayley Perelman, Private Practice Owner, Hayley Perelman Ph.D., USA;
Christine Selby, Springfield College, USA;
Amanda Karas, Elevate Maintain Evolve, USA;
Rebecca McConville, ReBecca McConville, Sports Nutrition Specialist, USA

Athletes experience greater levels of eating disorders (EDs) than non-athletes (Sundgot-Borgen & Torsveit, 2004). EDs can be experienced at any body weight, size, and shape. Athlete-specific ED risk factors include body dissatisfaction,

internalizing an athletic body ideal, and social pressures (Stoyel et al., 2019). Relative Energy Deficiency in Sport (REDS) may arise from an ED; with REDs, the body does not have enough energy to engage in and recover from exercise, and various harmful physiological and psychological consequences may ensue (Mountjoy et al., 2023). Athletes may also experience REDs without any ED behaviors.

Symptoms of REDs are frequently first noticed by individuals who do not have professional training in REDs (e.g., coach). Thus, it is crucial to disseminate information about REDs and how to handle this often dangerous condition. Fortunately, evidence-based REDs assessments exist for the athlete population (e.g., the REDs Clinical Assessment Tool).

Mental performance consultants can be an integral part of a support team for an athlete experiencing REDs, while other professionals trained in EDs and REDs (e.g., physicians, psychologists, dietitians) comprise the treatment team. It is essential that all professionals among the multidisciplinary team share treatment goals, as there is often confusion among individuals treating REDs. Authors of a recent REDs review paper stated that with professional guidance, athletes may successfully manipulate body composition safely to “enhance performance, social recognition, and acceptance” (Pensgaard et al., 2023; pp. 57). Yet, research into controlling weight, body size, and shape demonstrates repeatedly that this bodily control is a myth, and attempting to exert this control has dangerous consequences (e.g., Fairburn et al., 2008).

This panel will build attendees’ understanding of: 1) the warning signs of REDs in athletes with and without EDs, 2) identifying and addressing REDs, including using evidence-based assessments, and 3) the importance of a multidisciplinary treatment team.

PAN-03

MENTAL PERFORMANCE CONSULTING AT NCAA DIVISION-III INSTITUTIONS

Andrew White, Hiram College, USA;
Hayley Russell, Gustavus Adolphus College, USA;
Christi Johnson, Cornell College, USA

Despite NCAA Division-III being the largest division (Nf430 institutions; 200,000+ student-athletes; NCAA, 2023), Division-III voices are underrepresented at AASP. Student-athletes at Division-III institutions share many psychological similarities with their counterparts across NCAA divisions – from levels of athletic identity (Sturm, Feltz, & Gilson, 2011; Mathews et al., 2021) and life satisfaction (Mathews et al., 2021) to clinical concerns regarding depression/anxiety (Kraus & Tibbetts, 2022) or disordered eating/body perceptions (Kato et al., 2011; Somasundaram & Burgess, 2018). However, there are structural and cultural differences between Division-III and other populations served by CMPCs (Division I, elite/pro, tactical) that are relevant for consultants seeking to establish their role in DIII environments. Although there are limited opportunities for full time sport psychology positions in DIII, coaches and administrators are interested in creating more consulting roles (Kornspan & Duve, 2006; White, unpublished data).

Eighty percent of Division-III institutions are private, non-profit institutions (NCAA, 2023), which face unique enrollment pressures. Because student-athletes are among the more

diverse populations on campus (more Pell-eligible, first-generation, and students of color), and have historically lower retention rates, we explore sport psychology consulting as diversity-oriented retention initiatives, providing support to particularly vulnerable student-athletes. This panel will provide information about the opportunities that exist at NCAA Division-III institutions – even if it is not explicitly part of the job description. Topics include, but are not limited to, our roles as consultants on campus, how we address DEI and retention concerns, how we've established our roles, and how we balance multiple roles (e.g., consultant and faculty member) on small campuses.

PAN-04

THE PATH TO PARIS 2024

Karen Cogan, USOPC, USA;
Jessica Bartley, United States Olympic & Paralympic Committee, USA;
Sean McCann, USOPC, USA;
Julia Cawthra, U.S. Olympic and Paralympic Committee, USA

The Paris Olympic and Paralympic Games are the first post-pandemic Games returning to a less restrictive competitive environment. While this is considered an ideal Games environment, it is also accompanied by additional changes and challenges compared to Tokyo both for athletes and teams as well as Psychological Services providers. This panel presents the work of one National Olympic Committee (NOC) that integrated Athlete Mental Health and Sport Psychology to become Psychological Services within the Sports Medicine Department. The new model evolved to seamlessly support the shift between mental performance and mental health and better support the athletes in-person and remotely. For the Games in 2024, this NOC provided eight credentialed Welfare Officers for the Olympics and four Welfare Officers for the Paralympics through a new International Olympic Committee (IOC) program. In addition, approximately a dozen staff and contracted providers embedded with sport National Governing Bodies supported teams at the Games (Olympics.com). Each provider had a unique role at the Games and will share their experiences about their path to Paris in the panel discussion. Areas to be addressed include: a brief outline of the new model of service provision; the process of deploying mental health screens and follow ups prior to the Games; managing an increase in requests for services and new programming prior to the Games for nearly 1200 senior national team athletes and 82 unique teams; providers managing their own personal reactions to supporting athletes for the first time in a Trials and Games environment; and unexpected challenges providers faced in supporting athletes in this less restrictive environment. The panel will conclude with lessons learned and processes that set the foundation for success at the Olympic and Paralympic Games.

PAN-05

MOTHERHOOD IN THE LOCKER ROOM: EXPERIENCES OF FOUR MOTHERS WHO WORK IN APPLIED SPORT PSYCHOLOGY

Lindsay Ross-Stewart, Southern Illinois University Edwardsville, USA;
Lindsey Hamilton, IMG Academy, USA;
Abby Keenan, Intrepid Performance Consulting, LLC, USA;
Angel Brutus, USOPC, USA

There is little dissemination of the experiences of any professional development specifically designed for women in the field of sport psychology (Quartioli et al., 2022). While Roper and colleagues (2001, 2002, 2005, 2008) investigated the experiences of female applied sport psychology professionals, little attention has been given specifically to working mothers in the applied sport psychology space. This is of particular interest given that work and family often pose competing demands, and are fundamental domains of people's lives (Debeljuh & Jáuregui, 2004; Jiménez & Moyano, 2008). In interviews with female sport psychology consultants, Curvey and colleagues (2023) identified pregnancy and motherhood as a main theme impacting their experiences.

Given the growing number of women in the field, some of whom may pursue applied careers alongside raising a family, this panel aims to expand on the implications of experiencing motherhood within applied sport psychology practice. The panel includes four women working in different applied sport psychology settings, with children of varying ages, who represent different ways of being an applied sport psychology consultant and a mother. This conversation is intended to be discussion-focused with questions based on research in the area of motherhood and work (e.g., Matis, 2022; Stead et al., 2021), creating space for the panelists to share their experiences of balancing mother and practitioner roles as parts of their individual intersectionality's. Attendees will have the opportunity to engage with the panelists and will leave with insights into the realities of navigating motherhood, professional work in applied sport psychology as a woman, and the intersection of both. In particular, panelists will discuss building self-awareness, managing expectations, setting boundaries, and engaging in self-care (Quartioli et al., 2021) in their continual pursuit of excellence as mothers and practitioners.

PAN-06

"LIVING THE DREAM": NAVIGATING ACADEMIA'S "SAY YES" MENTALITY

Hannah Bennett, Augusta University, USA;
Caitlyn Hauff, University of South Alabama, USA;
Sara Powell, California State University, Monterey Bay, USA

Obtaining academic milestones can oftentimes be a primer for burnout. Academia is situated in a space of "do more" and "be more," which encourages the "say yes mentality" for all opportunities that come our way, whether they serve us or not (King-White & Rogers, 2018). As sport, exercise, and performance psychology (SEPP) academics, it is important to learn how to set boundaries that protect our mental and physical health and actively engage in self-care strategies that prevent burnout (Velez-Cruz & Holstun, 2022). Engaging in these practices has become particularly important following the shift in academia as a result of the COVID-19 pandemic, where SEPP teaching modalities

changed yet work expectations remained the same despite potential for compassion fatigue due to increased student needs (Velez-Crus & Holstun, 2022). To not only survive, but also thrive in the SEPP academic environment, a sense of personal and professional humility is necessary. Thus, this panel will focus on how to implement self-care strategies to prevent burnout, cultivate understanding the importance of humility and self-compassion for academic flourishing, and explore how to mindfully navigate a competitive academic environment. Panelists will also discuss how understanding the intersections of our identities (e.g., gender, sexual orientation, race, age, etc.) can improve our roles as researchers, educators, mentors, and collaborators while thriving in academic environments. Attendees can expect to gain tangible tools for improving their experiences in academia through the implementation of self-care practices, building support systems, and recognizing signs of burnout. Panelists hope attendees will be able to engage in an open dialogue regarding their experiences in academia.

PAN-07

THE PERSONAL IS PROFESSIONAL: A PANEL DISCUSSION WITH JEWISH SPORT AND PERFORMANCE PSYCHOLOGY (SPP) PROFESSIONALS

Shane Saenz, UC San Diego, Private Practice, USA;
Jamie Shapiro, University of Denver, USA;
Jesse Michel, Deloitte, USA;
Shir Wasserman, Miami University, USA

Historically, Jewish individuals have not been recognized as a diverse or distinct cultural group in the field of psychology and in conversations about diversity (Priester et al., 2008). Conventionally, Jewish stereotypes have led to continued exclusions of this community, including in sport and performance settings (Jaher, 2001). A search of AASP conference programs from the past decade revealed that there have been no presentations focused on Jewish populations in SPP (e.g., athletes, performers, or SPP professionals). Given the 361% increase in antisemitic events in the United States in 2023 (Anti-Defamation League), the panelists view this as an opportunity to share perspectives from this underrepresented community in the SPP field.

In this panel, four SPP professionals with different career paths will share how their Jewish identities intersect with their professional work. The moderator is the coordinator of sport psychology and mental health for an NCAA Division I athletics department. Panelists include: a faculty member for a master's program in Sport & Performance Psychology, a SPP professional with experience working in elite sport, military, and business environments, and a post-doctoral fellow in clinical and sport psychology at a private practice.

The panelists would like to clarify that they do not intend to make political statements for or against any person or group. They see this as an opportunity to share information about an underrepresented cultural group greatly impacted by the world's current events, and hope attendees will engage in dialogue about the unique aspects of working with this population in SPP spaces. Finally, the panelists will encourage attendees to consider how their own intersecting identities might impact their professional work.

PAN-08

PIPELINE CONSTRUCTION: CONSIDERATIONS AND LESSONS LEARNED FROM BUILDING TRAINING PROGRAMS IN COLLEGIATE ATHLETIC DEPARTMENTS

Aaron Goodson, Duke University, USA;
Shawn Zepplin, Duke University, USA;
Stephanie Gdovin, Duke University, USA;
Joanna Foss, Auburn University, USA;
Michael Urban, Clemson University, USA

As demand increases for providing mental health services to collegiate student-athletes, creating, maintaining, and expanding training programs continues to be a point of interest between athletic department staff and campus partners in university counseling centers (UCCs) (Hess & Carrizales, 2021; Keilin et al., 2021; Walsh et al., 2022). These training programs serve not only to provide valuable services to student-athletes but also to develop practitioners who are better prepared to navigate athletic department systems upon entry into the workforce. A key part of these training programs must include the delivery of effective sport performance psychology services. However, there are many factors and considerations for both parties to consider and navigate to ensure that training programs provide an effective and beneficial experience for all involved (Norcross et al., 2020; Zuckerman et al., 2020; Palitsky et al., 2022). This panel, composed of professionals who have been involved in different training models (Rodolfa & Schaffer, 2019), will share their experiences with building and establishing training programs serving athletic departments. Specifically, this panel will discuss considerations and approaches that provide holistic training experiences to prepare trainees to operate within multidisciplinary models including providing mental health and performance enhancement services, consulting with coaches and other support staff, and exposure to the realities of navigating larger athletics systems. Additional topics will include understanding how sport performance psychology is executed differently embedded in collegiate athletics than what is learned in most training programs (Fogaca et al., 2020), the dimension of sport as it impacts client experience (Lee, 2020), intern assessment of readiness, structure of supervision (Andrews & Cook, 2021; Fogaca et al., 2018; Foltz et al., 2015), recommendations for preparing interns to be successful in these training roles prior to selection, and potential pitfalls.

PAN-09

WORKING WITH HIGH-PERFORMANCE MINDED COACHES: LESSONS LEARNED FROM THE FIELD

Brian Alexander, UC San Diego, USA;
Peter Haberl, , USA;
Andrea Becker, California State University, Sacramento, USA;
Lenny Wiersma, University of California, Berkeley, USA

An applied sport psychology consultant's work is multi-faceted and requires a flexible approach to gaining entry with sport organizations, teams, coaches, and athletes (Fifer, Gould, Henschen, & Ravizza, 2008). A practitioner must establish respect, credibility, and trust with all constituencies related to the team, including the athletes, sports medicine support staff, sport administrators, coaches, agents, and sometimes even parents (Harwood & Anderson, 2012). Perhaps the most

important working relationship in a high-performance team setting is between the practitioner and the coaching staff, and particularly the head coach. This relationship can be tough to navigate, with boundary crossings being constantly challenged and the demands of highly emotional and unpredictable environments weighing on the working alliance (Eubank, Nesti, & Cruickshank, 2014).

In this panel, four highly successful sport and performance psychology consultants share the frameworks used and lessons learned from working with high-performance coaches. The experiences from this panel range from multiple Olympic Games, World Championships, Collegiate National Championships, and Local Club Champions in team and individual sports. Each has a unique perspective to share and will have the opportunity to present the theoretical orientation that frames their consulting role and how they adapt and adjust to integrate with athletes and teams by partnering with and nurturing working relationships with their coaches and staff (Poczwardowski & Aoyagi, 2021). The discussion will include topics such as initiating and building the relationship, identifying key moments in building trust, handling ethical considerations, establishing professional boundaries, and collaborating with coaches on programming and delivering mental skills training with teams.

PAN-10

NEXT STEPS FOR POSITIVE YOUTH DEVELOPMENT PROGRAMMING: ADDRESSING SOCIAL VULNERABILITY

Majidullah Shaikh, The University of British Columbia - Okanagan, Canada;
Tanya Forneris, UBC Okanagan, Canada;
Meredith Whitley, Adelphi University, USA; T
arkington Newman, University of Kentucky, USA

Research and practice on sport-based positive youth development (PYD) programming has fostered an understanding of how contexts and programs can be structured to be safe (physically and psychologically), develop supportive relationships (adult-to-youth and peer-to-peer), and cultivate a wide range of skills across personal, social, and physical domains (Holt et al., 2017; Whitley et al., 2019). As the PYD through sport field has evolved, there has been growing recognition of the diverse and complex needs of youth and, most recently, awareness of how sport-based PYD programs may fall short in addressing social vulnerability. The theory of social vulnerability (Vettenburg, 1998) describes inequitable social conditions (e.g., poverty, neighborhood stress) that culminate to disproportionately disrupted relations between youth and social institutions (e.g., educational system, labor market, justice system) throughout society (Haudenhuyse et al., 2014; Super et al., 2017). However, to this point in time, most research in sport-based PYD has yet to account for the effects of social vulnerability in youth's experiences and development (Newman et al., 2021). The goals of this panel are three-fold: (a) to increase awareness of how sport has historically addressed the notion of social vulnerability, (b) to examine how researchers can move forward with socially-just strategies to advocate for and instigate change throughout existing sport systems; and (c) to reform the existing institutional structures and practices by way of adopting transformative thinking approaches and fostering meaningful partnerships with youth-and-community serving groups with similar goals.

PAN-11

PROFESSIONAL CHILDREN: A PANEL ON NAVIGATING ELITE YOUTH ATHLETICS AS A MENTAL PERFORMANCE CONSULTANT

Robert Looney, Boston University, USA;
Roger Parrino Jr, University of Denver, Graduate School of Professional Psychology, USA;
Emma Whall, Riser+Tread, USA;
JJ Tarango, Boston University, USA

Elite youth athletes are susceptible to negative consequences such as the pressure to perform, perfectionism, burn-out and overtraining, parental pressure or conflict, among others (Purcell et al., 2022). Early specialization can lead to adverse consequences in emotional health development, such as interpersonal skills and emotional regulation (Capranica, L., & Millard-Stafford, M. L., 2011). Researchers have implemented social responsibility training and development with youth athletes with marked success (Carreres-Ponsoda et al., 2021). This panel highlights four Sport and Performance Psychology professionals who have experience in working with elite youth athletes. These professionals will engage in a facilitated discussion, highlighting topics such as: 1) how to navigate the coach-athlete-parent dynamic as a mental performance consultant, 2) understanding the intersection of mental health and elite performance within youth athletics, 3) conceptualizing mental performance within the lifespan development of adolescents, and 4) fostering team cohesion and camaraderie to mitigate burnout. Key learning points for attendees include: a) understanding all parts of the coach-athlete-parent triad as integral to performance and mental health while respecting client confidentiality and the limits thereof; b) using a values-based approach to help athletes create their own definitions of elite performance and sustainable mental well-being; c) scaling the MPC's approach to the appropriate emotional and cognitive development of youth athlete populations; d) providing opportunities for process groups and team-building activities to provide a safe space for athletes while reinforcing satisfaction in sport. Following an opportunity to interact with the panel, attendees will leave with an understanding of the harmful pressures to which youth athletes are vulnerable, as well as receiving hands-on skills and interventions to utilize and implement with developing athletes.

PAN-12

“UNLOCKING EXCELLENCE”: THE QUEST FOR EXCEPTIONAL TALENT IN MENTAL PERFORMANCE WITHIN PROFESSIONAL BASEBALL AND A HIGH PERFORMANCE ACADEMY”

Sean Swallen, Cleveland Guardians, USA;
Brian Miles, Cleveland Guardians, USA;
Cecilia Craft, Phillies, USA;
Lindsey Hamilton, IMG Academy, USA;
Lindsay Shaw, Cleveland Guardians, USA

Sport organizations invest in mental performance with the aim of addressing the entire human aspect of high performance and increasing rates of success (Woolway & Hardwood, 2018). As a result, organizations are tasked with hiring the right to people to meet this objective. Meanwhile, Mental Performance Coaches (MPCs) interested in seeking employment are faced with showcasing their abilities and experiences across a variety

of factors, including their ability to foster effective relationships, competently assess needs and execute interventions, fit into the organization's ecosystem, and collaborate with a team (Fifer et al., 2008; Tod et al., 2009; Woolway & Harwood, 2018). While MPCs discern how to convey their aptitude on these factors to potential employers, hiring managers are faced with the complicated task of effectively evaluating these candidate factors to determine how well potential practitioners will succeed in the role.

Given the importance for sport organizations to hire quality MPCs that provide value to their organization, and the parallel difficulty for candidates to showcase their abilities throughout the hiring process, the objective of this panel is to discuss the realities of hiring. Specific learning objectives include (1) examining factors that make a candidate stand out, (2) identifying pitfalls of MPC candidates in the hiring process, and (3) bringing visibility to what hiring managers consider in candidate evaluation. An additional goal of this panel is to stimulate the discussion on the art and science of hiring and retaining good people. The panel is comprised of practitioners from three different high performing sport organizations with ample hiring experience. Attendees will leave the session with considerations of how to make themselves stronger MPC applicants, insight into hiring processes in elite sport, and reflections to help future CMPCs better prepare for the complex nature of applied work in the trenches of High Performance.

PAN-13

WHAT'S YOUR 1%? INTEGRATED AND WORKSHOP SPECIALISTS' EXPERIENCES DOING MENTAL PERFORMANCE WORK IN TACTICAL POPULATIONS

Katy Tran Turner, USA;
Stephanie Zavilla, Winter Park Competition Center, USA;
Lindsey Deppen, O2X Human Performance, USA;
Kelli Kehoe, O2X Human Performance, USA

Over the last fifteen years, the tactical community, which includes military, firefighter, law enforcement, and first-responder personnel, has adopted applied mental performance training as part of preparation for performing in high stress and life-threatening situations (Blank et al., 2014; DeWiggins, Hite, & Alston, 2010). There is increasing evidence to support that mental skills training can benefit performance and stress management in these populations, often termed tactical athletes (Andersen et al., 2015; Jensen et al., 2020). In 2016, although the majority of graduate students surveyed did not identify working with tactical populations as a goal, work in a military-based program was offered as a viable career option for practitioners (Fitzpatrick, Monda, & Wooding, 2016). In the 2020 Compensation Report for Mental Performance Work, 19% of the respondents were from the military field of work (Association for Applied Sport Psychology, 2020). This evidence is indicative of a growing opportunity for applied practitioners to provide meaningful and impactful work in a unique population. Interest in optimizing human performance for tactical communities continues to grow, with a holistic approach being offered as a model (Gnacinski et al., 2015; Romero & Alvar, 2021).

This panel will feature practitioners from who serve these populations in various settings. The panelists provide both integrated, on-site mental performance services, as well as

workshops that incorporate a holistic approach to enhancing human performance. Panelists will bring experiences from working with police departments, fire departments, and military schoolhouses. These mental performance specialists will share how they establish rapport with this unique population, develop contextual and cultural understanding, and conceptualize mental performance training programs and workshops. Attendees will have the opportunity to hear the nuances of how work with first responders differs from mental performance consulting with athletes and military populations, as well as how to integrate with practitioners from other human performance domains. Finally, panelists will offer suggestions for consulting development strategies for those interested in working with these populations.

PAN-14

PERFORMING SOCIAL JUSTICE IN APPLIED SPORT PSYCHOLOGY: CHALLENGES AND CONSIDERATIONS

Matthew Bejar, San Jose State University, USA;
Terilyn Shigeno, Adler University, USA;
Leslie Larsen, California State University, Sacramento, USA;
Saemi Lee, California State University, Los Angeles, USA

Graduate students and early career professionals passionate about social justice often enter sport and exercise psychology (SEP) with aspirations to make a difference by enhancing equity and inclusion. Challenging the status quo, however, is inevitably met with backlash. For instance, when mental performance consultants call attention to injustice, they risk retaliation (Carter & Davila, 2017). Similarly, while academia is regarded as an institution where social justice scholarship, pedagogy, and activism thrive, higher education is rife with cultural norms and institutional practices that (re)produce inequity, such as the disproportionate delegation of labor to non-tenured, female faculty of color (Berheide et al., 2022). Accordingly, individuals learn to adapt by working within systems and conducting work that is at times "performative." In this panel discussion, presenters first share their social justice journeys within SEP, including influential cultural sport psychology scholarship (e.g., Ryba et al., 2010). Then, they discuss challenges they have encountered within research (e.g., publishing social justice work), teaching (e.g., pseudoscientific pedagogies for cultivating equity), and practice (e.g., shifting organizational norms). While these are issues that permeate many segments of society, parallels are specifically drawn to physical activity, such as the comparison of the "student-ready college" paradigm to Exercise is Medicine® as good-intentioned but problematic initiatives that exacerbate inequity in practice. Next, they discuss ways they have addressed these challenges by learning to "perform" social justice, including tone policing themselves, posting "Safe Zone" stickers, utilizing buzzword phrases within academia despite reservations, and favoring randomized control trials and other quantitative methods to circumvent questions from reviewers about the legitimacy of qualitative inquiry. Finally, panelists offer future directions concerning the tension between wanting to make transformative changes within SEP and feeling compelled to take incremental and "performative" approaches to social justice.

PAN-15

INTEGRATING SELF-CARE INTO SPORT PSYCHOLOGY MENTORSHIP AND SUPERVISION: DIVERSE APPROACHES, STRATEGIES, AND INSIGHTS

*Alessandro Quartiroli, University of Wisconsin - La Crosse (USA)/University of Portsmouth (UK);
Tsz Lun (Alan) Chu, University of North Carolina at Greensboro, USA;
Jana Fogaca, Long Beach State University, USA*

Self-care is crucial for maintaining ethical and proficient service delivery in sport psychology (Quartiroli et al., 2021). Self-care awareness, understanding, and implementation are crucial to support the wellbeing and fit to practice of sport psychology practitioners (Quartiroli et al., 2024). Researchers have recognized its pivotal role in bolstering both personal and professional well-being (Dorociak et al., 2017) and reached a consensus on the importance of embedding self-care into mentorship and supervision (Quartiroli et al., 2023). Despite its importance, the incorporation of self-care as a foundational element of the training of practitioners has received limited attention (Quartiroli et al., 2019, 2023).

This panel aims to define self-care, discuss strategies to integrate it into mentoring and supervisory roles, and present diverse experiences of mentors who have embraced this approach.

This panel will offer a comprehensive overview of self-care within the context of mentorship and supervision in sport psychology (Quartiroli et al., 2023). Attendees will be presented with diverse approaches to integrate self-care into the mentorship and supervision process, ranging from being a central theme to an ad-hoc topic addressed as in alignment with the trainees' needs and the context of the mentorship/supervision relationship. Attendees will have the opportunity to learn about the different experiences of panelists who have prioritized self-care in their mentoring and supervisory relationships, highlighting the benefits and challenges encountered. Additionally, the transnational and cultural backgrounds and experiences of the panelists will enrich the discussion, providing a unique perspective on self-care through context-driven lenses.

The panel seeks to encourage mentors and supervisors to adopt self-care practices not only for their mentees and supervisees but also as a model for their professional development and practice. Attendees will be engaged in the exchange of professional experiences in working with trainees in bringing self-care to the forefront of their professional journey.

PAN-16

GUIDELINES FOR RETURN TO SPORT POST EATING DISORDER CARE

*Amanda Karas, Elevate Maintain Evolve, USA;
Cindy Aron, Ascend Consultation in Health Care, LLC, USA;
Michelle Gregovic, self, USA;
Jenny Conviser, Ascend Consultation in Health Care / Illinois Sport & Performance Institute, USA*

Low energy availability (REDS) due to eating disorders (EDs) and related conditions among athletes, poses threat to health,

athletic performance, and well-being (Nativ, Loucks, & Manore et al., 2007). Consequences of chronic low energy availability may include matters of physiology, (e.g., bone weakness/loss, muscle weakness/wasting, soft tissue injuries, slowed neurological transmission, etc.), psychology, (e.g., low energy/mood, increased depression, low confidence, increased anxiety, intense preoccupation with body shape and weight, etc.), nutrition or dietary, (e.g., vitamin, mineral, electrolyte deficiencies) and compromised social functioning (e.g., increased isolation, increased social anxiety, greater propensity for negative comparison, etc.) In addition, to highlighting health risks commonly observed during the transition from treatment to sport (Fredericson, M., et al., 2023), the panel discussion will address other factors influencing athlete safety, including, matters of confidentiality, multidisciplinary treatment team communication, medical clearance for training and competition, managing goals and expectations for training and competition, drafting training plans, schedule for medical monitoring, re-evaluation, and continued care. The importance of being well informed in tenets of ED detection, prevention, assessment, and recovery will be discussed.

Panel discussion will highlight the vital roles that the multidisciplinary sport personnel, environment, and culture play in reducing health risks associated with transition back to sport. Each is needed to protect an athlete's well-being while fostering safe and successful sport participation. Panelists will address issues of diversity, identity, values, privacy, and confidentiality. Panelists will provide examples of the importance of avoiding blaming the athlete for the illness or labeling the athlete. Illnesses and sport communities are inextricably linked. The panel's conclusions will reflect the vital roles that the multidisciplinary sport personnel and the sport environment/culture play in reducing the serious health risks of EDs and fostering the athletes safe and successful return to sport.

PAN-17

KEEPING IT ALL IN THE FAMILY? EXPLORING THE INFLUENCE OF SOCIAL NETWORK PREFERENCE WITHIN THE FIELD OF APPLIED SPORT PSYCHOLOGY

*Dan Abroms, Arete Performance, USA;
Brian Hite, Begin Again Performance Psychology, USA;
Sarah Forsythe, Redefine Performance, USA;
Victoria Bradshaw, California Polytechnic State University, USA*

Research from LinkedIn in 2016 indicated that seventy percent of people across various industries were hired at companies where a personal connection was already in place (Pacey, 2022). In the NFL, twelve of the thirty-four head coaches during the 2022 season were reported to be related to current or former NFL head coaches (Bumbaca & Freeman, 2022). These examples highlight what is known as social network preference, the actual or perceived favoring of family members (i.e., nepotism), friends or acquaintances (i.e., cronyism) in an employment situation (Ali et al., 2022; Kihl et al., 2016; Jones & Stout, 2015).

Social network preference is a pervasive phenomenon across a variety of industries (Bello, 2015; Riggio & Saggi, 2015), and sport psychology practitioners will likely encounter and be affected by social network preference at some point during their careers. The implications of social network preference in employment situations remains uncertain, since both benefits and drawbacks have been documented (Jones & Stout, 2015;

Riggio & Saggi, 2015). As the field of applied sport psychology continues to expand (AASP, 2022), exploring the implications of social network preference is necessary to ensure that ethical employment practices are identified, implemented, and sustained over time.

The panel will first clarify terms associated with social network preference (e.g., nepotism, cronyism, etc.) and share data to infer on industry prevalence. Panelists will then offer personal insights on the benefits, challenges, and impacts of social network preference from examples experienced in their careers. The discussion will conclude with evidence-based approaches to address common challenges. Attendees will be encouraged to join the conversation and ask questions to deepen collective awareness and knowledge of the topic and to promote professional growth.

PAN-18

THE HIGH STAKES OF INJURY: MULTIPLE PERSPECTIVES ON TEACHING THE PSYCHOLOGY OF INJURY

Alexander Bianco, Indiana State, USA;
Amber Shipherd, Texas A&M University - Kingsville / Next Level Mind Consulting, USA;
Erika Van Dyke, Springfield College, USA;
Stefanee Maurice, California Polytechnic State University, USA

The occurrence and rehabilitation of sport injury are influenced by psychosocial factors (Brewer, 2010; Ivarsson et al., 2017; Wiese-Bjornstal et al., 2009). Therefore, understanding the psychology of injury is important for prospective sport, exercise, and performance psychology (SEPP) professionals and students across other disciplines (e.g., athletic training, coaching, counseling). Unfortunately, not all graduate level sport psychology programs offer this course, and this course is often not available at an undergraduate level. Further, there are currently limited publications on effective teaching practices in the SEPP field, and a lack of literature on teaching the psychology of injury. This may explain why some kinesiology students have reported leaving their academic programs with only a superficial understanding of the psychological aspects of sport injury (Cormier & Zizzi, 2015; Zakrajsek et al., 2017). Thus, it is imperative that more SEPP and related programs offer courses that focus on the psychology of injury, and that educators teaching this content be equipped with effective teaching strategies.

The purpose of this panel (co-sponsored by the Teaching Sport and Exercise Psychology and Psychology of Injury SIGs) is to help university educators be more prepared to propose and teach courses that focus on the psychology of injury. The four panelists teach psychology of injury courses to undergraduate and graduate students in SEPP and related programs. Panelists will discuss how important contextual information, including diversity of students and class size, influences their approach to teaching the psychology of injury. Topics will include preferred textbooks/readings, impactful assignments and learning experiences, how DEIBJ topics are explored in psychology of injury classes, and challenges that the panelists have faced in teaching the material.

Attendees will be able to interact with panelists and will leave this panel better prepared to propose and run effective courses related to the psychological aspects of sport injury.

PAN-19

BEYOND TRADITIONAL SETTINGS: ROLE OF SPORT PSYCHOLOGY PRACTITIONERS IN ACADEMIC MEDICAL CENTERS

Chelsey Bowman, Children's National Hospital, USA;
Craig Cypher, University of Rochester Medical Center, USA;
John Coumbe-Lilley, University of Illinois at Chicago, USA;
Jenny Conviser, Ascend Consultation in Health Care / Illinois Sport & Performance Institute, USA

The field of sport and performance psychology has rapidly grown over the past few decades and gained a considerable foothold in professional sports organizations, collegiate athletics, and the military (Donohue et al., 2022). However, the majority of athletes are not connected to these organizations, and therefore access to sport psychology services remains largely unattainable for most. The number of sport psychology practitioners remains limited and geographically concentrated. And further, financial barriers and limited eligible insurance benefits may curtail ready access to sport psychology services. One way to overcome these barriers and serve a diverse clientele may be to work within an academic medical center (AMC), which allows for insurance reimbursement of mental health treatment of athletes and typically more access to research funds and space for performance work. However, today relatively few sport psychology practitioners work within AMCs, despite most having sports medicine and orthopedic departments.

Panel members are four professional CMPCs® who are embedded in AMCs throughout the country. The four professionals participate in a variety of work, including psychological intervention, performance optimization, research, and kinesiology within their AMCs. Panelists will provide an overview of each of their roles and discuss their different pathways into these roles. With ample time for audience questions, panelists will attend to the following areas of discussion: 1) How they gained entry into their current roles? 2) What strategies have been effective for working in interdisciplinary and multidisciplinary teams? 3) What strategies were effective for advocating for their roles? 4) What training opportunities could best set you up to become a sport psychology practitioner in an AMC?

Audience members will leave the session with an understanding of various opportunities within AMCs, effective strategies for advocating for inclusion of sport psychology practitioners in AMCs, and training opportunities needed in preparation for careers in AMCs.

PAN-20

DEMISTIFYING THE REHABILITATION SPECIALIST PERSPECTIVE OF PSYCHOLOGICALLY INFORMED PRACTICE: DISCUSSION OF BARRIERS, BENEFITS, AND OPPORTUNITIES FOR COLLABORATION TO IMPROVE CARE OF INJURED ATHLETES

Shelby Baez, University of North Carolina at Chapel Hill, USA;
Francesca Genoese, University of Wyoming, USA;
Caitlin Brinkman, University of North Carolina at Chapel Hill, Chapel Hill, NC, USA

Rehabilitation specialists are frontline for the identification and assessment of maladaptive psychological responses

after sport-related injuries (Cormier & Zizzi., 2015). Recently, there has been increasing support for the incorporation of psychologically informed practice into the management of these patients (Baez & Jochimsen., 2023). Psychologically informed practice is the integration of patient attitudes, beliefs, and emotions into clinical practice based on biopsychosocial models (Main & George., 2011). This also includes the use of psychological skills, such as mindfulness and graded exposure (Baez & Jochimsen., 2023). However, rehabilitation specialists often report low confidence with integrating these skills into clinical practice (Cormier & Zizzi., 2015). Therefore, there is a natural opportunity for collaboration between rehabilitation specialists and sport psychology professionals to engage in psychologically informed practice and enhance clinical outcomes for patients after sport-related injury. However, there is often a disconnect in knowing what rehabilitation specialists can and cannot do within the scope of their clinical practice from a sport psychology lens.

The learning objectives of this panel include to: 1) demystify the sports medicine facility by allowing the audience to ask the panel of 3 certified athletic trainers with an expertise in sport and exercise psychology about current psychologically informed practice strategies commonly used in sports medicine settings, 2) discuss the barriers identified by sports medicine providers (e.g., lack of confidence) for the integration of psychologically informed practice, and 3) work collaboratively with attendees to brainstorm opportunities for collaboration and how to best facilitate relationships with sports medicine staff. This panel is an ideal opportunity to facilitate conversation about a challenging topic in the psychology of sport injury. The primary goal of this panel is to help sport psychology professionals identify methods to collaborate with sports medicine providers to enhance psychologically informed practice for the management of patients with sports-related injuries.

PAN-21

DOING BUSINESS AS A CERTIFIED MENTAL PERFORMANCE CONSULTANT (CMPC) IN THE SECOND HALF OF THE 2020S

John Coumbe-Lilley, University of Illinois at Chicago, USA;
Sarah Forsythe, Redefine Performance, USA;
Russ Flaten, Mindset4Change, LLC, USA;
Steve Shelton, USA

The marketplace for performance consulting is unregulated, competitive, and dynamic (Taylor & Walker, 2015; US News, 2024). Anyone can legally call themselves a consultant if they sell knowledge, advice, or insights in an advisory capacity. Starting a sports psychology business has never been as exciting or challenging as it is in today's digital and analog world. Virtual reality interventions, data-driven performance analysis, evidence-based practices, wearable technologies, shortened one on one consulting packages, customized delivery through multimedia platforms, the rise of e-sports, and the drop in youth and adult sport participation are all factors that future business-minded sport psychology providers will have to contend with (Forbes, 2024). Business innovations such as the integration of artificial intelligence (Forbes, 2024), and corporate focused performance consulting (Deloitte, 2019) will become central to the survival of sport psychology as a viable alternative in the human performance and optimization

marketplace (Ratten & Tajeddini, 2019). Google Search Quality Guidelines require digital businesses to show Expertise, Experience, Authority, and Trust (EEAT) (Google, 2024), and a recent sampling of 162 AASP CMPCs certified between 2020-2023 showed the opportunity for significant EEAT growth (Coumbe-Lilley, 2024). Researchers have suggested credibility is the first step of sports business entrepreneurs attracting clients, and trust is the second step that converts and retains them (SEMrush, 2023). Marketing, sales, and branding constitute the fundamental pillars of a performance consulting enterprise. However, it is the mastery of interpersonal skills that remains an indispensable attribute for entrepreneurs. This panel aims to embrace the challenges and opportunities above by providing emerging sports psychology entrepreneurs' perspectives, strategies, and tactics based on knowledge, skills, and abilities panelists have earned through diverse and complimentary entrepreneurial experiences.

PAN-22

A WINNING HAND: FOUR DIFFERENT PERSPECTIVES OF SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY ACADEMIC POSITIONS

Amber Shipherd, Texas A&M University - Kingsville / Next Level Mind Consulting, USA;
Tsz Lun (Alan) Chu, University of North Carolina at Greensboro, USA;
Chelsea Duncan, James Madison University, USA;
Erika Van Dyke, Springfield College, USA

Many graduate students in sport, exercise, and performance psychology (SEPP) entertain the idea of being employed in an academic position, especially one in which they can also perform applied work. However, obtaining a SEPP academic position in the United States is a challenging task given the amount of competition in the job market (Gould, 2015; Patton, 2012). There is also an appallingly low rate (6%) of underrepresented scholars in the professoriate, including kinesiology positions (Griffin, 2020). Further, few graduate programs include coursework or training to fully prepare graduate students for diverse academic positions and what to expect in those roles (APA, n.d.; McAlarnen et al., 2023), one cause of the low rate of underrepresented scholars in faculty jobs. Therefore, the purpose of this panel is to transparently share what different types of faculty positions and roles look like. Panelists occupy positions in psychology and kinesiology departments, hold ranks of instructor through tenured professor, and teach in undergraduate and graduate programs. Panelists will (a) provide an overview of their roles as well as contextual, cultural, and demographic factors that influence their day-to-day work, including campus climate, student body composition, and tenure and promotion expectations; (b) discuss their day-to-day responsibilities with respect to teaching, research, applied work, service, and administrative tasks, including how to get involved with research or applied work if it is not an expectation of the position; and (c) share opportunities and challenges they face in their positions, including the roles diversity, equity, inclusion, belonging, and justice play in their work. Attendees will have the opportunity to ask questions and will leave with a better understanding of what types of positions or roles best fit their skill set and best align with their goals and interests, as well as how to pursue such positions.

PAN-23

THEMING AS A TOOL TO DEVELOP AND SUSTAIN SEASON-LONG TEAM CULTURE

Marc Cormier, University of Kentucky, USA;
Wade Gilbert, California State University, Fresno, USA;
Darren Holder, Coaching Better, Australia;
Traci Statler, Philadelphia Phillies, USA

It is widely acknowledged that culture can have a significant impact on team dynamics and performance (Coyle, 2018; Gould et al., 2002). More specifically, the importance of developing and fostering an ongoing process-oriented culture (i.e., focusing on the journey) to sustain individual and collective motivation and commitment to team goals has gained significant traction in sport and organizational psychology (e.g., van Knippenberg et al., 2006). There are numerous possibilities for developing a sport ethos where the process is understood and, more importantly, valued and enacted daily. Sport psychology practitioners are therefore challenged with finding creative strategies for building and sustaining team culture across a campaign (e.g., season, playoff, Olympic, etc.). One increasingly popular strategy is the use of a campaign theme aligned with the unique profile and culture of the team that both educates and inspires athletes and staff. Therefore, the purpose of this panel presentation is to share experiences of successful campaign themes, with particular emphasis on the process of their development, implementation, and applicability. Panelists include three experienced sport psychology professionals who regularly implement this strategy. This panel will provide an international/cross-sport perspective within three different high performance sport settings (NCAA, Olympic, and Professional). Topics of discussion will include: developing and establishing a vision for a theme, using the theme to build trust and athlete ownership of the journey, working with coaches and program staff, and problem-solving and adapting to uncontrollables (e.g., Covid-related restrictions, athlete and staff turnover, budget considerations, etc.). A seasoned moderator with applied experience at all levels represented will formulate and engage discussion on the above-mentioned topics. Overall, this panel will provide participants with tools to implement in their practice while encouraging each of them to explore the process of identifying and implementing themes to build and sustain program culture across a season.

PAN-24

LESSONS LEARNED FROM PERFORMERS TURNED PROVIDERS

Tyler Greene, Florida State University, USA;
Roger Parrino Jr, University of Denver, Graduate School of Professional Psychology, USA

Early career CMPCs face unique challenges, including understanding the ethical boundary of clinical and performance enhancement work (Tod, McEwan, & Andersen, 2021) and integrating culture into their practice (Quartioli et al., 2021). Most providers across the country have reported a lack of cultural competence and understanding of military populations (Meyer et al., 2016). Despite this gap, the United States Military is an ideal context for strengths-based psychology interventions common in mental performance consulting (Johnston et al., 2017). Two early career practitioners with unique experiences in military culture will delve into lessons learned throughout their training and insights into their current applied work following CMPC certification.

The targeted audience is students currently working towards a career involving mental performance consulting in some capacity. Objectives for the panel include: 1) Providing insight into how the panelist's performance careers have informed their applied work and consulting philosophies. 2) Balancing clinical psychology practicum work and mental performance consulting work as CMPCs. 3) Navigating the subcultures within different performance domains, specifically highlighting developing military cultural competence.

Key learning points for attendees include a) Self-reflection on the positives, negatives, and lessons learned from previous performance and consulting experiences to better your current work; b) Continuous transparency with clients about the delineation between performance consulting and clinical treatment; c) Immersing yourself in the culture of the clients you are treating is extremely impactful; d) Understanding military subcultures as task-contexts (e.g., military band members might require different interventions to reach peak performance than infantry personnel).

The audience will have the opportunity to engage in an open discussion with the panelists, gaining insight into navigating applied work within different performance domains (e.g., military, athletics, and musicians) and tailoring consulting approaches to account for presenting concerns and culture.

POSTERS

Coaching

1

ENHANCING ATHLETE DEVELOPMENT THROUGH MENTAL TOUGHNESS: A COLLABORATIVE APPROACH FOR MENTAL PERFORMANCE AND SPORT COACHES

Andreas Stamatis, University of Louisville, USA

In the competitive sports landscape, mental toughness (MT) emerges as a key factor distinguishing high performers under pressure. This lecture unveils a novel strategy for mental performance coaches to enrich coaching MT methodologies via psychological skills training (PST) and pressure training (PT). With sport coaches increasingly seeking to build mentally tough athletes, mental performance coaches must not only understand MT's theoretical bases but also apply these concepts effectively. This session, crafted for mental performance coaches, highlights the crucial synergy between theoretical understanding and practical application. It delves into how PST forms the foundation for MT knowledge and skill-building, while PT offers a practical avenue for application, focusing on collaboration with sports coaches to enhance athlete development.

A pivotal element of this lecture is the strategic deployment of PT, simulating competitive pressures to strengthen athletes' coping mechanisms and performance. By broadening the implications, echoing the psychological challenges of competition, and replicating the competitive intensity, PT equips athletes to navigate high-stake situations. This aims to provide a comprehensive strategy for developing and implementing PT programs that not only foster a pressure-resilient mindset but also effectively measure their effect.

Drawing from evidence-based practices from our work with teams, this presentation is a testament to the integration of theoretical knowledge and practical application, embodying the scientist-practitioner model. It presents a cooperative model between MT research and coaching efficacy, arming attendees with actionable strategies to instill a safe and effective MT ethos within their teams. Emphasizing the critical role of collaboration between mental performance and sports coaches, it aims to bridge education and development gaps, offering unified athlete support. Participants will gain insights into elevating athletic performance through targeted MT training, making this lecture a valuable addition to their professional toolkit.

2

FOOTBALL AND FATHERHOOD: A QUALITATIVE STUDY EXPLORING HOW BLACK FOOTBALL COACHES EXPERIENCE THE COACH-ATHLETE RELATIONSHIP

*Keith McShan, Missouri State University, USA;
Laura Salem, Missouri State University, USA*

This qualitative transcendental phenomenological study aimed to understand how Black high school football coaches experience their coach-athlete relationships. The coach-

athlete relationship includes the constructs of closeness (e.g., liking and trusting), commitment (e.g., maintaining the relationship over time), and complementarity (e.g., cooperative interactions). Research spanning 24 years has primarily focused on the athletes' perspectives of the coach-athlete relationship (Jowett & Ntoumanis, 2003; McShan & Moore, 2023; Westfall et al., 2018). When researchers examine coaches' perspectives of coach-athlete relationships, most research involves elite coaches (e.g., university coaches) (McShan & Moore, 2023), and no study has specifically explored the experience of Black coaches as it relates to their coach-athlete relationships perspectives. This study extended the work of McShan and Moore (2023), Westfall et al. (2018), and Jowett and Frost (2007), who called for additional research on the coach-athlete relationship from the perspective of adolescent sports and minority coaches.

Participants were nine high school football coaches in the Midwest United States (e.g., Missouri, Ohio). Interviews were conducted via Zoom during the summer months, each lasting 60-90 minutes. Coaches' responses highlighted three main themes: Coaching characteristics, athlete characteristics, and maintenance strategies. There were six subthemes of coaching characteristics (e.g., being a father figure). The theme of athlete characteristics had four subthemes (e.g., academics). Maintenance Strategies had one subtheme of the COMPASS model (Rhind & Jowett, 2010). Coaches reported that they experienced being a transformational leader and using motivational techniques, which influenced how coaches best experienced their coach-athlete relationships. Results suggest that Black high school football coaches have a unique opportunity to serve not only as coaches but as extended members of their player's families. Practical implications suggest that more Black coaches should be in leadership positions within a football team (e.g., head coach) because of their impact on and off the field.

3

INVESTIGATING THE INFLUENCE OF VARIED PRACTICE CONDITIONS ON THE LEARNING EXPERIENCE

*Jaelyn Smith, University of Tennessee, Knoxville, USA;
Andy Shaw, University of Tennessee, Knoxville, USA;
Andrew Strick, University of Tennessee, Knoxville, USA;
Jared Porter, University of Tennessee, Knoxville, USA*

Research in the area of practice specificity proposes that greater transfer of learning occurs when practice and testing parameters are closely matched. Unfortunately, not all performance situations lend themselves to realistic replication during practice. In some cases, such as medical, military, or law enforcement, it is either dangerous, prohibitively expensive, or not possible to practice under real-world constraints. The growing capabilities of augmented reality (AR) may provide a solution to this conundrum. Thus, the purpose of this study was to determine if practicing with the aid of AR would produce similar motor learning effects compared to real-world practice. Participants were randomly assigned to one of five groups; control (no practice), solitary practice (no defender), practice with a static practice (dummy) defender, practice with a static live defender, and practice with an AR digital static defender, and practiced a basketball shooting task. An AR basketball defender was deployed on a Micro Soft HoloLens2 headset. All participants performed a 10-shot pre-test and post-test against a live defender. All practice groups performed 150 practice shots over three days of acquisition.

The post-test was conducted 24 hours following the final day of practice. Results are based on improvement in shooting performance from the pre-test to the post-test. Results revealed a statistically significant interaction between groups and test $F(1,3) = 6.14, p=.006$, as both the control ($p=.005$) and live practice groups ($p=.042$) had significant differences between pre and post-test scores. Post-hoc analysis showed no significant learning interactions across groups. Given these findings, it is hypothesized that more participants ($N=80$) are needed to fully investigate the potential learning benefits that may result from using AR during skill acquisition. Additional research is needed with more diverse tasks as well as to explore the differences between AR and VR with skills requiring object manipulation.

4

PERCEIVED COACHING BEHAVIORS AND FAILURE TOLERANCE IN HIGH SCHOOL ATHLETICS: THE MEDIATING EFFECTS OF MOTIVATIONAL CLIMATE, SPORT COMPETENCE, AND EFFORT

*Hunhyuk Choi, Kangwon National University, Republic of Korea;
Yong-Jin Yoon, Yonsei University, Republic of Korea;
Seong Kwan Cho, Texas A&M International University, USA*

Purpose: The purpose of this study was to investigate the relationships between perceived coaching behaviors, motivational climate, sport competence, effort, and failure tolerance among high school athletes, and to explore whether motivational climate, competence, and effort mediate the relationship between coaching behavior and failure tolerance.

Method: A total of 365 high school athletes participated in the study, completing questionnaires on various factors including autonomy-supportive coaching behavior, controlling coaching behavior, motivational climate, sport competence, effort, and failure tolerance. The data were analyzed using SPSS 29.0 and Amos 29.0 for reliability analysis, descriptive statistics, correlation analysis, confirmatory factor analysis, convergent validity analysis, discriminant validity, and structural equation modeling. Mediation effects were assessed using the bootstrap method.

Results: The findings revealed several key relationships. Autonomy-supportive coaching behavior had a positive effect on motivational climate, sport competence, effort, and failure tolerance. Conversely, controlling coaching behavior had a negative impact on motivational climate and sport competence. Motivational climate positively affected effort, while sport competence positively affected both effort and failure tolerance. Additionally, effort was found to positively impact failure tolerance. The study also found partial mediation effects in the relationship between autonomy-supportive coaching behavior and failure tolerance, where motivational climate, sport competence, and effort served as mediators.

Conclusion: The study highlights the significance of coaches' autonomy-supportive behavior in promoting failure tolerance among adolescent athletes. The findings suggest implications for developing counseling and educational programs aimed at enhancing athletic performance and fostering success in the sports domain.

5

THE IMPACT OF A COACHING INTERVENTION TO ENHANCE THE MOTIVATIONAL CLIMATE ACROSS A SCHOOL DISTRICT'S ATHLETIC PROGRAM

*Jacob Chamberlin, University of Kansas, USA;
Mary Fry, University of Kansas, USA; Congtian Xu, USA;
Troy Wineinger, University of Kansas, USA;
Candace Hogue, University of Minnesota, USA*

Achievement goal perspective theory and a caring framework have been important lenses for understanding how coaches can create an optimal motivational climate for athletes. A university sport and exercise psychology laboratory group (faculty & students) was invited to collaborate with a school district in the Midwest region of the US. The school district administrators wanted to change the culture across their programs and believed that helping coaches create a more caring and task-involving climate (CTIC) on their teams was central to that goal. This collaboration included three stages: a) collect baseline data to assess athletes' perceptions of their current team climate (Fall, 2022); b) provide a one-day coaching clinic to every coach in the district about how to enhance the climate on their teams (Summer, 2023); and c) survey athletes post-clinic to again assess athletes' perceptions of their team motivational climate (Fall, 2023). Baseline data indicated that overall athletes were perceiving a more neutral motivational climate. The coaching clinic was centered around helping coaches create a more CTIC on their teams, and involved the coaches participating in simulated climate activities, and drills structured to bring out specific features of the CTIC. Pre and post intervention data with athletes (Fall, 2022: $N = 194$; $Mage: 14.49$ / Fall, 2023: $N = 177$; $Mage: 14.38$) was analyzed with independent t-tests and revealed that athletes perceived a significantly lower ego-involving climate ($p = 0.048$) during the season after the clinic intervention. In addition, there was a trend for athletes to report a higher caring climate ($p = 0.08$), and a slightly lower task-involving climate ($p = 0.10$). The results of this study support that a one-day coaching clinic may be beneficial for assisting coaches in creating a more optimal climate on their teams.

6

THE INFLUENCE OF PERFORMANCE PROFILING ON THE MOTIVATION AND SELF-AWARENESS OF SPORT COACHES

*Lucy Clarke, University of Lincoln, UK;
Matthew Bird, University of Lincoln, UK*

The performance profile (PP) was created to help coaches facilitate a more active athlete role in the needs analysis process (Butler & Hardy, 1992). Typically, the PP is conducted across multiple stages where participants identify, and then rate, qualities they deem to be important to their performance. As a result of performance profiling, participants (i.e., those completing the profile) have an enhanced understanding of their current strengths and any areas that require development. Researchers have shown the PP can help athletes uncover a wealth of qualities across multiple domains (e.g., physical qualities, technical qualities, psychological qualities; Chow et al., 2021), while it has also been seen to be a basis for setting goals (Bird et al., 2021). There is evidence to support the PP as a tool that can enhance self-awareness (Castillo et al., 2022) and intrinsic motivation (Chow et al., 2021) in athlete samples,

but there is no literature on how completing a PP may impact a coach as a participant. The purpose of this study, therefore, was to investigate the impact of a PP intervention on the self-awareness and motivation of coaches. Furthermore, we intended to gain insight into the experience of a coach when completing the profile. Thirty-three coaches from a variety of sports and levels completed a PP. Results from quantitative measures showed no significant changes in self-awareness or motivation from pre to post PP. Findings from qualitative data suggest coaches thought the PP was a useful tool for self-reflection and self-development, and they believed it could help them through enhancing their self-understanding. Coaches reported they would use the PP tool with others (e.g., athletes and coaches) periodically in their practice. Challenges of implementing the PP included the time needed to complete the tool, and how being honest and objective when rating qualities might be difficult.

7

THE TALENT DEVELOPMENT ENVIRONMENT AND ATHLETES WITH PHYSICAL DISABILITIES: A SCOPING REVIEW

*Andrew Corbett, Shepherd Center, USA;
Rebecca Ellis, Georgia State University, USA;
Jonathan Rea, Shepherd Center, USA;
Eduardo Granados, Shepherd Center, USA*

The talent development environment has been identified as a critical component of athlete development; however, it is an underexplored area for athletes with physical disabilities. A scoping review was conducted to identify what is known about talent development environments for athletes with disabilities and what are the gaps in the research for this population. The five factors (Long-Term Development Focus, Alignment of Expectations, Communication, Holistic Quality Preparation, and Support Network) of the Talent Development Environment Questionnaire-5 were used to organize the findings. Three electronic databases were searched for published research articles. Two reviewers screened studies for inclusion. Data extraction was performed by one reviewer and verified by two independent reviewers. After reviewing 3,335 articles, 29 were included in the review. Of the included studies, the most common factor found was holistic quality preparation and the least common was long-term focus. The studies included tend to be exploratory and future studies should look to expand on the findings of these studies. Additionally, more studies are needed to provide a more holistic understanding of talent development environments for athletes with physical disabilities.

8

VALIDATION OF THE RECOVERY EXPERIENCE QUESTIONNAIRE IN A COACHING POPULATION

*Landon Braun, University of Wisconsin-Milwaukee, USA;
Barbara Meyer, University of Wisconsin-Milwaukee, USA;
Carly Wahl, Eastern Illinois University, USA*

Recognized as the process of psychophysiological unwinding from the demands of work and other stressors (Sonnetag, 2017), occupational recovery has been a popular topic of study over the past decade. Building on the recovery research in occupational workers and more recently athletes,

sport and performance psychology scholars have begun to consider the recovery experiences of the team around the team (i.e., athletic trainers [Gnacinski et al., 2020] and sport psychology professionals [Magdaleno & Meyer, 2023]). Similar to the aforementioned professionals, coaches may be able to use recovery to buffer work-related stressors, which can impact their health, work performance, and career longevity (Altfeld et al., 2015; Hassmen et al., 2019). That said, there is a dearth of research on coach recovery, perhaps due to a lack of appropriate measures to study occupational recovery in this specific population. The purpose of the current study, therefore, was to validate the Recovery Experience Questionnaire (REQ; Sonnetag & Fritz, 2007) in a coaching population. A sample of 237 collegiate and professional coaches (148 males, 89 females) were recruited from various sports (n=16), competitive coaching levels (n=6), and roles. A confirmatory factor analysis (CFA) was conducted to evaluate the four latent variable measurement model of the REQ. Overall fit indices were used to assess the fit of the model. Results suggested that the model demonstrated good fit ($\chi^2_{98}=215.968$, $p<.001$, RMSEA=0.071 [95% confidence interval {0.058, 0.084}], SRMR=0.073, CFI=0.950, TLI=0.939), indicating the fit indices were within the recommended cut-off values (Garnier-Villarreal & Jorgensen, 2019). Additionally, the four REQ factors were deemed reliable scales of measurement based on computed Cronbach's alpha levels. Taken together, the results demonstrated adequate validity and reliability, thus suggesting the REQ is an appropriate measure of occupational recovery in a coaching population. Practical implications and future directions will be discussed.

Collegiate Sport

9

A COMPARISON OF NEUROCOGNITIVE PROFILES, VESTIBULAR OCULAR-MOTOR FUNCTIONING AND COLLEGIATE BASEBALL BATTING PERFORMANCE

*Cara Guglielmino, George Fox University, USA;
Mia Asuncion, George Fox University, USA;
Scott Burkhart, George Fox University, USA*

Baseballs arrive within 200 milliseconds after a pitch is released (Toole & Fogt, 2021). Hitters require rapid processing of trajectory and insight into temporal dynamics for optimal batting performance. Identification of ocular-motor abilities and potential deficits allows for the development of personalized training programs to improve saccadic tracking, depth perception, ocular-motor response, object recognition, and visual concentration. This study aimed to utilize vestibular and ocular-motor assessment at three-time points throughout a collegiate baseball season to assess the association between vestibular and ocular-motor functioning and batting performance and neurocognitive testing to identify potential relationships between physical abilities and cognitive profiles. The Vestibular Ocular-Motor Screening (VOMS) was previously designed to identify vestibular ocular deficits post-concussion and is an abbreviated cranial nerve exam comprised of smooth pursuits, saccades, near point convergence (NPC), vestibular ocular reflex (VOR), and visual motion sensitivity (VMS) (Mucha et al., 2014). For the purpose of this study, a total number of saccades and VOR completed within 10 seconds were also assessed to examine players' visual motion sensitivity and inhibition. In addition, a neurocognitive battery consisting of selected subtests from the WAIS-IV, WMS-IV, D-KEFS, and

Ruff 2's and 7's was administered to gain additional insight into players' cognitive abilities.

30 NCAA Division III collegiate baseball players completed VOMS testing and a Baseball Visual Performance Questionnaire, which included self-reported medical histories to establish baseline abilities. Within the sample, 12 athletes volunteered for the additional neurocognitive battery. The VOMS will be readministered prior to spring training and at the season's conclusion to determine whether VOMS performance correlates with batting performance over 9 months. The study aims to provide valuable insights into the relationship between vestibular ocular-motor screening, cognitive profiles, and baseball performance, with potential future applications for athlete training and performance enhancement.

10

A MULTIDIMENSIONAL VIEW IN INTERNATIONAL STUDENT ATHLETES' EXPERIENCE: A CRITICAL REVIEW

Nikoleta Antoniou Karademitrou, Auburn University, SERC Department, USA;

Nikoleta Antoniou Karademitrou, Auburn University, USA

The lived experiences of International Student Athletes (ISAs) have received little attention in the sport psychology literature. A larger focus has been placed on the narrower acculturation process and their mental health (Jones et al., 2008; Newell et al., 2015; Pierce et al., 2012; Popp et al., 2010; Ridinger & Pastore, 2000; Swim & Hums, 2023). Previous efforts to understand ISA well-being remain focused on their mental health (NCAA, 2022). However, well-being is a multidimensional construct of which mental health is one dimension (Sato et al., 2023). This critical review considers ISAs from a multidimensional perspective, grounded in Sato's well-being framework, which consists of physical, hedonic, psychological, and social dimensions. Recent well-being concerns that have emerged for ISAs are also considered, including financial concerns (Cantwell, 2015; Manwell et al., 2021; Mori, 2000; Pop et al., 2009) and concerns regarding NIL (Newell & Sethi, 2023; Sethi et al., 2022; Solomon et al., 2022). This critical review highlights a need for more focus in the sport psychology literature on a holistic understanding of ISAs and their lived experiences. This change can better inform culturally responsive practices and policies that promote the overall well-being of student-athletes for athletic departments and NCAA. It encourages practitioners working with ISAs to assess their well-being holistically. Lastly, it proposes future research that places international student-athletes in the center of the conversations about their lived experiences.

11

AN EXAMINATION THE RELATIONSHIP BETWEEN SINGLE EVENT FLOW AND MENTAL TOUGHNESS

Emily Chua, Saint Louis University, USA;
Kellen Blum, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA

Previous research has found a predictive relationship between mental toughness (MT) and dispositional flow state as measured by the Dispositional Flow Scale (DFS-2; Jackson & Eklund, 2002; Crust & Swann, 2013; Meggs et al., 2019). The relationship between MT and single event flow state as

measured by the Flow State Scale (FSS-2) is less represented in research. The current study expands on prior MT-flow state research by examining the relationship between MT and single event flow state. College athletes (N = 96; M = 19.62 years old, SD = 1.39, 84% female) at an NCAA Division I institution completed a self-report battery which included the FSS-2 and the Mental Toughness Scale (MTS; Madrigal et al., 2013). Linear regression was used to assess whether self-report of increased flow state experiences was related to mental toughness. Results indicate that higher scores of FSS-2 predicted higher scores on the MTS ($\beta = .422, p < .001$). Taken together, flow state accounted for 16.3% of the variance in MT. Our results suggest that athletes may benefit from an assessment of a single flow state experience to further understand the likelihood of their MT.

12

ATHLETIC IDENTITY, REASON FOR RETIREMENT, AND REACHED ATHLETIC GOALS IMPACT FORMER ATHLETES' TRANSITION OF A LIFE WITHOUT SPORTS; FLOURISHING, SATISFACTION WITH LIFE, PHYSICAL HEALTH

Camryn Ybarra, LBSU, USA;

Leilani Madrigal, Long Beach State University, USA;

Jana Fogaca, Long Beach State University, USA;

Alison Ede, Long Beach State University, USA

Collegiate student athletes spend most of their time invested and loyal to the sport they play while wanting their performance to be consistently successful (Miller & Buttell, 2018). After committing so much time and energy to their sport, retirement can be an unpredictable, scary, exciting, relieving, and a very stressful transition time for athletes (Taylor & Ogilvie, 1994; Van Ramele et al., 2017). The purpose of this study was to examine the relationship between athletic identity and well-being in the form of flourishing, life satisfaction, and physical health. It was anticipated that there would be a negative relationship between athletic identity and flourishing, satisfaction with life, and physical health. Additionally, athletes' reasons for retirement, athletic goals, name, image, likeness (NIL) deals and impacts were explored. A total of 176 former college athletes (62.5% women) from various competitive levels (e.g., NCAA D1, D2, JC,) and sports completed a survey on athletic identity, flourishing, life satisfaction, and physical health, in addition to open-ended questions. Pearson correlations showed a small, negative relationship between athletic identity and flourishing, $r(176) = -.15, p = .04$, as well as with satisfaction with life, $r(176) = -.16, p = .03$. However, there was no significant relationship between athletic identity and physical health. The primary reason for retirement was exhausted eligibility which was reported by about 60% of the participants. Only 6.81% experienced a NIL deal, with 23.30% indicating it had little impact on their collegiate experience. In considering the relationship between athletic identity and an athlete's wellbeing such as flourishing and satisfaction with life, sport psychology practitioners should better support athletes' development of complex identities. Furthermore, athletic departments should implement more resources to better prepare athletes for a life without sports.

13

DISCOVERING THE TRUTH BEHIND FOOTBALL CULTURE: MENTAL HEALTH IN COLLEGIATE MALE FOOTBALL ATHLETES

Caitlyn Hauff, *University of South Alabama, USA*;
Paige Fandel, *University of South Alabama, USA*

The mental health of athletes has become an increasingly discussed topic and many athletes have voiced there is a critical need to continue evolving the conversation surrounding mental health (Hilliard et al., 2020). Research has indicated the male athletes are stigmatized for seeking mental health assistance (Chatmon, 2022), yet there exists little research on a subset of male athletes: football players. In order to fill this gap, this research project sought to qualitatively examine male football players at the collegiate level and their experiences regarding mental health, access to mental health resources, and stigma surrounding having mental health issues as a collegiate athlete. Participants ($n=14$) were current or former (played within the last three years) collegiate football players who had at least one semester of participation in a collegiate football program. Individual interviews were conducted with each participant, asking them to detail their experiences with their unique football program. A four-person coding team analyzed data to find emerging themes. Results revealed three higher order themes, each with subsequent subthemes: (1) football culture (subthemes: program structure, physicality of football, and expectations), (2) psychological well-being (subthemes: awareness of mental health issues, lack of resources, and experiencing negative mental health outcomes), and (3) stigma (subthemes: men/masculinity and status of being a student-athlete). Participants stated mental health struggles emerged during their time as a collegiate athlete, oftentimes as a result of their intense schedules, and, they shared a fear of seeking support due to their status of being an athlete. This study demonstrates that it continues to be a challenge for student-athletes to discuss mental health, and we need to help athletes learn how to use their voices to advocate for help. Future research in this area will aim to implement mental health resources for football players to ensure better mental health outcomes.

14

DIVISION III STUDENT-ATHLETES' GOAL ORIENTATIONS LINKED TO THEIR MOTIVATION-RELATED RESPONSES IN SPORT AND THEIR WELL-BEING

Candace Hogue, *University of Minnesota, USA*;
Jason Kaul, *University of Minnesota, USA*

The achievement goal perspective theory (Nicholls, 1984; 1989) literature has shown that goal orientations play a role in determining athletes' cognitive, emotional, and behavioral responses. Task-oriented athletes view success through effort and improvement, whereas ego-oriented athletes tend to focus more on social comparison and outperforming others (Duda, 1989). Prior findings suggest that high task-orientations are associated with more adaptive outcomes (e.g., effort) and ego orientations are linked to more maladaptive outcomes for individuals in physical activity settings (Lochbaum et al., 2016). An area of research that warrants further exploration is the role goal orientations may have in shaping Division III athletes' sporting experiences and enhancing their overall

well-being. The purpose of the current investigation was to examine the role goal orientations play in the state and global self-esteem of Division III athletes, as well as their optimism, sport satisfaction, and excitement to continue playing. An individual item assessing whether playing on their collegiate team adds to the negative stress in their lives was also included. Sixty-five athletes (39 female; $Mage = 20.12$; 37% Caucasian) across a variety of sports completed a survey a few months into their season. Regression analyses were used to assess the extent to which goal orientations explained the variables of interest. Goal orientations predicted sport satisfaction ($\beta_{task} = .33$; $\beta_{ego} = -.25$), state social self-esteem ($\beta_{task} = .24$; $\beta_{ego} = -.40$), and whether playing on their team adds to the negative stress in their life ($\beta_{task} = -.30$; $\beta_{ego} = .31$). Task-orientations, only, predicted state performance self-esteem ($\beta = .36$), global self-esteem ($\beta = .49$), and optimism ($\beta = .30$). Task-orientation also predicted athletes' excitement to continue playing their sport ($\beta = .29$). In line with predictions, task-orientations were associated with athletes responding more favorably. Results illustrate the importance of promoting task-orientations among collegiate-level athletes.

15

EXAMINATION OF THE IMPACT OF SUBSTANCE USE ON SPORT TRAINING AND COMPETITION IN COLLEGIATE ATHLETES

Igor Kowal, *Commander Counseling & Wellness, USA*;
Angelos Tsalafos, *University of Nevada, Las Vegas, USA*;
Ray Lopez, *University of Nevada, Las Vegas (UNLV), USA*;
Kim Barchard, *University of Nevada, Las Vegas (UNLV), USA*;
Shane Kraus, *University of Nevada, Las Vegas (UNLV), USA*;
Dan Allen, *University of Nevada, Las Vegas (UNLV), USA*;
Bradley Donohue, *University of Nevada, Las Vegas (UNLV)*

Objectives: There is a need to psychometrically develop self-report measures of substance use in athletes, particularly those that assess the impact substance use has on sport performance.

Methods: In this study, a four-item measure assessing the extent to which alcohol and illicit drug use interfere with sport performance in training and competition, validated measures of psychiatric symptomology and substance use frequency, and a structured clinical interview assessing substance use diagnostic criteria were administered to 285 athletes.

Results: One-week test-retest reliability of the four-item measure was good, and positive relationships between this set of items and validated measures of psychiatric symptomology, substance use frequency, and age were found. Males demonstrated higher scores on the four-item measure, and its scores were not influenced by ethnicity and athlete type (NCAA, club, intramural). In a sub-sample of 74 participants who reported substance use and interest in pursuing psychological intervention, there was a non-significant trend for participants who were diagnosed with a substance use disorder to demonstrate higher scores on the four-item measure of substance use interferences with sport performance than participants who were not diagnosed with a current substance use disorder ($p = .06$).

Conclusion: Results suggest the developed four-item measure may be helpful in determining the extent to which substance use impacts sport training and competition in collegiate athletes.

16

EXAMINING THE RELATIONSHIP OF RACE AND GENDER AMONG COLLEGIATE ATHLETES' REQUESTS FOR MENTAL HEALTH AND SPORT PSYCHOLOGY SERVICES

Jessica Renteria, University of North Texas, USA;
Mikaili Robertson, University of North Texas, USA;
Trent Petrie, University of North Texas, USA

Relatively to need, college athletes underutilize mental health (MH) and sport psychology (SP) services, with use differences based on gender and race (Moreland et al., 2018). Such research is often limited by how the outcome is measured with the researchers focusing on athletes' intentions versus actual requests for service. Thus, among 2090 student-athletes (55.3% women; 55.3% White, 44.2% athletes of color [AOC]) who were drawn across several institutions, we examined the relationship of gender (men, women) and race (White, AOC) to the athletes' actual requests for MH and SP services. For SP services, significant differences emerged, $\chi^2(1) = 11.19$, $p < .001$. For women (AOC = 37.3%; White = 28.8%) and men (AOC = 27.3%; White = 20.9%) athletes, a significantly greater percentage of AOC requested SP services. For MH services, there were significant differences, $\chi^2(1) = 6.67$, $p = .01$, but only for women athletes (AOC = 26.3%; White = 19.5); men athletes did not differ significantly (AOC = 14.5%; White = 10.9%). As expected, a higher percentage of White and AOC women athletes requested both SP and MH services than their men counterparts. However, AOC athletes across genders also requested services at greater rates than White athletes except for men for MH services. Our race finding is contrary to what has been reported in past research (Ballesteros & Tran, 2020). As one of the first studies to examine actual request for services, future research is needed to better understand this seeming change in the use rates based on race. These differences may reflect elevated stress levels and pressures experienced by AOCs or greater diversity and representation from sport psychology providers at the sampled schools.

17

FACILITATING DI STUDENT-ATHLETE HELP-SEEKING: THE ROLES OF KEY STAKEHOLDERS AND ATHLETE ATTITUDES, BELIEFS, AND KNOWLEDGE ABOUT MENTAL HEALTH SERVICES

Nick Magera, University of North Texas, USA;
Briana Wallace, University of North Texas, USA;
Lindsey Slavin, University of North Texas, USA;
Kayleigh Bolton, University of North Texas, USA;
Trent Petrie, University of North Texas, USA

Despite relatively high levels of mental health (MH) concerns, collegiate student-athletes (SAs) underutilize psychological services available to them (Harker & Petrie, 2023). The attitudes of stakeholders (e.g., coaches, teammates, family) as well as SAs' attitudes, beliefs, and knowledge (ABK) about MH may facilitate their help-seeking and reduce this discrepancy. Thus, in a sample of 1724 Division I SAs (56.8% Women; 58.1% White) representing over 20 sports, we investigated the relationships of stakeholders holding positive attitudes about MH and SAs' attitudes, beliefs, and knowledge about MH to their intentions to seek MH care (INT). We collected data fall 2023 from athletes at six different schools. We used hierarchical, stepwise regression with INT serving as the

outcome to examine our question. First, we entered dummy-coded gender and race to control for these variables. Second, we allowed SAs' ratings of the 10 different stakeholders (e.g., head coach, Athletic trainer) and their total ABK score to enter via a stepwise process. After five additional steps, the overall model was significant, $F(7, 1716) = 87.28$, $p < .001$, $adjR^2 = .26$. The more SAs endorsed positive attitudes, beliefs, and knowledge about MH ($\beta = .44$), the stronger their intentions to seek MH care. Further, when SAs believed that athletes from other teams ($\beta = .08$), parents/family ($\beta = .07$), and head coaches ($\beta = .07$) held positive attitudes about MH, their intentions were stronger as well; assistant coaches ($\beta = -.11$) had the opposite association. Our results provide support for programming that educates SAs about MH concerns and help-seeking and develops more positive MH attitudes among the key personnel who surround SAs. Doing so may help to facilitate SAs help-seeking behaviors and reduce the current underuse of MH care.

18

IDENTIFYING INSTITUTIONAL RESOURCES FOR STUDENT-ATHLETES TRANSITIONING OUT OF COLLEGIATE SPORT: A SURVEY OF NCAA DIVISION III ATHLETIC DEPARTMENT ADMINISTRATORS

Peyton Greco, University of North Carolina at Greensboro, USA;
Erin Reifsteck, University of North Carolina at Greensboro, USA

Each year, tens of thousands of student-athletes end their collegiate playing career and transition into life after competitive sport. With an increased focus on the impact of collegiate sport participation on the health-related quality of life (HRQoL) of current and former student-athletes, transition resources that specifically address these topics are needed. While existing research indicates some programming is available to student-athletes competing in all divisions in the National Collegiate Athletic Association (NCAA), there is not much standardization in program offerings, so little is known about what is actually being implemented across institutions. Importantly, implementation of transition resources must consider institutional context, especially at the Division III level where there are typically fewer program offerings and greater challenges related to budget and personnel availability. The purpose of this study was to investigate current transition resources and programs that are in place at NCAA Division III institutions, with a particular focus on identifying available resources related to promoting physical and mental well-being. Results from an online survey completed by athletic department administrators representing 38 institutions indicated that only 21% of institutions offered resources related to the transition from collegiate sport. Among institutions with available resources, 82% reported having resources for either physical or mental well-being; however, examples of these resources varied substantially in content, depth, and delivery. Survey respondents identified a lack of personnel, funding, and time as key challenges to providing transitional support services to their student-athletes. Identified gaps in existing transition resources based on these survey findings are discussed along with suggested strategies to help college athletic personnel better assist student-athletes as they prepare to transition from sport. These findings and recommendations can be shared with key stakeholders and institutional decision-makers (e.g., NCAA, athletic departments) to highlight the importance of developing and implementing evidence-based transition resources promoting student-athlete HRQoL.

19

MINDFUL SPORT PERFORMANCE (MSPE) INTERVENTION WITH 90 NCAA DIVISION-I FEMALE ATHLETES

Jacob Jensen, California State University-Northridge, USA;
Jessica Lewis, California State University, Northridge, USA;
Mark P Otten, California State University, Northridge, USA

This study compared the results of a mindfulness intervention with 90 student athletes at a NCAA Division I university. Athletes participated in a modified Mindful Sport Performance Enhancement (MSPE) 6 week intervention (Kaufman, Glass, & Pineau, 2017). Participants were from 3 sports, women's tennis, women's soccer, and women's softball and the researchers led participants through six mindfulness sessions held over a period of six weeks. The weekly sessions were held in an indoor classroom for one hour and included breathing exercises, body scan, sitting, walking and sport specific meditation, and mindful yoga. The purpose of this program was to assess both the openness to and effectiveness of incorporating mindfulness interventions with this particular population. At the start of the program, the researchers assessed the participants' knowledge about mindfulness, openness to learning about mindfulness, and overall impressions of mindfulness. The researchers also used the FAME profile (Kaufman, Glass, & Pineau, 2017) measuring flow, anxiety, mindfulness, and emotion regulation and measured how those scales changed over the course of the study. Scales were given during the introductory meeting for the program measuring those four constructs and then again at the end of the 6-week sessions, along with open-ended questions. The quantitative and qualitative data were then analyzed showing an overall improvement in all four subscales following the conclusion of the study. A post-program questionnaire with participants also provided feedback on preferences for the different mindfulness exercises and interventions. Overall, participants indicated that the mindfulness interventions helped to reduce anxiety and to be more present during their practices, and the overall response to the intervention was very positive. This research supports other studies on the benefits of using the MSPE approach in helping with performing under pressure. Further research should be conducted comparing individual and team sport athletes and women's and men's teams.

20

NCAA DIVISION I STUDENT-ATHLETES' UNDERSTANDING OF AND ATTITUDES TOWARD MENTAL PERFORMANCE SERVICES

Allison Rudisill, University of Southern Mississippi, USA;
Morgan Eckenrod, University of Southern Mississippi, USA

National Collegiate Athletic Association (NCAA) Division I (DI) student-athletes experience high physical and psychological demands related to their sport. To address these demands, the NCAA has disseminated information and encouraged athletic departments to employ support staff to assist student-athletes. However, over the last eight years, the NCAA has focused their attention on mental health services and, in 2016, created an initiative that highlighted mental health best practices. The NCAA continued to emphasize the importance of mental health in the 2023 NCAA Transformational Committee Report (TCR) yet, they failed to acknowledge mental performance services

as a necessary resource. With mental performance services not emphasized in the TCR, student-athletes' mental performance needs are potentially not being met. This also means student-athletes may not understand what mental performance services entail, how the services could benefit them, and who is qualified to deliver these services. Researchers previously surveyed student-athletes to understand their perceptions of and attitudes towards mental performance services, revealing that student-athletes held positive perceptions of the services and believed they could be beneficial. However, few, if any qualitative research studies have been conducted to further explore student-athletes' understanding of and attitudes toward mental performance services. Therefore, the purpose of this study was to learn about NCAA DI student-athletes' understanding of and attitudes toward mental performance services. Interviews were conducted with 9 NCAA DI student-athletes (6 females, 3 males) across four different sports. Thematic analysis procedures were conducted and three themes were constructed based on participants' responses: (a) influences and experiences of participation in NCAA DI athletics, (b) knowledge of services and characteristics desired of professionals, and (c) a general unawareness of mental performance services. It is recommended that the NCAA disseminate information about mental performance services to athletic departments and advocate for hiring a professional to help in meeting student-athlete needs.

21

PREVALENCE OF ANXIETY AND DEPRESSION AMONG COLLEGIATE STUDENT-ATHLETES: RACE AND GENDER

Javon Williams, University of North Texas, USA;
Cachet Lue, University of North Texas, USA;
Trent Petrie, University of North Texas, USA

College athletes have long experienced mental health (MH) concerns, which only may be worsening due to ongoing pressures of athletics, name, image, and likeness (NIL), and rippling effects of the COVID-19 pandemic (Stephenson, 2021; Yang et al., 2007). However, much MH research has overlooked, particularly, the relationship of race to such outcomes and its intersection with athlete gender. Therefore, we documented the prevalence of depression (PHQ-2) and anxiety (GAD-2) among SAs drawn from 7 different universities (N = 1,909; women = 56.3%; 56% White athletes; 26 sports) and then examined differences based on SA race (White; Athletes of Color) and gender (men; women). Clinical point prevalence rates for anxiety were: 13.72% (overall), 6.7% (men), 19.2% (women); and for depression: 4.98% (overall), 3.2% (men), 6.3% (women). Within the MANOVA, the race X gender interaction was not significant, Pillai's Trace = .001, $F(2, 1904) = .91, p = .402$. However, there was a main effect for gender (women scoring higher for each) for anxiety, $F(1, 1905) = 186.17, p < .001, \eta^2 = .09$, and depression, $F(1, 1905) = 37.90, p < .001, \eta^2 = .02$. For race, there was only a main effect for depression, $F(1, 1905) = 12.99, p < .001, \eta^2 = .01$; AOC ($M = .62, SD = 1.03$) scored higher than White athletes ($M = .48, SD = .92$). Although race and gender did not interact to differentiate psychological distress, women consistently reported higher levels (as expected) and AOCs more depressive symptomatology. Sport psychologists who work with collegiate SAs must attend to these gender and racial differences to provide effective, culturally-relevant, targeted care to assist in alleviating such distress.

22

PREVALENCE OF ANXIETY, PERCEIVED FOOD INSECURITY, AND PURGING BEHAVIORS IN NCAA D1 STUDENT-ATHLETES

Sara Burkhart, Long Beach State University, USA;
Catherine Croft, Long Beach State University, USA;
Darra Thomas, Long Beach State University, USA;
Elizabeth Witt, ASI, CSU Long Beach, USA;
Jana Fogaca, Long Beach State University, USA;
Leilani Madrigal, Long Beach State University, USA

Collegiate student-athletes tend to have a higher prevalence of eating disorders than non-athlete collegiate students (Barakat et al., 2023). Additionally, in North America, food insecurity tends to increase the risk of anxiety (Pourmotabbed et al., 2020). Bullard (2015) suggested that athletes report considerable stress induced by challenges to accessing proper nutrition and adapting to the collegiate environment. Increases in stress and anxiety due to this change in environment have been correlated with disordered eating behaviors and body image dissatisfaction (Bullard, 2015). The purpose of the current study was to explore factors that relate to the disordered eating behaviors of NCAA D1 student-athletes. A total of 252 NCAA D1 college athletes (57.9% women) completed a mental health screening via survey. Results showed that 94 (37.3%) participants reported having experienced anxiety and 22 (8.7%) reported at least one form of purging behavior (e.g., inducing vomit) in the past three months. Further, participants who reported experiencing anxiety were more likely to report engaging in purging behaviors, $\chi^2(1, N = 246) = 9.19, p = .002$. Additionally, food insecurity was associated with purging behaviors, $\chi^2(1, N = 246) = 17.14, p < .001$, with 37.5% of participants who reported purging behaviors also reporting worries about having enough to eat. The present study indicated a significant relationship between purging behaviors and anxiety in student-athletes and purging behaviors and worrying about having enough to eat. Further investigation involving comorbidity with other psychopathologies and risk factors should be conducted to help sport psychology professionals better understand the holistic influence that disordered eating behaviors have on collegiate student-athletes and how to better support them. Findings from this research can help the athletic staff and healthcare team create supportive frameworks to assist collegiate student-athletes with disordered eating behaviors.

23

PSYCHOMETRIC EVALUATION OF THE SYMPTOM CHECKLIST-90-REVISED IN A COLLEGIATE ATHLETE SAMPLE

Raymond Lopez, University of Nevada, Las Vegas, USA;
Bradley Donohue, University of Nevada, Las Vegas, USA;
Kimberly Barchard, University of Nevada, Las Vegas, USA;
Kristin Brooks, Stand Tall Consulting, USA;
Linnea Bacon, University of Nevada, Las Vegas, USA;
Malorie Feidner, Maloriejoy Consulting & Coaching, USA

The Symptom Checklist 90 Revised (SCL90R; Derogatis, 1994) is one of the most psychometrically validated self-report assessments of psychiatric symptomatology in clinical samples. However, its factor structure, internal consistency, and concurrent validity has yet to be examined in collegiate

athletes. This is troublesome because the prevalence of mental health disorders has risen sharply during the past few years in collegiate athletes, and there is a lack of reliable and valid mental health assessments in this population. In this study, a factor analysis was performed on collegiate athlete responses to the SCL90R ($N = 289$). Results indicated this scale demonstrated a strong factor structure, and internal consistency for each factor was good. Recommendations for clinical practice are made in light of the results.

24

RELATIONAL EFFICACY AND SOCIAL SUPPORT IN ATHLETICS

Ronald Russell III, Indiana University, USA;
Christine Habeeb, East Carolina University, USA

The impact of teammate social support can be profound and transformative. Teammates serve as pillars of strength, fostering camaraderie that transcends the playing field. Previous research suggests that the amount an individual perceives social support from their teammates positively correlates with physical/mental health outcomes and overall athletic performance (Smith, 1986; Sheridan, et al. 2014). Relational efficacy beliefs are also predictors of these outcomes. Relational efficacy beliefs include self-efficacy (i.e., an individual's belief in oneself), relation-inferred self-efficacy (i.e., one's perception of what others believe about oneself), and other-efficacy (i.e., one's belief about another individual). Unfortunately, very little is known about how these constructs are related. Therefore, this study's purpose was to examine how relational efficacy beliefs are associated with teammate perceived and provided social support. NCAA Division 1 Track & Field athletes ($n = 111$) completed an online survey that consisted of validated measures of efficacy beliefs (i.e. other-efficacy, relation-inferred self-efficacy, and self-efficacy), social support (emotional, informational, tangible, and esteem), and demographic measures. Multiple linear regressions were conducted to examine the relationships between relational efficacy beliefs and perceived/provided social support. Results indicated that other-efficacy predicted provided tangible ($\beta = .31$), emotional ($\beta = .26$), and esteem ($\beta = .24$) social support, and relation-inferred self-efficacy predicted self-efficacy ($\beta = .66$). Relation-inferred self-efficacy was not associated with the four types of received social support. This research indicates that those who are confident in their teammate's abilities (i.e., higher other-efficacy) are more likely to provide them with social support. This study emphasizes the crucial role of fostering belief in teammates' abilities in sports, potentially improving team dynamics and athlete well-being. Players, coaches, and training personnel are encouraged to prioritize these interactions to cultivate a supportive team culture.

25

SILENT BATTLES OF INTERNATIONAL WOMEN STUDENT-ATHLETES: A PHENOMENOLOGICAL STUDY

Arna Erega, University of Texas at Austin, USA

The purpose of this phenomenological study was to explore the lived experiences of former female, international, track and field, Division I, college student-athletes who played through pain and injury during their intercollegiate careers. A

five-year longitudinal study estimated that student-athletes suffered 1,053,370 injuries, which represents an average of 210,674 total injuries per year among which 63.8% occurred during practice. Also, 21.9% of the injuries prevented student-athletes from returning to participation for at least seven days (Kerr et al., 2014). Women's track and field accounts for a total of 17,686 injuries out of which 2,535 occurred during competition, and 15,150 occurred during practice (Kerr et al., 2015).

With sport injuries being prevalent within NCAA student-athletes and the influence sport culture has on the normalization of training and competing through pain and injuries (Madrigal et al., 2015; Roderick et al., 2000), this study provides further insight into athletes' own experiences. This research looked at the under-researched international student-athlete population in a more comprehensive way by examining not only their physical responses to the injury, but also the impact of psychological and social influences, cultural backgrounds, and impact of the acculturation and acculturative stress. The study had N=8 participants. Moustakas' (1994) specific and structured methods for the analysis of phenomenological inquiry were used for data analysis, and validation and verification methods were implemented.

The data analysis process yielded six major themes. Sport psychology clinicians may benefit from research findings by developing a better understanding of factors that play a role in international student-athletes decision-making process to continue to train and compete through pain and injury, reasoning for not providing honest feedback to coaches and trainers about the level of pain they experience, and how their mentality is intensified by acculturation and the effects it has on their academic and social lives.

26

THE COVID-19 PANDEMIC AND SOCIAL INJUSTICES AFFECTED BLACK STUDENT ATHLETES

Briana Wallace, University of North Texas, USA;
Trent Petrie, University of North Texas, USA;
Javon Williams, University of North Texas, USA;
E. Whitney Moore, East Carolina University, USA

In March 2020, the U.S. declared COVID-19 a pandemic, instituting safety measures that resulted in collegiate sports being canceled, shifting institutions of higher education to online learning, and upending the lives of 500,000 college athletes. During summer of 2020, the U.S. also experienced a racial awakening, catalyzed by George Floyd's murder. Although anecdotal accounts exist regarding how Black athletes were affected by, and responded to, these twin pandemics, empirical research directly addressing their experiences does not exist. In August/September, 2020, as part of a national study, Black collegiate athletes' (N = 164; 115 women) responded to two open-ended questions regarding how they had been coping and who their social supports were; they reflected on the timeframe of April/May to August/September, 2020. We analyzed their written responses using reflective thematic analysis (RTA; Braun & Clark, 2016), applying a constructivist paradigm. We contextualized the athletes' experiences and perspectives through the acknowledgment that they lived in uncertain times during which they had to navigate systemic racism that was

exacerbated by the twin pandemics. Through our review of their responses, we developed a thematic structure to represent their experiences: (a) Avoidance as Coping, (b) Acceptance of the Pandemics (c) Mindful Self-Compassion (recognition of common humanity, practice self-kindness, being present), (d) A Focus on Health and Wellness, (e) Social Connections and Types of Support, and (f) Social Justice Initiatives. The athletes relied on family, friends, teammates, coaches, and other support staff, receiving support that we classified as: problem – focused, financial, emotional, and tangible. Although many forms of coping and support were “normal,” they also invested themselves in activities (e.g., collaborating with administrators) to address social inequities and right social injustices. Athletic departments must engage with their Black student athletes to change the racist sport systems in which they exist.

27

THE EFFECT OF SOCIAL MEDIA ON BODY IMAGE AND BODY SATISFACTION IN NCAA ATHLETES

Jamie McAllister-Deitrick, Coastal Carolina University, USA;
Kayla Korn, Coastal Carolina University, USA;
K. Michelle Singleton, Coastal Carolina University, USA;
Susannah L. Reiner, University of Kentucky, USA

Body image has been shown to profoundly impact psychological wellbeing. Negative body image can lead to body dissatisfaction, linked to depression, anxiety, decreased self-esteem, lower quality of life, and eating disorders. Recent research suggests athletes may have a higher likelihood of negative body image compared to non-athletes, potentially increasing body dissatisfaction. With the rise of social media platforms, there is an increase of body comparison, raising the risk of body dissatisfaction. The current study aimed to measure social media behaviors and their relationship with body satisfaction in NCAA athletes. Sixty NCAA athletes (female=49; *Mean*=19.9 years, *SD*=1.36) completed demographic questionnaires, including use of social media and frequency of comparing their bodies to others on social media, using a Likert scale from 1(Never)-5(Always), as well as the Multidimensional Body-Self Relations Questionnaire (MBSRQ), with subscales of Appearance Evaluation (AE), Appearance Orientation (AO), Overweight Preoccupation (OPO), Self-Classified Weight (SCW), and Body Areas Satisfaction Score (BAS). All athletes reported using social media regularly, with an average frequency of body comparison of 2.57 (*SD*=0.93). Pearson correlation analyses revealed male and female athletes exhibited significant, negative correlations between body comparison and AE ($r=.75, p=.008$; $r=-.55, p<.001$) and BAS ($r=-.66, p=0.028$; $r=-.51, p<.001$), and a significant, positive correlation between body comparison and OPO in females ($r=.49, p<.001$). Linear regression analyses revealed significant models with social media body comparison and AE in males ($F(1,9)=11.46, p=.008, R^2=.56$) and females ($F(1,42)=18.53, p<.001, R^2=.31$); BAS in males ($F(1,9)=6.88, p=.028, R^2=.43$) and females ($F(1,42)=14.42, p<.001, R^2=.26$); and OPO in females ($F(1,42)=13.33, p<.001, R^2=.24$). These results suggest athletes using social media may be prone to body comparison and at greater risk for body dissatisfaction. Given these findings, more research is warranted to explore the impact of social media on body image and dissatisfaction in athletes and the potential impact on psychological wellbeing, dietary behaviors, and performance/recovery.

28

THE RELATIONSHIP BETWEEN COLLEGIATE BASKETBALL ATHLETES' PERSONALITIES AND THEIR PREFERENCE FOR MOTIVATIONAL AND INSTRUCTIONAL SELF-TALK DURING A FREE THROW

Hyejin Song, Long Beach Men's Basketball Team, USA

The purpose of this study was to examine the relationship between collegiate basketball athletes' personalities and their preference for motivational and instructional self-talk (ST) during a free throw. While previous research has focused on effective ST for specific tasks, there is a possibility that it might not match the athlete's preference for ST. Using preferred mental skills is associated with the feeling of autonomy, which can impact the effectiveness of ST for performance (Lewthwaite et al., 2015). Therefore, there is a need for more research on athletes' ST preferences and influential personal factors. Sixty-seven players ($Mage = 20.82$) participated in the survey, consisting of 33 Asian, 25 White, 5 Black or African American, and 4 two or more races. They answered questions about Big Five Personalities (BFI: Goldberg, 1993), preferred strategic ST for free throw (instructional or motivational), and perceived effectiveness of preferred ST (Functions of Self-Talk Questionnaire; Theodorakis et al., 2015). Independent samples t-tests revealed that participants who used their preferred ST for free throw perceived their functions as effective regardless of ST type. Independent samples t-tests also showed that athletes who preferred instructional ST scored significantly higher on Neuroticism ($m = 3.04, SD = .62$) than athletes who preferred motivational ST ($m = 2.65, SD = .56$); $t(57) = -2.518, p = .015$. There were no significant differences in the other Big Five Dimensions. Neuroticism was significantly associated with symptoms of anxiety (Roccas et al., 2002). Whereas previous studies have shown the effects of motivational ST to reduce anxiety (Hatzigeorgiadis et al., 2009), these results highlight the need to consider athletes' preferences and other personal factors (e.g., personalities) to design effective ST strategies for free-throw. Future studies should further investigate personal factors that influence ST preference and how ST preference is related to actual performance beyond perceived effectiveness.

29

WHAT'S THE IMPACT OF GOAL TYPES ON ATTENTION, ANXIETY, AND PERFORMANCE ACROSS TWO DIFFERENT TASKS?

Steven Winingar, Western Kentucky University, USA;
Lauren Heelan, Western Kentucky University, USA;
Emily Roepke, Western Kentucky University, USA

Goal setting theory contends that the goals an individual sets direct their attention to relevant tasks. Additional theories claim that the types of goals an individual sets impact the levels of anxiety they experience as well as how they perform. The purpose of this study was to systematically contrast two goal types and assess their impact on attentional focus, anxiety, and performance across two different tasks.

Seventy-seven undergraduate students completed a basketball shooting task and a handgrip endurance task under both intrinsic and performance goal conditions. Anxiety was assessed prior to each performance trial. Attentional focus was assessed immediately after each performance trial.

Performance was assessed via basketball shots completed and sustained duration for a handgrip endurance task. Completion of each goal condition occurred exactly one week apart to avoid practice effects.

Differences in attentional focus were observed but differed across tasks. For basketball, there were higher degrees of task relevant thoughts during the performance goal conditions and higher degrees of external distraction during the intrinsic goal condition. For the handgrip endurance task, more attention was given to bodily sensations during the performance trial and there was more internal self-talk during the intrinsic condition.

Examination of the impact of attentional focus on anxiety revealed the amount of task relevant thoughts predicted cognitive anxiety across both tasks and both goal conditions. With regards to anxiety, cognitive anxiety was higher for performance goal conditions compared to the intrinsic. There were no significant differences for somatic anxiety. Anxiety did not significantly predict performance.

There were no significant differences across goal conditions for basketball shooting performance, yet, for the handgrip endurance task, participants demonstrated significantly higher levels of endurance with the performance goal. Results are discussed with reference to Goal Theory, Reversal Theory, and Goal Orientation Theory. Applications of the study are also presented.

Consulting & Interventions

30

"I USE IT IN LIFE": COLLEGIATE WOMEN ATHLETES' EXPERIENCE AND EVALUATION OF AN 8-WEEK VIRTUAL MINDFUL SELF-COMPASSION PROGRAM

Danielle Teare, University of North Carolina Greensboro, USA;
Tsz Lun (Alan) Chu, University of North Carolina at Greensboro, USA;
Chanel Bradford, University of Wisconsin- Green Bay, USA

Self-compassion might be particularly effective for women (vs. men) athletes due to lower reported levels of self-compassion, mindfulness, and perceived control over stressors (Wilson et al., 2019). However, relevant interventions in sport are scarce. To further understand how athletes learn and apply self-compassion effectively, this study explored collegiate women athletes' experience and evaluation of an 8-week virtual self-compassion program.

Participants were 12 women athletes across sports from two NCAA institutions in the Midwestern United States. After engaging in eight, hourlong virtual self-compassion sessions led by a CMPC, each athlete participated in a 30-minute semi-structured interview about their perceptions and applications of self-compassion, likes and dislikes of the intervention format and effectiveness, and participation outcomes. To mitigate bias and enhance trustworthiness, one researcher conducted interviews, and two additional researchers collaborated to conduct thematic analyses (Braun & Clarke, 2019).

Abductive coding yielded three primary themes (and ten subthemes) that explain the overall effectiveness of the self-

compassion intervention: (1) intervention format (athletes' favorite program elements, proposed program changes, and perceived facilitators and barriers to learning self-compassion), (2) self-compassion strategy selection and implementation in practice and competition settings ("What", "Why," and "How"), and (3) intervention outcomes within and beyond athletics (motivation, performance, and well-being). The athletes deemed the virtual intervention format successful due to the range of self-compassion techniques, experiential exercises that engage all the senses, and ample opportunities for breakout room discussions. Despite the convenience of the virtual format, several athletes shared their preference to participate in person.

Findings suggest that working with collegiate women athletes to develop self-compassion may promote motivation, performance, and well-being in sport and life in general. When implementing self-compassion in group settings, practitioners should provide active learning (beyond meditations) and discussion opportunities for athletes to practice different techniques and translate them to their specific sports and daily routines.

31

A PRACTICAL GUIDE TO USING ROUTINE OUTCOME MONITORING IN SPORT PSYCHOLOGY INTERVENTIONS

*Rebecca Steins, Saint Louis University, USA;
Savannah Jefferis-Henriques, Saint Louis University, USA;
Emily Chua, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA*

Routine outcome monitoring (ROM) is a practice frequently used in psychotherapy to monitor client progress and adapt interventions as indicated (Barkham et al., 2023). Additionally, it is often used in sport medicine practice to track an athlete's progression back into sport after an injury (Evans & Lam, 2011). However, ROM is not frequently found in the work of sport psychologists or performance consultants, despite their proven effectiveness and usefulness in other contexts. In recent years, sport performance clinicians have increasingly called for ROM to monitor athlete's performance outcomes during sport psychology interventions; however, little is known about how to implement ROM into sport psychology practice from a clinical perspective. Therefore, this talk will provide a practical guide to implementing ROM into sport psychology interventions for both individual athletes and teams. The presenters are members of a clinical sport psychology team who will use clinical cases from their work at a Division I NCAA institution to provide specific examples of what kind of ROM tools to use and types of data to collect, how to conduct a team-based assessment and implement ROMs for in-the-moment intervention adaptations, and how to use ROMs with athletes to track progress and adapt to the athlete's needs. They will also discuss the role of the clinician in using ROMs and to how integrate contextual information such as diverse identities, life-stressors, or other important factors that may impact the athlete into ROM to provide a holistic approach to sport psychology. In sum, the goal of this talk is to provide sport psychologists and performance consultants with the immediate knowledge and skills necessary to implement ROM into their practice in order to better individualize and demonstrate the effectiveness of their sport psychological interventions.

32

BREATHE & BRING THE HEAT: OPTIMIZING SPORTS PERFORMANCE WITH MINDFULNESS AND ACCEPTANCE & COMMITMENT TRAINING

Daniel Moran, Pickslyde Consulting, USA

Acceptance and Commitment Training aims to assist practitioners with influencing complex behavioral change and performance improvement. This lecture outlines ACT's practical approach toward helping athletes bring the heat at gametime by incorporating mindfulness exercise and practice into their training routine. The primary goal for this event is to help attendees understand the six core domains of ACT and blend those important elements into their skills repertoire. Ultimately, this presentation aims to take the core principles of acceptance, defusion, contacting the present moment, self-as-context, values clarification, and committed action, and turn them into a combined holistic approach that helps a person be able to say, during challenging situations, "I am here now harnessing the way I feel and noticing my thoughts while doing what I care about." Evidence will be presented and worksheets will be distributed.

33

POSTER WITHDRAWN

34

FROM BOOKS TO FIELDS: A FRAMEWORK FOR NAVIGATING SERVICE DELIVERY

Ryan Bahadursingh, F3EA, USA; Jonathan Stewart, KBR, USA

The views expressed in this abstract are those of the author and do not necessarily reflect the official policy or position of the Department of Army, DoD, or U.S Government.

Sport and performance psychology has evolved in recent years as demand for professionals in the field has increased (Sly et al., 2020). Beyond sport and athletic settings, Certified Mental Performance Consultants (CMPCs) are also integrated into military, corporate business, medical, and school settings (Association for Applied Sport Psychology, 2020), all of which present varying performance demands. As a result, the practical delivery of performance interventions in these spaces varies drastically as well. Thus today's practitioners are required to think outside of the box in an effort to meet various demands. Due to this broadening scope of practice, service delivery models, consulting frameworks, theoretical orientations, and systems approaches are necessary for practitioners to navigate these demands (Bartlett & Drust, 2021). Existing models of service delivery, such as the Sport Psychology Delivery Heuristic (Poczwadowski et al., 1998) and the revised Sport Psychology Delivery Heuristic (Poczwadowski & Sherman, 2011), as well as frameworks presented by governing bodies or national team service providers (Diment et al, 2020) are helpful in conceptualizing the vast considerations that an applied practitioner must take into account. However, a gap remains between the conceptualization of practice and the demands practitioners face (Cruickshank et al., 2020). In this poster, we will seek to add to the current training literature

through a deliberate and reflective practice to bridge the gap between theoretical considerations, current training practices, and applied sport psychology service delivery.

The focus will include an emphasis on important considerations across sport and performance domains and strategies for navigating these domains. Topics addressed will include a) practitioner development, b) navigating role clarity and ethical dilemmas, d) developing and maintaining working relationships.

35

HOW ARE WE ADDRESSING THE YIPS? A SCOPING REVIEW

Johanna Glaaser, Florida State University, USA;
Sam Fonder, Florida State University, USA

In recent years the yips have been at the center of some popular media stories concerning major athletes. The attendance at the Johnson et al. (2023) panel reflected a desire for more conversation surrounding the topic from an applied sport psychology perspective.

The purpose of this scoping review is to better understand and document recent efforts in treating the yips. First, researchers sought to understand the differences in how yips present along a continuum, as either Type I (physiological symptoms) or Type II (psychological symptoms) (Smith, 2000; Smith et al., 2003). This continuum has guided much of the last two decades of research into the phenomenon (Clarke et al., 2015; Mine et al., 2018).

Second, researchers analyzed both psychological and physiological tools to target symptoms of the yips, regardless of the classification of symptoms as Type I or Type II. Key treatment strategies on the psychological side included behavioral therapy and social support approaches aimed at developing individualized coping strategies (Inoue et al., 2023; Tibben et al., 2023; Williams et al., 2023). On the physiological side, strategies consisted of improving emotional intelligence and self-regulation, as well as kinematic analysis and re-training of movements, (Diotaiuti et al., 2021; Marsollier & Hauw, 2023; Matsuda et al., 2022).

Utilizing this information, researchers discussed applied implications of their findings. Specifically, researchers note some of the contradictory results observed in the literature, as well as areas of progress. With this, recommendations for future research populations and areas, as well as how the researchers use strategies in their applied practice, are discussed.

36

IMPLEMENTING ELECTROENCEPHALOGRAPH (EEG) TECHNOLOGY IN MINDFULNESS TRAINING WITH THE USE OF A FOCUSCALM DEVICE: A CASE STUDY

Beaux Myers, Colby College, USA

Mindfulness has been shown to be an effective mental skill for sport performance along with greater attention to the present moment (Hut et al., 2023). Further, mindfulness has been shown that an increase in attention decreases an

individual's risk of injury (Ivarsson et al., 2015). Mindfulness in sport and performance domains has been researched extensively, and there is growing support for the use of technology in mental skills training such as virtual reality (VR) and electroencephalogram (EEG). Previous research with EEG has shown that mindfulness is associated with increased alpha and theta activity (Lomas et al., 2015). This intervention utilized a FocusCalm EEG device for mindfulness training.

The purpose of this intervention was to educate the athlete on mindfulness, along with implement mindfulness to aid his sport performance, focus, relaxation, and injury rehabilitation. The intervention was conducted with a 16-year-old male football, basketball, and baseball athlete. The athlete was recovering from a Tibial Plateau Fracture, ACL reconstruction, and multiple meniscus repairs. Athlete participated in 10, 45-minute sessions including an education session, follow up sessions, and a debrief session.

The results suggest a 10-week mindfulness-based intervention using the FocusCalm was effective for enhancing the speed (Pre-test: 20%; Post-test: 84%), depth (Pre-test: 73%; Post-test: 97%), and consistency (Pre-test: 19%; Post-test: 62%) of Mindfulness and the FocusCalm state for the athlete. Sessions included 15 minutes of FocusCalm activity which allowed for adequate debriefing and discussion during sessions to further unpack the athlete's experiences and reflections about using mindfulness for focus or relaxation. Implications along with future directions will be presented to attendees. Attendees will have the opportunity to learn how to implement the FocusCalm device into mindfulness interventions along with have the experience of using the device to gain firsthand knowledge of the device's use.

37

PERSONAL GROWTH DAYS: SPORT PSYCHOLOGY MENTAL SKILLS TO LIFE SKILLS AS A PRACTICAL APPLICATION AT THE HIGH SCHOOL AND UNIVERSITY LEVEL

Darrell Phillips, University of Kansas, USA;
Jacob Chamberlin, University of Kansas, USA;
Zeljka Vidic, Western Michigan University, USA;
Javier Burga, Potential & Peformance LLC, USA

The value of utilizing mental skills training (MST) extends not only to sports but also to general life skills (Pierce et al., 2017; 2020). While athletes are learning life skills in sports and transferring them to non-sport settings (Cronin & Allen, 2018; Gould et al., 2012; Kendellen & Camiré, 2015), the specific processes of how athletes learn and transfer life skills to non-sport domains continue to be investigated. To that end, the application of MST toward the enhancement of life skills is an area in which mental performance consultants could serve a broader role by helping individuals, especially younger populations, enhance not only performance but also their well-being and quality of life. For example, a component of Positive Youth Development (PYD) is the acquisition of life skills, defined as "internal personal assets, characteristics, and skills...that can be facilitated or developed in sport and transferred for use in non-sport-settings" (Gould & Carson, 2008). Moreover, in studying life skills transfer, Camiré and colleagues (2022) have called for researchers to consider how PYD and life skills might foster diverse cultural competencies. The purpose of this presentation includes the following: 1) Providing background on the interaction

between MST and life skills development, 2) Proposing framework to study life skills development through MST, 3) Fostering conversation about the role of multicultural competence in life skill development. This poster presentation will discuss the implementation of life skills for high school and college/university students. Empirical evidence in the form of qualitative and quantitative results will be presented supporting participants' perceived value of utilizing mental skills as life skills. Examples of specific strategies, skills, topics, and multicultural considerations will be presented to provide understanding of transferability of MST to life skills. Implications for PYD practice include applications of the best models for integrating MST to non-sport domains.

38

THE DESCRIBED EXPERIENCE OF GRATITUDE WITHIN PROFESSIONAL ATHLETES: A GENERIC QUALITATIVE INQUIRY

*Mitzi James Kincaid, California State University, Sacramento;
John F Kennedy University;
Azusa Pacific University; Dominican University;
PerformanceGRIT, USA*

The potential for gratitude to be used in sport settings due to its benefits mentally, physically, and socially has been indicated in adolescent, collegiate, and to a less extent, elite and professional athletes. Despite the increased awareness of the psychology of gratitude, scholarship on the individual experience of gratitude for athletes has been insufficient. Therefore, this inquiry aims to examine the experience of gratitude for professional athletes. In this generic qualitative inquiry, in-depth semi-structured, one-on-one interviews were used to investigate the participants' experience of gratitude in sport. Open-ended questioning allowed the participants to expound on their descriptions, guided by prompts for clarification, summarization, and detailed examples of professional athletes' experiences of gratitude. The inquiry included 10 professional athletes, six of whom self-identified as female and four as male. Their professional careers ranged from 1 to 28 years as indoor volleyball, sand volleyball, snowboarding, and Alpine ski racing athletes, all competing at the international level. Thematic analysis with constant comparison was used to identify six common themes indicated by the participants, which included descriptions of gratitude being valued as a purposeful choice, cultures of learning a grateful mindset, the practices of gratitude valued by the participants, gratitude's impact on time and perspective, benefits of maintaining a grateful perspective, and the social impact of gratitude. The results of the inquiry provide an opportunity for future research to broaden understanding and application of gratitude for professional athletes, stated as valued and consistently practiced by the participants in the current inquiry, for its physical, mental, and social affects.

39

THE NEER MODEL: A NEW FRAMEWORK FOR SPORT AND PERFORMANCE PSYCHOLOGY CONSULTING

*Ashley Samson, University of Kentucky, USA;
Marc Cormier, University of Kentucky, USA*

Often grounded in theories of motivation and behavior change, Sport/Performance consulting models provide a framework for practitioners to effectively and efficiently guide athlete/clients through identification of performance concerns, self-reflection, awareness, and the implementing strategies for enhanced performance (Andersen, 2005; Aoyagi & Poczwardowski, 2011). While there are several well-established and effective consulting models currently in practice (viz., Aoyagi et al., 2017), these are primarily focused on the perspective and processes of the client, rather than those of the practitioner. Therefore, the purpose of this presentation is to propose a consulting framework aimed at the provision of services from the practitioner's viewpoint. Grounded in theories such as Self-Determination (SD; Deci & Ryan, 1985), Self-Efficacy (SE; Bandura, 1986), along with various evidence-based counseling techniques, the NEER model provides practitioners with a structure to guide their work, while also creating intentional space for reflection on their practices. The first component, Normalize, centers on validating the concerns of the athlete-client through the use of normalizing and empathetic statements and lays the foundation for rapport-building and the creation of a safe and productive learning environment. Next, Education, focuses on helping the athlete-client understand the "why/how" behind their cognitions and behaviors (Martin, et al., 1998). By helping the athlete-client better understand their situation from a theoretical perspective, the stage is set for the third component of the model, Empower, which seeks to expand the athlete-client's confidence in making impactful changes and inspiring them to action. Finally, Reflect provides space for practitioners to consider their consulting process and assess the effectiveness of their approach, their connection with the client, and make adjustments, as necessary. By attending this workshop, participants will learn about the theoretical underpinnings of the NEER model while being challenged to consider their own process as practitioners.

Diversity & Culture

40

BARRIERS TO PHYSICAL ACTIVITY IN CHILDREN AND ADULTS AMONG LATINAS

*Jasmine Reyna, Mount Saint Mary's University-Clinical
Psychology Program, USA;
Brad Conn, Compton College/Artest University, USA*

Physical activity and exercise fosters wellness in multiple ways, including mental health support. Yet, Latinas engage in less leisure time physical activity (LTPA) than non-Latina white counterparts (Murillo et al., 2021). Researchers in this subject have found that cultural and societal gender expectations, gender roles, gender-based teasing, perceptions of leisure, lack of role models in sports, and environment serve as

contributing factors that impact leisure time physical activity (LTPA) and engagement in sports (D'Alonzo, 2012; Marquez and McAuley, 2006; Lopez, 2019; D'Alonzo and Fischetti, 2008; Resnick et al., 2002; Larsen et al., 2013). Nevertheless, research suggests exercise programming should reduce barriers to improve accessibility by providing childcare, bilingual instructors, transportation, free or low-cost programs, and interventions targeted at the family unit's health (Marquez and McAuley, 2006; Resnick et al., 2002). Moreover, Larsen et al. (2013) noted, "Latinas who know people who exercise or belong to a community or faith-based group are more likely to be physically active." To support young children, Lopez (2019) suggests that programming should involve dialogue around gender and how it impacts boys and girls. Moreover, creating a fun and supportive environment for all students could help improve Latina teens' access to sports.

41

BODY SATISFACTION AND DISORDERED EATING AMONG DIVISION I MEN STUDENT-ATHLETES: CONSIDERATIONS OF RACE

*Caleb Wilborn, The University of North Texas, USA;
Carmyn Hayes, The University of North Texas, USA;
Trent Petrie, University of North Texas, USA*

Collegiate men athletes experience disordered eating (ED), which is often driven by their body dissatisfaction (BD; Bratland-Sanda & Sundgot-Borgen, 2013), yet the extent to which this relationship may vary by race is largely unexamined. Thus, we first documented the prevalence of clinical level BD and ED, and then examined the relationship between BD and ED symptomatology among men athletes by racial grouping. Participants were 834 men collegiate athletes (412 Athletes of Color [AOC]) from six Division I athletic departments; in Fall 2023 they completed the EDEQ-S and BPSS-Men. Prevalence rates were: BD (overall = 15.8%; White = 15.9%; AOC = 15.8%) and ED (overall = 1.7%; White = 1.9%; AOC = 1.5%). The five BD items were related significantly to ED symptomatology for White athletes, $F(5, 416) = 20.78, p < .001, adjR^2 = .190$ and for AOC, $F(5, 406) = 29.38, p < .001, adjR^2 = .257$. For both groups, two BD items were consistent predictors: Overall thinness of your body (White $\beta = -.191$; AOC $\beta = -.247$) and Current weight (White $\beta = -.150$; AOC $\beta = -.251$). For AOC, though, their dissatisfaction with their overall leanness and muscle definition of your body ($\beta = -.244$) also was significant. Substantive and similar percentages of White athletes and AOCs experience clinical levels of BD, and dimensions of their body dissatisfaction are significantly related to their levels of disordered eating. Like women athletes, these men athletes' dissatisfaction with their weight and thinness are the primary drivers of their DE. For AOCs, leanness and muscle definition also is salient, suggesting a slightly different body ideal for these men athletes. Sports medicine and sport psychology professionals who work with men athletes must be aware they experience BD/ED and that their BD may present differently based on race.

42

DEVELOPMENT AND PSYCHOMETRIC EXAMINATION OF THE CULTURAL DOMAINS MENU IN A SAMPLE OF COLLEGIATE ATHLETES

*Malorie Feidner, University of Nevada, Las Vegas, USA;
Bradley Donohue, University of Nevada, Las Vegas, USA;
Kristin Brooks, Stand Tall Consulting, USA;
Linnea Bacon, University of Nevada, Las Vegas, USA;
Daniel Allen, University of Nevada, Las Vegas, USA*

Collegiate athletes come from diverse cultural backgrounds, yet there is a lack of reliable and valid measures to assess their culture. Developing a robust measure of culture's impact on athletes' performance and well-being is crucial for understanding their identities and informing tailored interventions. This study performs an exploratory factor analysis on cultural domain items within survey data to evaluate the measure's internal consistency, structure, and reliability. The goal is to enhance understanding and develop a reliable measure specific to athlete culture. The analysis focuses on overall cultural domains, as well as specifically the sports culture domain. Factors are identified using a varimax rotation method, and the measure's reliability is assessed using Cronbach's alpha.

An analysis of the overall Cultural Domain Menu (CDM) identified two factors: positive and negative sentiments about the culture. A Varimax rotation analysis found these factors accounted for 35% and 30% of the variance, respectively. The reliability analysis of the resulting factors showed good internal consistency with a coefficient of $\alpha = 0.684$ for the positive sentiment factor and $\alpha = 0.782$ for the negative sentiment factor. The Sports Culture Domain analysis identified three factors: negative perceptions from others, the importance of sports culture, and positive individual perceptions. Varimax rotation attributed 32.5%, 25.4%, and 21.1% of the variance to these factors. The reliability analysis for this scale indicated good internal consistency with a coefficient of $\alpha = 0.683$ for the negative perceptions factor and $\alpha = 0.662$ for the importance factor. The positive perceptions factor contained a single item. The factor analysis indicated that the scale demonstrated a strong factor structure and good internal consistency for both the general CDM and the Sport CDM. Recommendations include using validated scales for comprehensive cultural assessment, integrating cultural sensitivity training, and fostering collaboration for holistic athlete support.

43

IDENTITY FORMATION, COPING, AND COLLEGE TRANSITION OF NCAA GREEK STUDENT-ATHLETES

Theoklitos Karipidis, Indiana University, USA

While knowledge on International Student Athletes (ISA) is growing as the population in the NCAA is increasing (NCAA, 2019) scholars note a paucity of research possibly impacting the support and guidance ISAs receive (Turick et al., 2020), and their consequent lived experiences and performances. The USA is the only country in the world where one can simultaneously compete at the elite sport level and obtain an undergraduate collegiate degree (Parrish et al., 2020), making individuals' entrance to ISA life a transition itself. The proposed presentation will share findings about the transition of ISAs from

Greece as experienced in their first year of college and how they come to perceive the American culture. Greece is ranked seventh among countries with the highest rates of students studying abroad. Using the Consensual Qualitative Research methodology (CQR) with 10 Greek ISAs, we found that coming from a predominantly collectivistic societal background, they engaged in a transformative experience following a “path of change” as they were exposed to and endorsed new cultural practices and values. The findings show that studying and playing at a highly competitive level was the top motivation for Greek ISAs to pursue a degree in the United States. The athletic identity levels appeared to be indicative of how our participants prioritized the roles of the student or athlete. In general, the US experience positively changed them, as Greek ISAs acknowledged the American professionalism and structured life. Furthermore, social support from teammates and peers was key moderators in the challenges of the transition experience. The concepts of emerging adulthood, identity formation, and well-being will be discussed as areas of intervention as the findings of this study contribute to the sports psychology professional understanding with ideas on the adjustment process and ISAs’ overall well-being.

Keywords: transition, identity, Covid-19, international student-athletes, acculturation, well-being.

44

SOCIOCULTURAL FACTORS INFLUENCING ATHLETES’ ATTITUDES AND STIGMA TOWARDS SEEKING SUPPORT FOR MENTAL HEALTH: A MIXED-METHODS STUDY

Linnea Bacon, University of Nevada, Las Vegas, USA;
Robert Morris, University of Stirling, UK

Although athletes have rates of mental ill health comparable to the general population, they are less likely to seek support. Prior research has not evaluated the role of nationality and culture in influencing athletes’ attitudes towards psychological help-seeking. This study aimed to explore sociocultural factors that influence athletes’ attitudes and stigma towards seeking psychological help through a mixed-methods analysis. A sample of 95 college-aged athletes (median age 23, 60% female) across 26 sports and 12 countries, although mostly from the US (41%) and UK (39%), completed a survey assessing demographic information, attitudes and stigma toward seeking psychological help, and mental well-being. The Attitudes Toward Seeking Professional Psychological Help Scale-Modified Short Form (ATSPPHS-MSF) was used to assess psychological help-seeking attitudes, while the Stigma Scale for Receiving Psychological Help Scale (SSRPH) and the Perception of Stigmatization by Others for Seeking Help Scale (PSOSH) were used to evaluate help-seeking stigma. Athlete mental health was measured through administration of the Mental Health Continuum-Short Form (MHC-SF). The qualitative portion consisted of semi-structured interviews with nine athletes (median age 23) focused on understanding athletes’ help-seeking attitudes and experiences, as well as barriers and facilitators to help-seeking. UK athletes displayed significantly greater stigma towards seeking psychological help than those from the US and other countries. In addition, athletes with a prior history of mental health service utilization indicated significantly more positive attitudes towards seeking psychological help. Lower levels of help-seeking stigma and more positive help-seeking attitudes were both associated with positive mental well-being across all athletes. Thematic analysis highlighted the importance of gender, nationality,

sport, and team cultures in influencing help-seeking attitudes and stigma. Conclusions included that UK athletes and those without prior history seeking help hold more stigma and less positive attitudes towards seeking psychological help, which could negatively impact mental well-being.

45

SOCIOCULTURAL FACTORS INFLUENCING SELF-CRITICISM AND CRITICISM OF TEAMMATES ACROSS TRAINING AND COMPETITION CONTEXTS

Linnea Bacon, University of Nevada, Las Vegas, USA;
Bradley Donohue, University of Nevada, Las Vegas, USA;
Malorie Feidner, University of Nevada, Las Vegas, USA;
Daniel Allen, University of Nevada, Las Vegas, USA

Self-criticism and criticism of teammates has been shown to be deleterious to sport performance and mental well-being (Kowalski, & Duckham, 2014). However, investigators have not explored potential differences between elite and non-elite athletes in their use of criticism. Further, no studies have examined the roles of sociocultural factors, including sex and race, in athlete criticism. Therefore, this study explored the influence of sport type, sex, and race on both self-criticism and criticism of teammates in two performance settings (i.e. training and competition). 254 NCAA and intramural athletes completed the Sport Interference Checklist (SIC; Donohue et al., 2007) to assess interferences in sport performance across training and competition settings, including items measuring self-criticism and criticism of teammates. T-Tests were conducted to compare NCAA and intramural athletes’ self-criticism and criticism of teammates in training and competition settings. T-Tests were also used to determine differences in self- and teammate-criticism between male and female athletes. A One-Way MANOVA was utilized to identify any differences in self-criticism and criticism of teammates among racial groups. Results indicated that NCAA athletes exhibited less criticism towards teammates than intramural athletes during training ($p < .001$) and competition ($p < .001$); however, there were no differences in self-criticism between these athletes. In both training ($p < .001$) and competition ($p < .05$) contexts, female athletes reported higher self-criticism than male athletes. However, during competition, male athletes reported more criticism of their teammates than female athletes ($p < .01$). There were no differences between male and female athletes’ criticism of teammates during training and no differences in either criticism type between racial groups. Findings suggest that elite athletes criticize teammates less than recreational athletes in training and competition settings. Additionally, female athletes might be more likely to self-criticize their performance across contexts while male athletes are more likely to criticize teammates during competition.

Elite/Pro Sport

46

A COMPREHENSIVE META-ANALYSIS OF THE MENTAL TOUGHNESS EFFECT ON PERFORMANCE

Dax Crum, Utah State University, USA

Super-elite athletes are frequently labelled “mentally tough” (Connaughton et al., 2008), but with increased research into mental toughness no clear exposition of its theory or practical application exists within sport psychology (Gucciardi, 2017). This investigation seeks to summarize the magnitude of the mental toughness—performance relationship and provide a comprehensive framework of mental toughness development and utilization. Study 1 involved a meta-analysis of 76 studies (total $n=19,406$) with 470 Pearson correlation coefficients calculated from athlete reported mental toughness and sport performance measures. Study and subject characteristics within each study were coded (72 covariates) to examine all significant associations underpinning mental toughness theory and measurement along with participant variables (age, gender, experience, sport type). Results suggest a minimal effect of mental toughness on “winning” ($rx_y=.152$). However, after controlling for age-experience, capacity to impact the contest, interventions, and methodological quality of the investigation the effect of mental toughness increased significantly ($rx_y=.416$). Mentally tough athletes yielded greater self-improvement ($rx_y=.536$), improved physiological functioning ($rx_y=.326$) and increased training and training effectiveness ($rx_y=.336$). Mental toughness theories and measurements from Mack and Ragan (2008, $rx_y=.341$) and Gucciardi et al. (2015, $rx_y=.334$) demonstrated significantly larger effects on performance. Significant mental toughness interventions included increased sport specific training ($rx_y=.296$), psychological skills training ($rx_y=.509$), and sport consequences/punishments ($rx_y=.350$), among others. Positive psychological outcomes were significantly related to youth athletes ($rx_y=.579$) and professional athletes ($rx_y=.398$). Study 2 analyzed factors from the mental toughness instruments sampled in Study 1. From 33 studies, 711 correlation coefficients were calculated from factor measurements and performance outcomes. Principal component analysis suggested self-efficacy, resiliency, motivation, and sport-awareness account for the greatest amount of variance related to sport performance. In Study 3, a thematic analysis of theoretical and performance outcomes producing significantly larger effect sizes were incorporated into an applied framework for improving mental toughness and sport performance.

47

DEVELOPMENT OF A HOLISTIC PERFORMANCE ASSESSMENT FRAMEWORK IN ELITE ENGLISH FOOTBALL OFFICIATING: A PERFORMANCE PSYCHOLOGY PERSPECTIVE

Liam Slack, PGMOL, UK

With a growing body of sport psychology research focusing on holistic athlete development (e.g., Dieffenbach & Thompson, 2020), the purpose of this study was to gain an understanding of holistic performance with a focus on elite English football officiating. With officials being fewer in number in comparison to the football teams they take

to the competitive field with, this research provided a rare insight into how holistic performance is characterized within this small group of elite performers. A group that does not compete for points or trophies across a season but is instead driven by a specific set of performance factors (Slack et al., 2013). With ever-increasing demands being placed upon elite football officials' performance season-on-season, it was hoped this study would identify key characteristics in the holistic performance, development, and assessment of current and future elite match officials. During the 2022-2023 football season, Professional Game Match Officials Limited match officials, coaches, performance support staff, and English Premier League academy coaches were individually interviewed. Content analysis was conducted independently by the research team, and following that, a series of team meetings were held until consensus was reached on all lower and higher-order themes. The findings identified 54 lower-order themes that contributed to holistic performance (e.g., responds well to feedback, approachable, time management, body language under pressure, positioning and movement at attacking set-pieces, tactical awareness, shared leadership, conflict management) which converged into nine higher-order themes: developmental mindset, interpersonal skills, lifestyle management, resilience, physical attributes, football / referee insights, leadership, match-day communication, and contextual decision-making. The results provided wider detail of key characteristics that contribute to an increasing body of holistic development research in elite sport. In doing so, suggestions for applied performance psychologists working within these unique environments, in how to adopt a holistic approach and framework to their professional consultancy, are offered.

48

ENHANCING PERFORMANCE: A QUALITATIVE INQUIRY INTO THE INFLUENCE OF A SPORT PSYCHOLOGY WORKSHOP AT AN INTERNATIONAL BASKETBALL COMBINE

*Samuel Morton, Pursuit Sports Group, USA;
Brad Conn, Compton College/Artest University, USA;
Renard Simmons, USA;
Sera Khaneshan, Pepperdine University, USA*

For decades, combines have served as a pivotal platform for recruiting and drafting high-performance athletes, shaping the future of sports franchises. Traditionally, these events focus on athletic and physical assessments (Wasserman, 2013). However, recognizing the critical role of mental fortitude in performance, at an NBA style combine introduced a pre-participation mental performance workshop. This innovative workshop aimed to enhance mental resilience by examining the impact of “pre-game jitters” on basketball prospects. Unlike conventional combines, our approach addressed the psychological aspects influencing player performance. To assess the efficacy of the workshops, a post-assessment questionnaire was administered, providing valuable insights into the mental preparedness and performance of the participants. Although this workshop was conducted on young athletes in a sports-combine setting, similar examinations can be utilized in various contexts, such as with collegiate and professional athletes regarding their stock and value to their respective universities and teams. This presentation will delve into the unique integration of mental performance workshops within the context of a basketball combine. We will discuss the workshop's design, implementation, and the outcomes

revealed through the post-assessment questionnaire. By exploring the intersection of mental preparedness and athletic performance, this study contributes to the evolving landscape of sports combined with mental health in athletics, emphasizing the holistic development of high-performance athletes.

49

EXPLORING NONVERBAL BEHAVIOR EXPERIENCE PROCESS OF TABLE TENNIS PLAYERS

*Kyoungjin Yang, Republic of Korea;
Jieun Won, Seoul National University, Republic of Korea;
Sungho Kwon, Seoul National University, Republic of Korea*

In the sports context, athletes have been shown to tend to utilize specific nonverbal behaviors, such as deceptive body movements or expressions, to conceal their intentions and deceive opponents (Furley & Schweizer, 2020). The nonverbal behaviors of players during a game are sometimes expressed through more self-regulatory and intentional processes. In such cases, nonverbal behavior is utilized to achieve specific outcomes (Moesch et al., 2015). Previous studies investigating the nonverbal behaviors of players during games (Fritsch et al., 2023; Furley & Schweizer, 2014) suggest that nonverbal behavior is considered one of the factors influencing a player's performance. The present study aimed to observe and explore nonverbal behaviors intentionally utilized by players from a strategic perspective. The study design followed a grounded theory methodology (Strauss & Corbin, 1998) and involved purposeful sampling to recruit five professional table tennis players. Semi-structured interviews were conducted face-to-face. The collected data were analyzed through open coding, axial coding, and selective coding. The core category conceptualizing the experience of nonverbal behavior during table tennis matches among players is characterized as a 'behavioral strategy to win the game.' Players' intentional nonverbal behaviors were observed to be regulated through factors such as confidence levels, physical condition, and perception of others' nonverbal behaviors. In this process, players underwent various emotional experiences, made efforts to maintain a positive state, and as a result, experienced changes in their behaviors and psychological states, and alterations in the flow of the game. Based on this study, intentional nonverbal behaviors exhibited by players during the game need to be viewed from a strategic perspective. The intentional nonverbal behaviors of players should also be considered as one of the psychological techniques, and there is a need to emphasize them during psychological training.

50

NEURO-TRAINING FOR ATHLETES: EXPLORING THE FEASIBILITY AND EFFECTIVENESS OF NEUROSCIENCE-POWERED VISUALIZATION TRAINING IN PROFESSIONAL SOCCER CLUBS

*Jon Ollora Ezenarro, Real Sociedad (LaLiga), Spain;
Ryan Alexander, Atlanta United FC (MLS), USA;
Konstantin Sonkin, i-BrainTech, Israel*

Scientific research has identified visualization as a key technique to elevate athletic performance, yielding enhanced focus, self-regulation, and confidence (Blankert & Hamstra, 2017). Traditional methods, however, lack effective tracking of visualization efforts, limiting their control and impact

assessment. Neurofeedback training (NFT) presents a progressive solution by enabling athletes to regulate their brain activity and receive immediate feedback, enhancing visualization effectiveness through operant conditioning (Rydzik et al., 2023).

This study evaluates the feasibility and effectiveness of using sport-specific visualization-based NFT in a first division professional soccer club environment, examining its impact on cognitive skill acquisition. The research was supervised by leading authorities in the fields of sports science and sports psychology.

The research involved 12 professional Spanish soccer players, aged between 18 and 20. Players engaged in soccer visualization tasks controlled by brain activity, monitored via EEG caps, using the i-BrainTech™ system. Participants underwent 20-minute training sessions twice a week for three months, completing a total of 316 sessions and visualizing over 12,500 soccer-related actions.

The study produced two main findings: participants' feedback on the program's psychological impacts, and qualitative neuroscientific data evaluating cognitive skill improvements.

From collected questionnaires, 100% of the participants acknowledged the perceived value of the training program. Specifically, 58% reported improved concentration during games, while 33% noted enhanced precision with their non-dominant foot.

Further, a qualitative analysis of EEG data and neurofeedback success metrics confirmed cognitive skill enhancement, showing an average increase of 15% in concentration and 14% in visualization success rates. While group data shows overall improvement, individual results allow for precise player profiling, including key traits such as resilience and endurance, and cognitive skill progression.

This pioneering neuroscientific study demonstrates the effectiveness of visualization-based NFT in enhancing cognitive skill development within a first-division professional soccer club environment.

51

PARADIGM MODEL ANALYSIS OF ESPORTS ATHLETES' STRESS EXPERIENCE

*MJ Kim, Hanshin Graduate School of eSports Convergence,
Republic of Korea*

This study investigated the stress experience of eSports athletes with open-ended questions. The contents of the investigation were analyzed with a grounded theory paradigm model to understand their stress experience. Method by applying the convenience sampling method, a total of 24 professional players aged 17 years or older were surveyed and data were collected. The purpose of Grounded Theory Research, a qualitative research method, is to determine behavior or interaction. Accordingly, grounded theory is a qualitative research design that creates a general theory of interactions, processes, and actions shaped by the perspectives of participants (Strauss & Corbin, 1998), and the meaning that research subjects give to their experiences. A paradigm model was derived through open coding and axial coding, and core categories were extracted through selective

coding. The Result indicated that the causal conditions for the stress of e-sports players were 'burden of major matches' and 'game defeat', and the contextual conditions were 'negative psychological and cognitive state, negative physical conditions'. The central phenomenon identified was the manifestation of physical symptoms derived from psychological distress. Interventional strategies emphasized 'social support and motivation', while action and interaction strategies involved active coping and management of negative stress symptoms. In conclusion, e-sports athletes experienced stress due to factors such as high concentration, rapid situational judgment, competitive scenarios randomly arranged online, and team communication. However, it was found that, in addition to negative experiences, stress can be sublimated into positive experiences through active coping using the anxiety of stress as an awakening effect. Based on the paradigm model of this study, further studies on stress and coping types suitable for eSports Athletes in each event are required.

52

THE EFFECTS OF SHARED LEADERSHIP IN TEAM SPORT

*Sungho Kwon, Seoul National University, Republic of Korea;
Seungjoo Lee, Seoul National University, Republic of Korea;
Seungho Chang, San José State University, USA*

The purpose of this study was to verify the influence of shared leadership in team sport. Specifically, the study aimed to examine how shared leadership affects teamwork and individual flow state. A total of 415 participants (male; 317, female; 98), consisting of soccer players from middle schools (32.8%), high schools (41.7%), universities (23.4%), and professional team (2.2%), took part in the survey. Data analysis was conducted using SPSS 26.0 and AMOS 21.0 programs in accordance with the study's objectives. Shared leadership was found to have a positive impact on the flow state of soccer players ($\beta=.269, p<.001$) and demonstrated a positive influence on teamwork ($\beta=.837, p<.001$). Furthermore, shared leadership was identified as influencing the flow state of players through mediating teamwork ($\beta=.206, p<.05$). This study emphasizes the effectiveness of leadership shared by the entire team, rather than leadership by an individual, as a driving force for teamwork manifestation and peak performance in team sport.

53

THE RELATIONSHIP OF FOLLOWERSHIP AND PERCEIVED PERFORMANCE: A VERIFICATION OF THE MODERATING EFFECT OF COACH'S LEADERSHIP

*Gilyoung Jang, Seoul National University, Republic of Korea;
Taiwoo Kim, Seoul National University, Republic of Korea;
Sungho Kwon, Seoul National University, Republic of Korea*

Background: Leadership is always emphasized in the sports field. The definition of leadership varies from scholar to scholar, but in common, it includes specific goals and actions taken to achieve them (Hersey & Blanchard, 1993; House, 1971; Tannenbaum et al., 1961), and is closely related to the performance of the members of the organization. There is a high correlation between the performance of the player and the leadership (Webb, 2007), follower characteristics

affect leader behavior (Yukl, 1998). Leaders and followers are interchangeable, and the characteristics of followers (skills, abilities, motivations, etc.) affect leadership (Carsten et al., 2010; Rost, 2008).

Purpose: The purpose of this study is to confirm the relationship between baseball player's followership and perceived performance and to verify the mediating effect of the coach's leadership type.

Method: Using the purposive sampling method, a data were conducted on 200 baseball players between the ages of 13 and 18 belonging to the Korean Sports Council. The survey was conducted in parallel with an online questionnaire and a face-to-face questionnaire, and 178 data were finally used for analysis, excluding insincere responses. After verifying the reliability and validity of followership, leadership, and perceived performance measurement tools, data analysis (confirmative factor analysis, reliability analysis, technical statistics, correlation analysis, mediating effect analysis) was conducted according to the purpose of the study.

Results: First, it was found that baseball player's followership had a significant positive (+) correlation with both the coach's leadership and perceived performance. Second, a verifying the relationship between the three variables, it was found that baseball player's followership had a positive (+) correlation with the coach's leadership and perceived performance. Third, a verifying the mediating effect of the coach's leadership, it was found that the indirect effect of the coach's leadership was significant in the relationship between baseball player's followership and perceived performance.

Exercise/Health/Fitness

54

"STRAVA IS TO ME AS INSTAGRAM IS TO TEENAGE GIRLS": ATHLETES' PERCEPTIONS OF STRAVA USE AS SHARED ON REDDIT

*Ellen Becken, Gustavus Adolphus College, USA;
Lucie Henrich, Gustavus Adolphus College, USA;
Kate Carlson, Gustavus Adolphus College, USA;
Hayley Russell, Gustavus Adolphus College, USA;
Charlie Potts, Gustavus Adolphus College, USA*

Strava is a fitness social media platform where over 100 million athletes connect, measure progress, and share accomplishments (Strava, 2024). While Strava's features may promote increased physical activity and improved exercise habits, it is important to acknowledge the potential negative outcomes of Strava use including social comparison and self-consciousness (Honary et al., 2019). In this study, we are interested in investigating how athletes discuss Strava on the platform, Reddit. Reddit is well-known for its universal accessibility to information via theme-specific threads called "subreddits" that allow users to anonymously connect on specific topics (Amaya et al., 2021). Therefore, the purpose of this study is to investigate the utility and perceived psychosocial implications of Strava through a content analysis. Posts from the /r/Strava subreddit transcripts are being analyzed using an inductive thematic procedure (Braun & Clarke, 2022) to answer two research questions: (1) why do athletes use Strava? (2) what do athletes perceive to be the psychosocial implications of Strava use? Preliminary results

reveal that athletes use Strava for two main reasons (1) as a training tool (e.g., training log, tracking gear mileage) and (2) to socialize with Strava members (e.g., giving and receiving kudos, competing against other Strava users) while they perceive the psychosocial implications of Strava in three main themes (1) comparison (e.g., jealousy, obsessiveness with data), (2) validation (e.g., positive changes in well-being), and (3) motivation (e.g., self-encouragement, visual progress). Based on the ubiquity of Strava use among athletes, it is important for coaches and sport psychology professionals to understand the utility athletes find using Strava along with the perceived psychological implications to support athletes using this training tool in ways that enhance performance and wellbeing in sport.

55

ADOLESCENT GIRLS' DAILY ASSOCIATIONS BETWEEN SOCIAL SUPPORT, STRESS, AND PHYSICAL ACTIVITY

Emily Postlethwait, University of North Carolina Greensboro, USA;

Alexa Villarreal, University of North Carolina Greensboro, USA;
Jessica Dollar, University of North Carolina Greensboro, USA;
Jaclyn Maher, University of North Carolina Greensboro, USA

Girls experience a large decrease in physical activity (PA) during adolescence, posing a significant health concern (e.g. Corr et al., 2018). Previous research has investigated how traditional perceptions of social support and stress influence PA, but little work has investigated the moderating role of stress on social support and PA in daily life (Prochnow et al., 2023). To address this gap, a 28-day daily diary study explored how daily fluctuations in social support might influence daily PA and how typical levels of stress might moderate these associations. Each evening, girls ($n=66$; 12-18 years) reported their daily PA and social support. PA was assessed using two items and operationalized as daily minutes of moderate-to-vigorous PA (Conroy et al., 2013). Social support for PA was assessed using three items and responses were averaged into a composite score (Springer et al., 2006). A baseline questionnaire, completed before the study, assessed perceived stress using four items. Responses were averaged into a composite score (Cohen et al., 1994). Multilevel models indicated that girls who typically reported more social support on average ($B=1.50, p<0.01$), and on days when girls reported more social support than was typical for them ($B=1.37, p<0.01$), they engaged in more PA. A non-significant interaction emerged that may suggest girls who tended to report more stress overall, may have a more positive association between daily social support and PA compared to girls experiencing less stress ($B=0.49, p=0.09$). These findings emphasize the importance of enhancing social support in girls to promote PA, and potentially more so among girls experiencing high levels of stress. Future interventions with adolescent girls should aim to foster social support to create resilience in the face of challenges and barriers to PA experienced in daily life.

56

CHARACTERISTICS OF STUDENTS PARTICIPATING IN AN EXERCISE IS MEDICINE ON CAMPUS® PEER MENTOR PROGRAM

Sara Powell, California State University, Monterey Bay, USA;
Lisa Leininger, California State University, Monterey Bay, USA;
Nicole Avila, California State University, Monterey Bay, USA;
Sofia Gombos, California State University, Monterey Bay, USA;
Emilee Sanchez, California State University, Monterey Bay, USA;
Azucena Zamora, California State University, Monterey Bay, USA

The Exercise is Medicine® On Campus (EIM-OC) initiative was created by the American College of Sports Medicine to increase health promotion and physical activity (PA) on college campuses. California State University, Monterey Bay (CSUMB) launched this initiative in fall 2019, but it was put on hold during the height of the COVID-19 pandemic. This project examined health behavior characteristics of students involved in a peer led program aimed at increasing PA following the COVID-19 pandemic pause. During the spring 2022 and all 2023 semesters, 41 students completed assessments of health indicators in the EIM-OC Peer Mentor Program. Pre-program assessments included the Godin-Leisure Time Exercise Questionnaire (LTEQ), Perceived Stress Scale (PSS), Pittsburgh Sleep Quality Index (PSQI), and Self-Efficacy for Exercise (SEE). These same questionnaires were administered at the end of the semester-long program, yet only six participants (14.6%) completed both pre/post-program assessments. At the pre-program time point, characteristics of program participants ($n=41$) included 73.8% female, 47.6% Hispanic/Latinx, 28.6% White and a mean age of 24.2 ($SD = 6.4$) years. Participants reported physical activity via the LTEQ as active ($n=24, 57.1%$), moderately active ($n=7, 17.1%$), and insufficiently active/sedentary ($n=10, 23.8%$). This sample demonstrated moderate levels of stress (PSS, $M=17.6, SD=6.7$), poor sleep quality (PSQI, $M=7.8, SD=2.7$), and moderate levels of self-efficacy for exercise (SEE, $M=51.0, SD=19.4$). The subset of participants who completed post-program questionnaires indicated statistically significant changes in PA ($t=-3.9, df = 5, p = .011$). Further, participants reported decreased stress, improved sleep quality, and increased self-efficacy for exercise, though not statistically significant. For those who completed both assessments, the program was efficacious at increasing PA. This research is ongoing to determine further effectiveness.

57

EXERCISE PATTERNS AND EXERCISE MOTIVATION AMONG INTERNATIONAL COLLEGE STUDENTS ATTENDING UNIVERSITIES IN THE UNITED STATES

Jeffrey Pauline, Syracuse University, USA

There are over a million international college students studying in the United States (IIE, 2020). Although the importance of physical activity has been well documented, international college students do not prioritize physical activity due to other challenges they face while residing in the U.S. (Yoh, Yang, & Gordon, 2008). Few studies have focused on physical activity patterns or motives to be physically active of international students. Based on this limited research, results suggest

that international student's transition to life in the U.S. may have a negative impact on physical activity behaviors (Allen & Lyons, 2020; Msengi et al., 2011). As international students continue to migrate to higher education institutions in the U.S., additional research is needed to understand their physical activity behaviors. Thus, the purpose of this investigation was to examine the physical activity patterns and factors motivating international college students to exercise. The sample included 435 male and female undergraduate students from five private university located in the Northeast region of the U.S. Participants completed the Godin Leisure Time Exercise Questionnaire to measure leisure time physical activity and the Exercise Motivations Inventory-2 to assess exercise motivation. A 2 (Gender) X 4 (Class) MANOVA revealed a significant difference by gender ($p < .01$) but not by class or gender X class interaction ($p > .05$). Males had significantly more strenuous and moderate intensity exercise minutes per session than females ($p < .01$), and females had significantly more sessions of mild intensity exercise per week than males ($p < .01$). A MANOVA revealed several differences between males and females on exercise motivation ($p < .001$). Females were more motivated by appearance, positive health, and weight management. Males were more motivated by challenge, competition, social recognition, and strength/endurance. Recommendations, utilizing the outcomes of this study, will be presented to positively influence the exercise patterns of international college students.

58

I AM WORTHY: CULTURALLY TAILORED APPROACHES TO MANTRAS FOR BLACK WOMEN EXERCISERS

Leeja Carter, *Coalition for Food and Health Equity, USA*;
Keyana Spivey, *Coalition Equity, USA*;
Sanjiv Sunderram, *Coalition Equity, USA*

The role of cultural competency across sport, health, and wellness professions reveals that when practitioners are culturally attuned, Black women report higher levels of satisfaction and engagement (Moore et al., 2023). Healthcare studies have shown that providers who demonstrate cultural competency significantly reduce health disparities and improve healthcare outcomes for Black women by addressing specific sensitivities related to their health and well-being (Eken et al., 2021). The use of mantras, positive statements, and messages is one area where practitioners can cultivate trust and facilitate culturally competent and responsive applied exercise psychology approaches that meet diverse clients where they are in their exercise and health journeys.

Originating from Sanskrit, mantra means an instrument of mind or thought. Mantras are effective in relieving stress and coping with hypertension (Tseng, 2022), as well as increasing positive self-talk, motivation, body positivity, spiritual connectedness, and self-compassion. Further research has found mantras to reduce anxiety for women (Walton et al., 1995), reduce blood pressure and stress levels amongst African American women (Alexander et al., 1995), and help educators improve their comprehensibility and foster cultural solidarity, better reaching underrepresented groups (Miranda et al., 2022). The current presentation will share the effectiveness of using mantras with supplemental visual cues within a decolonized, Afrocentric community-based wellness program for Black women to support women's physical activity, mental health, and nutritional health. Mantras were delivered weekly through a digital platform and paired with writing prompts to promote positive self-talk, mindfulness, motivation, and body positivity.

59

PANDEMIC PERSPECTIVES: AN UPDATE ON THE RELATIONSHIP BETWEEN EXERCISE AND ANXIETY

Ann Hillary Buenafe, *California State University, Northridge, USA*;
Ivan Alatorre, *California State University, Northridge, USA*;
Mark P Otten, *California State University, Northridge, USA*;
Melanie Machorro, *California State University, Northridge, USA*

In the pursuit of overall well-being, active engagement in physical activity stands out as an important element, fostering both physical vitality and mental wellness (e.g., Stout et al., 2017). The current study focused on the benefits of exercise during the COVID-19 pandemic era, exploring changes in individuals' perceived fitness levels and anxiety. Participants were a diverse group of 143 undergraduate students (102 female, 38 male, 3 other). Self-reported levels of fitness and anxiety were assessed via a Lifestyle Questionnaire (National Wellness Institute, 1990) and the Beck Anxiety Inventory (Beck et al., 1988). Participants were asked to report on their current habits and feelings (as of 2023), as well as reflect on how these may have changed compared to one year ago (in 2022). Results revealed a negative relationship between current anxiety levels and higher levels of perceived fitness ($r = -.351, p < .001$), indicating that perceiving yourself as fit may be related to a reduction in anxiety symptoms. Additionally, a negative relationship was found between changes in anxiety and changes in fitness ($r = -.271, p = .001$), suggesting that as perceived fitness levels increased from the previous year, anxiety levels decreased during the same period. When examining specific anxiety symptoms, perceived fitness was associated with reduced reports of "fear of dying" ($r = -.380, p < .001$) and "fear of the worst happening" ($r = -.344, p < .001$). Considering these results, it appears that increased physical activity may be linked to reduced anxiety, with specific benefits observed in the alleviation of certain anxiety symptoms. These findings underscore the potential for promoting mental well-being through the encouragement of regular physical exercise, particularly during times of heightened uncertainty such as the COVID-19 pandemic.

60

RELATIONSHIP BETWEEN MEMORY CHARACTERISTICS AND CONCUSSION HISTORY IN ATHLETES

Myles Ward, *Sport IMPACT Lab Tarleton State University, USA*;
Christina Villalon, *Tarleton State University, USA*

Memory is an important part of an athletes' role (Wu et al., 2022). One factor that can affect an athlete's memory is intense physical contact (Mayers et al., 2011). Yet, few studies examine which aspects of our memory are affected by concussions, especially for athletes. Thus, the purpose of this study was to examine memory differences between athletes who reported experiencing concussions from contact sports participation and those who had not. Participants ($n = 87$) completed the Memory Experiences Questionnaire Short Form (MEQ-SF; Mayers et al., 2011) to measure 10 different memory characteristics. Independent t-tests were conducted to evaluate the hypothesis that athletes who had experienced a concussion would score significantly lower on each of the 10 subscales on the MEQ-SF than athletes who have not experienced a concussion. The alpha level was set to .05. Of the 10 subscales, results from only two were statistically

significant. The Distancing sub-score was significant $t(90) = 1.94, p = .03$, and the Time Perspective sub-score was significant, $t(90) = 1.72, p = .04$. The effect sizes for Distancing ($d = .41$) and Time Perspective ($d = .36$) support there was a small effect. Thus, concussions may affect how athletes perceive distance and the time of the play being recalled. Sutin and Robins (2007) found that subscales from the MEQ-SF can have independent relationships with certain types of memories (e.g. positive memories) or may have relationships to demographic variables. Therefore, these findings argue the need for additional research related to memory in athletes. These results may provide insight for sport medicine professionals when conducting concussion tests, athletics departments when teaching safe protocols, and researchers exploring memory deficits and how to mitigate them.

61

STRENGTH TRAINING'S POTENTIAL TO BUILD FUNCTIONALITY APPRECIATION

*Sophia Pellegrum, University of Massachusetts Boston, USA;
Laura Hayden, University of Massachusetts Boston, USA*

Functionality appreciation refers to the appreciation and respect an individual feels for what their body is capable of doing (Linardon et al., 2023). Functionality appreciation is consistent with the broader conceptualization of positive body image, related to lower levels of negative body image and disordered eating and higher levels of body satisfaction, interoceptive awareness, intuitive eating, self-esteem, and overall psychological well-being. It can be measured through the Functionality Appreciation Scale (FAS), which has shown the potential to predict variance in well-being better than other measures of positive body image (Alleva et al., 2017). Interventions targeting functionality appreciation specifically are still minimal but show promising results. However, few studies to date incorporate the use of the physical body, which could be an area of interest to address physical and mental well-being simultaneously. Strength training is an exercise modality with myriad physical and mental health benefits, including increased positive body image and self-esteem (Maestroni et al., 2020). Strength training principles include progressive overload, or incremental increases of stress on the body (e.g. amount of weight lifted), leading to increases in strength over time (Fontaine, 2022). Female strength training participants have qualitatively reported quantifiable increases in strength led to more positive appraisals of their bodies, as it drew attention to their bodies' strengths and capabilities (Kelly et al., 2023). In this lecture, we present an overview of the literature on functionality appreciation interventions, strength training interventions for positive body image, and how future research (integrating sport psychology principles) could utilize strength training as a tool to build functionality appreciation. We purport strength training can be a physical activity modality uniquely set up to target functionality appreciation.

Injury/Rehabilitation

62

APPLICATION OF THEORY FOR PATIENTS RETURNING FROM ACLR: AN INTEGRATED APPROACH TO STRESS AND INJURY AND ATTENTION CONTROL USING THE DEFAULT MODE NETWORK

*Morayo Abbey-Bada, Duke University, USA;
Elaine Reiche, University of North Carolina at Chapel Hill, USA;
Shelby Baez, University of North Carolina at Chapel Hill, USA*

Individuals after anterior cruciate ligament reconstruction (ACLR) often report elevated injury-related fear which is associated with increased risk of secondary ACL injury and worse physical function (Paterno et al., 2018). Given this, it is important to understand the underlying psychological and neuroplastic responses that can influence safe return to activity after ACLR. These responses are strongly influenced by key sensorimotor areas in the brain governed by the Default Mode Network (DMN). Hyperactivity of the DMN has been observed to influence injury related fear and impair cognitive performance in RTS—all of which directly confer to affect secondary ACL injury risk. These neuroplastic changes in disengaging the DMN have been reported after ACLR indicating a predisposition to processing fear, anxiety, and pain. This can be explained by patients post ACLR continuously recalling the painful memory in which the injury occurred (Baez et al., 2021). This theory paper developed an Integrated Model combining the Stress and Injury Model and Attentional Control Theory (Andersen & Williams, 1998; Eysenck, 2011) to assist with our understanding of how emotional and attentional responses can lead to these neuroplastic alterations and increased injury risk, and will provide opportunities for intervention to improve patient outcomes after ACLR. Attentional Control Theory suggests that fears can encourage a patient to reallocate attentional resources to address fear-inducing stimuli and was used to further characterize the proposed attentional changes identified in the stress response of the Stress and Injury model. We will present our proposed integrated psychophysiological model which will allow for a better understanding of the neuroplastic changes occurring within the brain. Therefore, using this integrative model to fully describe changes that are occurring as a patient is returning from ACLR will help healthcare providers and sport psychologists better tailor RTS protocols and improve outcomes for patients after ACLR.

63

ENHANCING ATHLETE WELL-BEING: INTEGRATING NEUROPSYCHOLOGICAL EVALUATIONS AS A PREVENTATIVE MEASURE IN HIGH-CONTACT SPORTS

Renard Simmons, USA; Brad Conn, Compton College/Artest University, USA

The NFL Concussion settlement's neuropsychological evaluation highlighted Chronic Traumatic Encephalopathy's (CTE) enduring impact, encompassing memory loss, confusion, impaired judgment, and more. Neuropsychological assessment in sports has advanced, focusing on preventing mild traumatic brain injuries (MTBI) in contact sports (Lovel & Solomon, 2011). The NFL set the precedent by mandating

baseline and post-injury assessments for all athletes in 2007. Importantly, neuropsychological assessment tools have recently been applied to the management of child and adolescent athletes (Cohen, Gioia, Atabaki, & Teach, 2009; Lovell and Fazio, 2008). Despite successes, this evaluation hasn't been employed preventatively in high-risk sports (American Football, Soccer, Horse Racing) on a more frequent basis. Our presentation delves into the potential integration of the NFL Concussion settlement neuropsychological evaluation as a preventive tool, commencing in adolescence and continuing throughout an athlete's career. We explore how this strategy ensures athletes align with norms, minimizing CTE risks. Furthermore, we address preventive measures for at-risk individuals, discussing retirement, ongoing cognitive testing, and medication management.

64

HIGH SCHOOL FOOTBALL PLAYER EXPERIENCES WITH MULTIPLE INJURIES: A QUALITATIVE BIOPSYCHOSOCIAL MODEL APPLICATION

Jesse Steinfeldt, Indiana University, USA; Natalie Golub, Indiana University, USA

In the United States, it's estimated that high school-aged individuals experience over 1.3 million sport-related injuries annually, with nearly half of them being football related (Kerr et al., 2018). When athletes sustain an injury, they encounter not only physical ailments but persistent social-emotional consequences. An athlete's responses to injuries can vary significantly based on athletic identity, self-efficacy, prosocial behaviors, previous injury history, and other pre-injury characteristics (Daley et al., 2021; Haugen, 2022; Williams et al., 2020). How athletes respond to injuries and what resources they utilize can impact not only on their recovery but also risks for reinjury (Haraldsdóttir & Watson, 2021). The Biopsychosocial model (Brewer et al., 2002) offers an integrated perspective that considers how injury characteristics and sociodemographic factors interact with biological, psychological, and social components to influence athletes' responses to injury and subsequent rehabilitation outcomes. Despite the comprehensive nature of this model, there remains a gap in the literature regarding how athletes perceive and cope with multiple injuries and the effects on their return to play. This study aims to utilize the Biopsychosocial model to explore the experiences of multiple injuries sustained by male high school football players. Semi-structured interviews were conducted post-injury with a focus on understanding the athletes' experiences of multiple injuries, including constructs of emotional responses, perceived social support, and stress perception and management. Data will be presented on themes across cases highlighting shared effects of multiple injuries on high school football players. By gaining insight into the nuanced experiences of athletes with multiple injuries, this research seeks to broaden the understanding of injury recovery beyond a uniform process, recognizing having multiple injuries as a potentially influential factor in the return to play process.

65

INVESTIGATING PSYCHOSOCIAL BARRIERS TO REPORTING INJURIES AMONG FEMALE COLLEGE ATHLETES: INSIGHTS FROM A FOCUS GROUP INTERVIEW

Tae Horiuchi, Takachiho University, Japan; Hayato Toyoda, University of Yamanashi, Japan; Yasuhiro Omi, University of Yamanashi, Japan

While strategies for preventing and rehabilitating athlete injuries during competition have been extensively discussed, underreported injuries remain a significant issue (Zanin, 2018), particularly when injury non-reporting leads to inadequate treatment and poor outcomes. For example, non-reporting of concussions stems from multifaceted factors, including limited team resources, insufficient knowledge about concussions among athletes, and cultural norms within sports communities (Sanderson and Snedaker, 2016). Studies have demonstrated that a culture of mutual concern among coaches and teammates facilitates self-reporting (Brown et al., 2019). However, little is understood about the factors that hinder or facilitate reporting, especially concerning musculoskeletal sports injuries. Therefore, this study is intended to explore the processes and underlying factors contributing to the self-reporting or non-reporting of symptoms associated with musculoskeletal injuries.

To achieve this objective, focus group interviews were conducted with three female university athletes. All three participants had hesitated to report their injuries during high school. They were asked to share impactful events and the emotions they experienced. Interview transcripts were analyzed using Interpretative Phenomenological Analysis.

Three principal themes emerged from these results: "sense of powerlessness given the perceived futility of reporting," "anxiety about the negative repercussions of reporting," and "hassle of the reporting process." These themes emerged in the context of relationships with coaches and senior teammates and were indicative of the team's overall culture, rather than individual contexts. In the competitive environment in which these athletes perform, enduring injuries is often considered the norm, and athletes may not even consider reporting them. These findings are expected to contribute to the discussion on desirable coaching environments aimed at reducing the risk of injury occurrence and exacerbation among athletes. The authors have no competing interests to disclose.

66

PSYCHOLOGICAL CONSIDERATIONS WITHIN ATHLETE INJURY REHABILITATION: HELPING COACHES HELP ATHLETES

Kelley Renner, University of Kentucky, USA; Marc Cormier, University of Kentucky, USA

Following injury, athletes can move through various emotions including stress, fear, and anxiety, as well as symptoms consistent with trauma or grief (Brewer & Redmond 2016; Kubler-Ross, 1969). Additionally, injured athletes may even lose aspects of their self-identity, motivation, self-worth, and well-being, possibly as a result from unmet needs (e.g., Deci & Ryan, 1985). Taken together, the initial post-injury experience is complex and difficult to navigate. Specifically,

it requires a holistic and individualized approach that includes support from those connected to the athlete (e.g., coaches) to encourage a successful and timely recovery (Kellezi et al., 2016). Research investigating the role of coaches generally conclude that many injured athletes perceive an overall lack of support from coaches during the rehabilitation process (Maurice et al., 2021). As a coach, knowing where, when, and how to support an injured athlete can be challenging due to a general paucity of research, training, or resources in this area. Simply put, through no fault of their own, many coaches may not appreciate the depth or importance of their role during injury rehabilitation. Therefore, the main objectives of this presentation are to (1) highlight the roles and responsibilities of coaches in the post-injury process, (2) share a blueprint for coaches as they navigate athlete injury, and (3) share evidence-based strategies to help coaches develop and foster a psychologically safe environment, express empathy, and contribute to a positive post-injury mindset. In short, sport psychology practitioners often work alongside non-athlete stakeholders such as coaches, staff members, medical professionals, and parents. Yet, our formal training rarely highlights the importance of these conversations or how to best navigate them. Thus, this presentation will encourage attendees to consider the value of the coach influence on injury rehabilitation and return to play.

67

THE JOURNEY FROM TRAUMA TO GROWTH: INSIGHTS INTO ATHLETES' EXPERIENCES OF INTERPERSONAL TRAUMA AND RECOVERY

*Gibbem Jung, Chungang University Republic of Korea;
Heeyun Choi, Chungang University, Republic of Korea;
Jungyoun Kim, Chungang University, Republic of Korea;
Junghoon Huh, Chungang University, Republic of Korea;
Hyunyoung Lee, Chungang University, Republic of Korea;
Joonyoung Lee, Jackson State University, USA*

This study delved into the realms of interpersonal trauma and post-traumatic growth factors among athletes, addressing a significant gap in the literature regarding how athletes navigate and grow from traumatic experiences. Despite the recognition of physical injuries in sports as potential sources of trauma, there is a dearth of research focusing on the intersection of interpersonal trauma, injury, and subsequent growth in this population. We engaged 10 participants (all aged 19 or older) who were either currently active or retired athletes and had experienced physical injuries, to explore these dynamics. Employing a mixed-methods approach, this research combined quantitative and qualitative approaches to thoroughly investigate the impact of interpersonal trauma and identify factors contributing to post-traumatic growth. Quantitative data were gathered using validated post-trauma assessments (e.g., Traumatic Stress Schedule, PCL-5, PTCI, and K-PTGI). Complementing this, in-depth interviews were conducted twice with each participant, with findings meticulously analyzed through a three-stage content analysis process to provide comprehensive insights into their experiences. Our findings revealed that all participants had encountered interpersonal trauma, with seven displaying ongoing symptoms indicative of both minor and complex post-traumatic stress disorder (PTSD). Some participants were identified at a risk level for PTSD. The study emphasizes that such traumas lead primarily to negative worldviews, feelings of helplessness, fear, anxiety, guilt, betrayal, and resentment, significantly affecting cognition,

self-regulation, and interpersonal relationships. Furthermore, only three participants demonstrated post-traumatic growth, facilitated by support from significant others, psychological counseling, cultural activities, emotional expression, shifts in self-perception, the discovery of new life avenues, and goal redefinition. These outcomes highlight the urgent need for targeted research, program development, and policy initiatives to support post-traumatic growth in athletes, suggesting that more comprehensive interventions could significantly impact recovery and growth following interpersonal trauma within this demographic.

68

THE RELATIONSHIP BETWEEN PSYCHOLOGICAL READINESS TO RETURN TO SPORT AND ATHLETE COPING SKILLS AFTER ACL RECONSTRUCTION

*Caitlin Brinkman, University of North Carolina at Chapel Hill, USA;
Shelby Baez, University of North Carolina at Chapel Hill, USA;
Francesca Genoese, Michigan State University, USA*

Psychological readiness to return to sport after anterior cruciate ligament reconstruction (ACLR) is associated with failure to return to preinjury levels of sport participation (Arden et al., 2014) and increased secondary ACL injury risk (McPherson et al., 2019). Coping skills are an important component of physical and psychological functioning post-injury (Hanson, McCullagh, & Tonymon, 1992) that may influence the recovery process in patients after ACLR. Greater coping skills may improve psychological readiness to return to sport; however, the association between psychological readiness to return to sport and coping skills has yet to be identified in this population. Therefore, the purpose of this study was to examine the relationship between psychological readiness to return to sport and athlete coping skills in individuals with ACLR. Twenty-eight participants (21 females/7 males: age=18.9±4.2 years, height=168.4±7.2 cm, weight=65.5±8.8 kg, time since surgery=15.0±12.7 months) with a history of ACLR participated. Participants completed the Anterior Cruciate Ligament-Return to Sport after Injury (ACL-RSI) scale and the Athlete Coping Skills Inventory-28 (ACSI-28) which measure psychological readiness to return to sport and psychological coping skills within a sport context, respectively. Higher scores on each scale represent greater psychological readiness and coping skills. A Pearson product moment correlation (r) was used to identify the relationship between ACL-RSI and ACSI-28 scores. Correlations were interpreted as strong ($r=0.9-0.7$), moderate ($r=0.6-0.4$), and weak ($r=0.3-0.0$) (Dancey & Reidy, 2007). There was a statistically significant moderate positive association between ACL-RSI and ACSI-28 scores ($r=0.42$, $p=0.02$). These findings suggest that individuals with lower levels of psychological readiness to return to sport reported worse coping skills. Additionally, this relationship is observed consistently across the trajectory of the recovery process as included individuals were 4-months to 2-years post-ACLR. Future research should assess the efficacy of specific interventions (i.e., stress management) designed to improve coping skills on enhancing psychological readiness in patients with ACLR and reduce secondary ACL injury risk.

69

USE OF BIOFEEDBACK IN THE SPORT INJURY REHABILITATION PROCESS

Isabella Fiorenzo, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA

Mental skills training such as goal setting, imagery, cognitive restructuring, journaling, relaxation strategies, and self-talk are commonly employed by sport psychologists to support athletes through sport injury rehabilitation (Gennarelli et al., 2020). Focusing on the development of new approaches to support athletes during the injury rehabilitation process will contribute to advancements in the field. An understudied approach in the sport injury literature, biofeedback training, is a psychophysiological technique used to improve the connection between the mind-body, and there is empirical support suggesting that this technique can be used to reduce fatigue, prevent injury, aid injury rehabilitation, and improve performance in the athlete population (Wilson et al., 2017). This training helps individuals strengthen self-awareness and self-regulation abilities by using technology that provides real-time information about physiological responses (Khazan, 2013). Research has demonstrated the use of biofeedback to improve sport performance (Jiménez Morgan & Molina Mora, 2017) but there is a paucity of literature on the usefulness of this approach in an injured athlete population (Brewer & Redmond, 2016). In the current study, 7 injured collegiate student-athletes completed a four-week biofeedback training program which was followed by a semi-structured interview to examine participants' perceptions of the use of biofeedback to complement the sport injury rehabilitation process. Physiological readings for heart rate variability, skin conductance, and peripheral skin temperature were collected during each session. Additionally, participants completed questionnaires measuring knowledge of biofeedback skills and concepts, coping self-efficacy, negative emotional states, and sport injury anxiety. Thematic analysis revealed themes including biofeedback training benefits and barriers, knowledge of biofeedback, psychophysiological connection, and application of biofeedback. Overall, findings from the current study indicate that injured athletes hold positive perceptions regarding the use of biofeedback training and represents how this tool can be tailored to a specific population within sport.

Mental Health

70

BEYOND THE GAME: EXPLORING MENTAL HEALTH AND SPORT PSYCHOLOGY SERVICES AMONG BLACK COLLEGE ATHLETES

Joonyoung Lee, Jackson State University, USA;
Brandi Shavers, Jackson State University, USA;
Olivia Calhoun, Jackson State University, USA;
Dongwook Cho, Keimyung University, USA;
James Robinson, Jackson State University, USA;
Ciara Corley, Jackson State University, USA;
Seong Kwan Cho, Texas A&M International University, USA;
Eun Seong Kim, Jackson State University, USA

The mental well-being of collegiate student-athletes is increasingly concerning amid a rising mental health crisis in college sports. In response, the National Collegiate Athletic

Association (NCAA) colleges and universities have expanded sport psychology services to address the needs of student-athletes. However, access to these services may not be uniform across all student-athletes, particularly at Historically Black Colleges and Universities (HBCUs), which often face funding challenges. Furthermore, HBCUs athletes, despite their significant needs, remain notably underrepresented in mental health research, underscoring a critical gap this study seeks to fill. Therefore, applying a cross-sectional approach, this study explored the mental health status and the availability of sport psychology services for student-athletes at HBCUs. The final analysis included 163 student-athletes ($Mage = 23.71 \pm 5.09$; 57% female, 61% Black/African American, 61% participating in team sports) from six HBCUs in the southeastern United States. The study utilized validated questionnaires to assess mental health and experiences with sport psychology services. The results revealed that 35% of the athletes from HBCUs were at risk for clinical depression, and 43% exhibited mild to severe anxiety disorders. Regarding mental health services, while 52% of athletes reported no previous access to any form of these services, a remarkable 75% expressed a strong interest in obtaining access in the future. Further analysis showed that athletes who had received sport psychology services or counseling displayed significantly lower levels of depression and anxiety compared to those who had not ($ts = -2.58$ to -2.93 , $p < .001$, $ds = 4.95$ to 9.17). The findings support the notion that access to sport psychology or counseling services serves as a critical buffer against mental health challenges for student-athletes. This study highlights the prevalence of mental health challenges among HBCUs athletes and emphasizes the need for improved access to athletic mental health services within these minority-serving institutions.

71

POSTER WITHDRAWN

72

EATING DISORDER SYMPTOMATOLOGY, CONTEXTUAL BODY IMAGE, AND CULTURAL BODY IDEALS IN THE ROCK CLIMBING COMMUNITY

Hailey Chatterton, USA;
Arianna Shimits, Self Employed, USA;
Aaron Weichart, Springfield College, USA;
Hande Turkeri Bozkurt, Hacettepe University, Turkey;
Paul Salitsky, Univ California Davis, USA;
Christine Selby, Springfield College, USA;
Erika Van Dyke, Springfield College, USA

Research suggests that aesthetic, weight class, and antigravity athletes are at greater risk for developing eating disorders and body image concerns (Cash & Smolak, 2011; Frost, 2020; Joubert et al., 2020). With the addition of rock climbing to the 2021 Olympics (International Olympic Committee, 2021) and the sport's rise in popularity in recent years, there is an increased need to expand upon the literature surrounding the relationship between rock climbing and disordered eating. This study seeks to extend the research surrounding eating disorders and body image among climbers. Climbers of all levels and disciplines ($N = 299$), aged 18-70+, were recruited for this study via social media, listservs, and email inquiries. Data were collected electronically via a Qualtrics survey, which included the Eating Attitudes Test (EAT-26; Garner et al., 1982), the Contextual

Body Image Questionnaire for Athletes (CBIQA; de Bruin et al., 2011), and additional questions related to demographics, climbing experience, and body image. Results showed that participants aged 18-25 reported significantly higher EAT-26 scores (higher eating disorder concerns) than those aged 31-40 ($t(162) = 2.46, p = .009$) and 41-50 ($t(108) = 1.64, p = .004$), and significantly lower EAT-26 scores were observed among climbers who engaged primarily in bouldering versus lead climbing ($t(82) = 1.85, p < .001$). Out of 28 participants with EAT-26 scores exceeding 20 points (the cutoff at which clinical evaluation is indicated), only the four highest-scoring participants had received treatment for an eating disorder. Additionally, analyses of CBIQA scores indicated notable gender differences in body image in daily life among female, male, and non-binary identifying participants. These findings call attention to concerns within these subgroups and suggest the need for further research into specific characteristics of climbing and climbing culture that may be connected to body image concerns and disordered eating.

73

EXPLORING DEPRESSION LEVELS AND SEX DIFFERENCES IN COLLEGIATE ATHLETES: A FOCUS ON EQUITY

*Reid Davis, Michigan State University, USA;
Sam Cartier, Michigan State University, USA;
Alyssa Pollard-McGrandy, Michigan State University, USA;
Destiny Teachnor-Hauk, Michigan State University, USA*

Abstract: Research has emphasized the impact of psychological factors, such as depression, on collegiate athletes. For example, Yang et al. (2007) found that 19% of male and 25.6% of female collegiate athletes self-reported depression symptoms. However, there remained a dearth of research investigating depression and sex-based differences among collegiate athletes at Division I institutions, particularly from an equity focused perspective aimed at informing sport psychological treatment approaches.

Purpose: To investigate sex-based differences in depression symptoms among collegiate Division I student-athletes during preseason.

Methods: Collegiate student-athletes were administered the Beck Depression Inventory (BDI)-II prior to the start of each participant's respective sport. Higher total scores for the BDI-II (21 items summed) are associated with greater depression symptomology. Unpaired T-tests were conducted to compare BDI-II scores between female and male athletes ($p < .05$).

Results: A total of 351 Division I student-athletes ($M=151, F=200$) cross three seasons (2021-2023) were included in analysis. Results indicated non-significant differences ($t(349)=1.3115, p=.1905$) between male ($M=1.20, SD=2.52$) and female ($M=1.64, SD= 3.51$) BDI-II scores.

Conclusion: Findings indicate that clinicians should be attentive to the possibility that there may not be a significant difference in the expression of depressive symptoms between female and male athletes. Acknowledging the absence of significant differences in depressive symptoms based on sex enables clinicians to adopt a more nuanced approach to psychological treatment planning. Furthermore, it lays the groundwork for future research to investigate additional

factors that may influence mental health in collegiate athletes. This is consistent with the overarching principle of equity in collegiate athletics.

74

IRRATIONAL BELIEFS AMONG COMPETITIVE HIGH SCHOOL STUDENT ATHLETES: ARE THEY GENERAL OR CONTEXT-DRIVEN?

*Kathleen Everson, North Coast Psychological Services, USA;
Mark Terjesen, St. John's University, USA*

While student-athletes strive for high performance both athletically and academically, and there are a number of variables that can predict performance, understanding the role of unhealthy or irrational patterns of thinking or beliefs as it relates to objective measures of performance has not been readily studied (Turner & Barker, 2013) and even less so among youth. This research examined if irrational beliefs that are context specific to performance settings (academic vs. athletic) are more predictive of academic and athletic performance than those more general irrational beliefs among 30 high-school student athlete basketball players. While both general and context-specific irrational beliefs were predictive of athletic performance as measured by performance analysis from game video footage and academic performance as measured by Grade Point Average (GPA), there were no differences in terms of their predictive ability. Implications for researchers and practitioners are provided to guide the scholarly research and applied implications regarding the role of specific beliefs as it relates to performance with this population.

75

MINDFUL SWINGS: EXPLORING THE IMPACT OF MINDFULNESS MEDITATION ON PRE-COMPETITIVE STATE ANXIETY AND RELATIONSHIPS IN COLLEGIATE GOLF PLAYERS

*Josh Murillo, California State University, Long Beach (CSULB), USA;
Jillian Mueller-Dombois, California State University, Long Beach, USA*

In the realm of competitive sports, psychological factors impact on athletes' performance and overall well-being has been widely acknowledged. Prior research has shown that high levels of competitive state anxiety can hinder an athlete's performance, relationships, overall health, and well-being (Goodman, Kashdan, Mallard, & Schumann, 2014). The manifestations of heightened anxiety can range from suboptimal athletic performance and elevated heart rate to strained relationships, breathlessness, and heightened stress levels (Roche, Barrachina, & Fernandez, 2016). Mindfulness, recognized for its potential to alleviate anxiety and enhance overall well-being, emerges as a compelling avenue for exploration in the sports psychology domain (Gardner & Moore, 2004). While existing studies have explored the relationship between mindfulness and anxiety reduction, there remains a noticeable gap in the literature concerning the interplay of competitive state anxiety, relationships, and mindfulness. This study delves into exploring the efficacy of mindfulness meditation, encompassing guided meditation and deep breathing exercises, in mitigating pre-competitive state

anxiety among collegiate golf players. The sample consisted of elite golfers who were recruited from collegiate sports teams in Southern California to participate in semi-structured interviews in relation to topics of mindfulness meditation, pre-competitive state anxiety, relationships, and athletic experiences. An inductive thematic analysis revealed positive perceptions of engagement with mindfulness techniques, and participants felt as though their athletic performance was positively or neutrally influenced by the introduction of these techniques. One participant expressed they'd "lose track of time...feel like [they're] in a different world...very at peace and very calm." Another participant voiced feeling improvement in "the way that [they] can have conversations... [and] listen to people." The study's findings contribute to growing literature surrounding broad applications of mindfulness intervention approaches on enhancing athletes' mental resilience. Practicing mindfulness may offer a more accessible and broad technique to mitigate anxiety and ground athletes both on and off the field.

76

PEOPLE WHO ACCEPT INTERPERSONAL VIOLENCE IN SPORTS: A FOCUS ON LONG-TERM REPEATED VICTIMIZATION AND MEANING ATTRIBUTION

*Hayato Toyoda, University of Yamanashi, Japan;
Katsuhiko Ishikawa, Naruto University of Education, Japan;
Tae Horiuchi, Takachiho University, Japan;
Yasuhiro Omi, University of Yamanashi, Japan*

The context of interpersonal violence in sports involves a psychological mechanism wherein victimized athletes rationalize their experiences (e.g., Stirling & Kerr, 2013). In Japan, insights into accepting attitudes from a corporal punishment perspective, analogous to physical violence, have been accumulated (Uchida et al., 2020). Furthermore, qualitative case studies on the justification of corporal punishment have shown that attitude changes occur with a positive interpretation termed "growth" (Shogata, 2018). However, quantitative research on intrinsic factors that promote accepting attitudes, and consider the consciousness of psychological violence and the long-term repeatability of victimization is scarce. Therefore, this study aimed to explore the association between the frequency of victimization experiences during elementary, junior high, and high school periods, the attribution of meaning to these experiences as an internal strategy for self-growth, and accepting attitudes toward interpersonal violence. Data from 498 adult participants, aged 20–69 years and affiliated with organized sports groups or extracurricular sports activities during all school periods, were analyzed. Using Random Forest Clustering with Bayesian Information Criterion comparison, three optimized groups were identified: C1) long-term repeated high-frequency victimization with strong meaning attribution, C2) low-frequency victimization with weak meaning attribution, and C3) low-frequency victimization with non-meaning attribution. The Kruskal-Wallis test revealed significant differences among the three groups in accepting attitude scores toward physical and psychological violence. Multiple comparisons using the Dwass-Steel-Critchlow-Fligner method demonstrated that accepting attitudes toward both types of violence were significantly higher when individuals experienced long-term repeated high-frequency interpersonal violence and attributed positive meanings to these experiences (C3<C2<C1). This study contributes to expanding theories on ethical issues in sports, further examines desirable support strategies for

victims, and fosters consciousness transformation among sports coaches. The study was approved by the Ethical Review Board of the author's affiliated institute. There was no conflict of interest to report.

77

SOCIAL WORKERS: AN UNDERUTILIZED PROFESSION IN SPORTS

*Matt Barnes, Southwest Counselling Services, Canada;
Austin Wilson, Wilson Mental Performance Consulting,
Canada*

Social workers are stereotyped as dealing exclusively with child abuse and mental illness. They are portrayed as guardians of vulnerable children and providers of case management for those entangled in the justice system. While true, social workers play crucial roles in child welfare and mental health sectors, their skill set extends beyond the margins of poverty, abuse, and mental health.

Social work and sports have begun to gain traction through grassroots efforts to integrate social work into all realms of sports (Moore et al., 2018). There is supporting evidence of social work and sports dating back to the early 1900's, as Jane Addams and Mary Richmond are known for bridging social work within sports demonstrating that social work professionals have a strong history in the sport contexts (Reynolds, 2017).

According to Moore and Gummelt (2018), college and professional level athletes demonstrate a vulnerable population. Athletes can be at risk of exploitation, suffer from psychosocial challenges, mental health disorders, and substance abuse issues. Athletes faced with pressure, stress, mistreatment, may lack the necessary supports to manage expectations. Due to the social work profession's education and training, professionals are well-positioned to engage athletes in overcoming these potential risks and ensuring that athletes receive the adequate services to promote their autonomy (Moore et al., 2018).

With the surge in abuse within sports and heightened focus on mental health, it is imperative for the social work field to integrate the athlete population and sport psychology into its curriculum and scope. Currently, social workers navigating the intricacies of working with athletes in a sporting context often do so without sport-specific training or education or are required to seek out training outside of regulated educational programs. This poster will discuss the benefit for social workers in sports and highlight the complimentary nature of social work and mental training.

78

THROWING DARTS: INTEGRATED CARE SYSTEM AND ATHLETE REFERRAL SYSTEM IN A DIVISION II UNIVERSITY

J.C. Ausmus, University of Texas Permian Basin, USA

Athletes have historically faced barriers to receiving mental health care, especially in the college setting. Research indicates that, like their non-athletic peers, college athletes experience symptoms of anxiety, depression, disordered eating, and suicidality (Kearns Davoren & Hwang, 2014; Petrie & Greenleaf, 2010; Rao et al., 2015; Wolanin et al., 2016).

Yet barriers still remain for help-seeking in this population and student-athletes are less likely to seek out mental health care than non-athlete populations. This poster outlines a Direct Athlete Referral Triage (DART) system which works to provide direct referral of athletes to the resources they need under the supervision of a mental performance consultant and coordinator of wellness programming at a Division II university. The poster outlines how the DART system was implemented, the ethical issues within the system, what types of cases we see the most, and how we plan to improve the system within our second year.

79

UTILIZING THE SPORT MENTAL HEALTH ASSESSMENT TOOL 1(SMHAT-1) AS A MENTAL HEALTH SCREENING TOOL IN COLLEGIATE DIVISION I ATHLETES

Megan O'Brokta, University of North Carolina at Greensboro, USA;

Jen Farrell, University of North Carolina Greensboro/ MindBody Endurance, USA

Male and female collegiate athletes' mental health concerns continue to rise, such as higher rates of mental exhaustion (e.g., 71% male, 88% female), overwhelming anxiety (e.g., 45% male, 72% female), and feelings of depression (e.g., 24% male, 36% female) that interfere with daily functionality (NCAA Sports Science Institute, 2022). Thus, pre-season mental health screening in collegiate athletes is fundamental for early detection of mental health symptoms and disorders, monitoring student athletes' psychological well-being, destigmatizing seeking assistance, and improving access to mental health services (Tomalski et al., 2019). The Sport Mental Health Assessment Tool (SMHAT-1) has been developed as a screening tool for the identification of mental health symptoms and disorders in elite (e.g., Olympic and collegiate) athletes. The SMHAT-1 includes six disorder-specific screening questionnaires and five supplemental disorder-specific questionnaires, such as General Anxiety Disorder (GAD-7) and the Patient Health Questionnaire (PHQ-9) (Gouttebarga et al., 2021). Each validated measure has its own threshold that can be used for assessment and referral (Anderson et al., 2023), making the SMHAT-1 unique to other screening measures. The SMHAT-1 has mostly moderate to good internal consistency and validity and has performed well in detecting cases of mental health symptoms and disorders (Gouttebarga et al., 2021). Yet, to our knowledge, the SMHAT-1 has not been introduced at the collegiate level as a mental health screening tool. Therefore, the purpose of this lecture is to describe the experience of utilizing the SMHAT-1 as a part of the pre-participation mental health screening process in Division I collegiate athletes. This presentation will include an overview of the screening process using this tool as well as helpful tips for using this tool with a large number of athletes, with the goal of assisting other practitioners who are considering utilizing the SMHAT-1 in their mental health screening process.

80

WHAT IS THE GOOD LIFE AND HOW DO WE ENGINEER IT? PROGRESS, PROPOSITIONS, AND PROSPECTS FOR PSYCHOLOGICAL WELL-BEING IN SPORT

Faye Didymus, Leeds Beckett University, UK;
Richard Simpson, Leeds Trinity University, UK

The answer to the question of what constitutes a "good life" for athletes, coaches, practitioners, and relationships has eluded researchers for decades. What we do know is that psychologists, philosophers, sociologists, and those working in wider domains have different views on exactly what exemplifies a good life (see, for reviews, Alexandrova, 2017; Lomas & VanderWeele, 2023; Tiberius, 2018). Common ground between researchers in varied disciplines can, however, be found in the understanding that psychological well-being (PWB) seems essential for living a good life. In this lecture, we will explore the progress that has been made toward understanding PWB in sport; will offer three propositions for researchers, practitioners, and educators; and will present a range of prospects for research, training, and practice. With reference to progress, we will succinctly discuss theoretical (e.g., Uzzell et al., 2023), conceptual (e.g., Trainor & Bundon, 2023), measurement (e.g., Giles et al., 2020), and applied (e.g., Breslin & Leavey, 2019) progress that has been made toward understanding PWB in sport. Our propositions focus on: (1) conceptual engineering, (2) interpersonal PWB, and (3) the need for a temporal sub-theory of PWB in sport. When exploring prospects, we will illuminate priorities for researchers who aim to further understanding of PWB in sport, will examine how the current knowledge base can be used during training of AASP members, and will offer practical recommendations for the attainment and maintenance of a good life.

This lecture will explicitly focus on the science-practice relationship by promoting literature that can advance the practice of sport psychology among AASP members. When discussing progress, propositions, and prospects, we will focus on ways to enhance the efficacy of applied sport psychology practice by translating complex and multidisciplinary knowledge into tangible recommendations.

Non-Sport Performance Applications

81

COGNITIVE FACTORS ASSOCIATED WITH PERFORMANCE ANXIETY IN MUSICIANS

Thomas Nicholl, The University of Sydney, Australia;
Maree Abbott, The University of Sydney, Australia

Uncovering the factors associated with the development and maintenance of performance anxiety (PA) in musicians is critical to reducing the prevalence and impact it has on the performance experience. Current research of PA has applied a transdiagnostic approach to targeting symptoms identified by musicians, however, research is yet to identify a key intervention strategy that effectively reduces PA symptoms. Disorder-specific treatments have been proven as effective as transdiagnostic models of treating a range of psychiatric disorders have been largely untouched in PA treatment. As PA is often endured despite the debilitating symptoms, assessing relevant cognitive models will be useful in developing treatment

targets for cognitive-based interventions. The aim of this study was to apply our understanding of the cognitive processes involved in the development and maintenance of social anxiety disorder (SAD) to the experience of PA in musicians, including trait- and state- social anxiety, performance appraisal, threat appraisal, attentional focus, and rumination. One hundred and seven (N = 107) Australian musicians aged 18 or older were recruited to complete a series of questionnaires thinking back to their most recent and their next performances. A series of multiple regressions revealed trait social anxiety, threat appraisal, rumination, and attention focus, made significant contributions to PA in this sample. A further mediation analysis revealed a significant direct and indirect relationship between PA and attentional focus, through rumination. Results demonstrated dominant cognitive models of SAD are appropriate in the case of PA in musicians, and targeting cognitive components during treatment would be beneficial. Future studies should look at state-based assessment of these factors and ground intervention studies in targeting specific cognitive components.

Private Practice

82

BRINGING SPORT PERFORMANCE PSYCHOLOGY TO A WIDER AUDIENCE: A YOUTUBE PROJECT

*Mark P Otten, California State University, Northridge, USA;
Isabel López, University of California, Santa Barbara, USA*

Dissemination of sport psychology theory and research in higher education is often confined to classrooms, laboratories, and academic outlets. Meanwhile in today's world of online resources and instant interaction, often either ideas shared instantly online are not academic, or academics are not sharing ideas instantly online (Sugimoto et al., 2017). The current project brought academic research on the psychology of sport performance directly online, via a YouTube channel. The sport of golf was chosen as a medium for the project, partly due to its sometimes exclusive nature (Ceron-Anaya, 2010). Nine golf course video logs (vlogs) were filmed across 2022-23, featuring one of the project authors playing either 9 or 18 holes. Interspersed throughout each vlog were sport psychology interludes, wherein the author would apply academic psychology theories to the on-course situation. Included were discussions of focus and concentration, the effects of pressure on performance, and other topics. Three vlogs were initially filmed at public golf courses. Then, 59 courses were contacted via online communication. The majority of these were private courses unavailable to the public, along with a few high-end public venues. Five replied and ultimately allowed free or discounted course access in exchange for the publicity offered by the project YouTube channel. Currently, the most-watched video on the channel stands at 752 views, despite the absence of an organized social media campaign. The project suggests that YouTube may present a promising medium for disseminating scholarly theory and research instantly, to wider audiences. Although outreach return rates were relatively low, the invitations to film at private and high-end public golf courses were encouraging, considering that these venues are normally either too expensive or inaccessible for the average golfer. In sum, we encourage sport psychology scholars to adopt similar practices of sharing their professional work with non-academic audiences.

Professional Development, Supervision, and Mentoring

83

INVESTIGATING DIFFERENCES IN THE PERCEIVED STRESS, BURNOUT, AND OCCUPATIONAL RECOVERY OF CMPCs WHEN GROUPED BY WEEKLY HOURS WORKED

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

The identification of effective methods of self-care (e.g., occupational recovery) in sport psychology professionals has advanced theoretical and practical knowledge in recent years (Magdaleno & Meyer, 2023a, 2023b). However, existing empirical work is grounded in literature utilizing the traditional occupational workday structure (e.g., working 40 hours per week from 9am-5pm; Sonnentag et al., 2022) and fails to consider the influence of boundaryless working hours (i.e., the continuation of work outside the structure of the traditional workday; Vieten et al., 2022). As current literature does not consider the nuanced work-related practices of sport psychology professionals (e.g., continuing to work outside of work; Wooding et al., 2022), initial research characterizing the influence of such practices is needed. Thus, the purpose of this study was to investigate differences in perceived stress, burnout, and occupational recovery of CMPCs when grouped by weekly hours worked (0-50 hours per week, 51+ hours per week). A sample of 140 CMPCs (71 females, 68 males, and one transgender man) completed the 10-item Perceived Stress Scale (Cohen & Williamson, 1988), Maslach Burnout Inventory-Human Services Survey (Maslach et al., 1996), and Recovery Experience Questionnaire (Sonnentag & Fritz, 2007). Results indicated that perceived stress, $F(1,138) = 7.76$, $p = .006$, $\eta^2 = .05$, and emotional exhaustion, $F(1,138) = 7.67$, $p = .006$, partial $\eta^2 = .05$, were significantly higher in CMPCs who worked more than 50 hours per week. Results also indicated each of the four recovery experiences were significantly lower in CMPCs who worked more than 50 hours per week (psychological detachment, $F[1,138] = 16.98$, $p < .001$, $\eta^2 = .11$; relaxation, $F[1,138] = 5.12$, $p = .025$, $\eta^2 = .04$; mastery, $F[1,138] = 4.92$, $p = .028$, $\eta^2 = .03$; control, $F[1,138] = 4.27$, $p = .041$, $\eta^2 = .03$). Practical implications and future directions will be discussed.

84

MULTICULTURAL TRAINING IN MASTER'S SPORT PSYCHOLOGY PROGRAMS: AREAS FOR IMPROVEMENT AND GROWTH

*Simon Wright, University of North Texas, USA;
Macey Arnold, University of North Texas, USA;
Trent Petrie, University of North Texas, USA*

Key governing bodies (e.g., AASP, 2021; APA, 2017) have acknowledged that graduate programs (clinical/counseling psychology; sport psychology) must prepare multiculturally competent practitioners, and in recent decades there has been increased attention to doing so when working with athletes and in sport (e.g., Krane & Waldon, 2021; Martin et al., 2020; Schinke & McGannon, 2013). However, within sport psychology graduate programs, there is little known about their multicultural training and program climate. Master's students

from sport psychology programs (N=07; 52% currently enrolled; 51% recently graduated; 60.7% White; 76.6% Heterosexual) responded in writing to the open-ended question, "What do you think your program could do differently to enhance students' multicultural education and training?". Through reflexive thematic analysis (Braun & Clarke, 2016), we interpreted the students' responses through the following thematic structure: (a) Current multicultural training is lacking; (b) Multicultural content and processes need to be expanded and embedded; (c) Applied work facilitates multicultural skill development; (d) Educators are responsible for students' multicultural learning; (e) Educators must recognize the identities and needs of diverse students. Within their responses, students identified multiple avenues through which multicultural training could be enhanced. For example, students advocated for changes in existing course offerings/curriculum so they would not have to seek multicultural education outside of their sport psychology program. Such changes might include having a multicultural course specifically within their sport psychology program or embedding multicultural information/training within each course in their programs. Students also emphasized faculty's and department's responsibility in supporting students' multicultural training (e.g., recruit diverse faculty, attend multicultural training). To align with AASP's position to attend to and integrate diversity into all aspects of sport psychology work, sport psychology master's programs must take action to improve multicultural training.

Research Design

85

"SUCCESS BREEDS SUCCESS" - UNCOVERING TRENDS IN SCHOLARLY OUTPUT: A REPLICATION STUDY OF PUBLISHING PATTERNS IN SPORT PSYCHOLOGY JOURNALS

William Bean, Florida State University, USA

In every academic field, published articles in journals represent units of scientific knowledge, and distributions of these units reflect patterns of scholarly output. The purpose of the current study was to examine whether there is any empirical regularity in the patterns of research productivity in the sport psychology literature. More specifically, the aim was not only to replicate a previous study (Baker, J., Robertson-Wilson, J., & Sedgwick, W. (2003). Publishing productivity in sport psychology 1970-2000: an exploratory examination of the Lotka-Price law. *Journal of Sport and Exercise Psychology*, 25(4), 477-483), but to expand the scope of the original study by including a broader range of journals in sport psychology. The Lotka-Price law serves as a theoretical framework to examine whether the distribution of published papers follows the expected pattern of scientific productivity, where a select group of highly prolific authors accounts for a significant proportion of total publications. Articles (n = 4807, Authors = 7,463) were analyzed across eight sport psychology journals indexed in Scopus from 2000 to 2020. Descriptive statistics and inferential analyses were used to compare the observed distribution of data with the expected distribution outlined by Lotka's Law of patterns in scientific productivity: the number of authors publishing (n) papers is approximately $(1/n^c)$ of those publishing one paper. The results suggest continuity in the trends observed in Baker et al.'s study, with indications of strong evidence that there is a distinct empirical regularity in

publishing productivity in the discipline of sport psychology. Further research is warranted to deepen our understanding of the factors influencing publishing patterns and their implications for the advancement of knowledge in sport psychology and related fields.

86

ANALYZING THE IMPACT OF IMAGERY INTERVENTION ON D1 WOMEN'S TENNIS PLAYERS' KINEMATICS

*Pin Chen Lin, New Mexico State University, USA;
Cabel McCandless, New Mexico State University, USA;
Phillip Post, New Mexico State University, USA;
Christopher Aiken, New Mexico State University, USA*

Prior research has shown that imagery can benefit individuals' self-confidence, state anxiety, and motor performance (Aikawa et al., 2021). Although imagery has improved tennis players' performance when combined with physical training, results have focused primarily on performance outcomes and not biomechanical changes (Cherappurath et al., 2020; Guillot et al., 2012). The current study aimed to build on previous research by investigating the impact of imagery on kinematic changes in six collegiate female D1 tennis players (mean age = 19.38) over an 8-week intervention period. A single-subject-multiple baseline design was employed to assess the effects of the imagery intervention on the kinematics of movement. Each player executed 16 serves twice weekly until a baseline for each player was established. A single, high-speed camera on a tripod was placed perpendicular to the tennis court to allow for plane video capture and kinematic analysis. Videos were analyzed in the 2D sagittal plane in Kinovea, with calibration using the tennis court dimensions. Several key mechanical factors that play a role in tennis serving were analyzed (Chow et al., 2003 & Goktepe et al., 2009), including elbow flexion/extension, racquet speed, and ball height. Participants were given a personalized imagery script to practice twice weekly for 10 to 15 minutes per session. Elbow joint angles, ball contact height, and racquet speed through ball contact did not significantly change from pre- to post-intervention. One potential explanation is that the intervention was not geared toward kinematic changes. The intervention focused on a general feel of the movement. The current findings highlight the need for imagery interventions to be tailored to meet the desired results. Future interventions should investigate interventions tailored to change a player's mechanics for performance enhancement.

87

NEUROCOGNITIVE EVALUATION OF EMOTIONAL REACTIONS TO VERBAL STIMULI: A COUNTERBALANCING MANIPULATION CHECK

*Enzo Everett, American Musical and Dramatic Academy -
AMD A Los Angeles, USA;
Marcelo Bigliassi, Florida International University, USA*

Introduction: The current study uses a counterbalancing manipulation check to assess the efficacy of a neurocognitive intervention aimed at modulating emotional reactions to verbal stimuli. This assessment, based on Bradley and Lang's (1994) Self-Assessment Manikin (SAM), examines the chosen treatment's elicitation of unique emotional and affective states in participants.

Methods: Twelve people, different from the main trial group, were recruited to evaluate the counterbalancing procedure. Participants used the SAM to assess the emotional and affective aspects elicited by verbal stimuli. The SAM's 9-point scale assessed valence and arousal, with 1 signifying unpleasantness or tranquility and 9 reflecting pleasantness or excitement. The sequence of the four therapies (BE, MD, SQ, and DQ) was randomized and counterbalanced to avoid order effects. Psychological states at the start of the study provided baseline emotional measurements, allowing the observed effects to be attributed only to the experimental conditions. Participants used Apple AirPods to experience each of the four scenarios, with 20-second intervals of white noise between each to prevent carryover effects. Following each condition, participants reevaluated their emotional reactions using the SAM to determine the duration and consistency of produced emotional states.

Results: Initial findings suggest successful randomization and counterbalancing of conditions. Initial evaluations of SAM assessments reveal unique emotional reactions across situations. The ongoing data analysis will offer a complete picture of the interventions' neurocognitive impact.

Conclusion: This manipulation check provides a solid framework for future neuropsychological studies. The findings help to enhance experimental techniques and ensure the efficacy of conditions aimed at modulating emotional reactions to spoken stimuli.

Keywords: Counterbalancing, Emotional Response, Verbal Stimuli, SAM, Manipulation Check.

88

SELF-ASSESSMENT MEASURES HELP STUDENT PILOTS GAIN VALUABLE INSIGHTS INTO THEIR MENTAL PERFORMANCE

John Gassaway, USAF, USA; Anthony Acevedo, USAF, USA

Success in fighter aviation relies on rapid and efficient detection, recognition, and response to stimuli. Pilots must simultaneously execute various tasks, including radio and radar usage, computer interface manipulation, and mechanical flight operations, posing significant cognitive challenges. However, novice users often overestimate their abilities in mental performance skills (MS). The aim of the current study was to provide an assessment that helps performers gain introspection to their abilities and become aware of overconfidence.

A cohort of 50 student pilots (SPs) ($n=25$, F35; $n=25$, F16) at a large Air Force Base participated in an 8-month interdisciplinary training course aimed at enhancing performance. The SPs completed an MS assessment using a 7-point Likert scale 3 times (initial, mid, end). To mitigate the initial overconfidence, students are asked to retroactively gauge their abilities at time 2 and 3 to determine their perceived improvements in performance and abilities. A repeated measures ANOVA was conducted to determine whether significant differences exist among MS and a subdomain of Imagery.

The main effect for the within-subjects factor was significant, $F(4, 28) = 4.27, p = .008$ and $F(4, 44) = 7.65, p < .001$, indicating there were differences between all Imagery timepoints in F35

and F16 pilots, respectively. The main effect for the within-subjects factor was not significant for mental skills in F35 pilots, $F(4, 28) = 1.86, p = .206$ but was significant for F16 SP, $F(4, 44) = 3.83, p = .035$. SPs exaggerated their MS abilities when asked how well they could use them initially. Upon further training and education, the students gained introspection resulting in their awareness of the MS and management techniques to maximize performance. Ultimately, SPs perceive they are more capable, gain insight into their inner performance, become better equipped to make necessary changes when underperforming, and enhance consistency.

Social Justice, Equity, and Inclusion

89

EXPLORATION OF COPING, SOCIAL SUPPORT, AND INSTITUTIONAL CHANGE AMID RACIAL MALTREATMENT: BLACK MALE COLLEGIATE FOOTBALL PLAYERS' PERSPECTIVES

Mikaili Robertson, University of North Texas, USA; Jessica Renteria, University of North Texas, USA; John Andrew Walsh, University of Michigan, USA; Trent Petrie, University of North Texas, USA

Historically, Black male athletes have experienced a range of racial maltreatment (e.g., harmful academic stereotypes, verbal abuse), specifically at Predominantly White Institutions (PWIs). Research is lacking, however, on how these athletes cope, who supports them, and what needs to change institutionally to decrease such mistreatments. Thus, we interviewed 16 Black collegiate football players, drawn from at least one school in each Power 5 conference, to understand their coping, support, and suggestions for institutional change. Using reflexive thematic analysis (Braun & Clarke, 2016), we contextualized the athletes' experiences and perspectives through the acknowledgement that they live within a racist society and collegiate sport systems and thus cope in myriad ways: (a) Grind Through It, (b) Desensitization and Acceptance, (c) Be Present and Mindful, (d) Reject Racist Stereotypes, and (e) Football As An Oasis. In terms of their support systems, the players identified family, friends, other Black athletes, and coaches, and for some, sport psychologists. Through these supportive relationships, which were marked by trust and authenticity, it became clear the athletes were experiencing Common Humanity. In addressing the changes the players believed were needed to create sport environments that were equal, just, and supportive, we identified three themes from their narratives: (a) Representation Matters (diversity of personnel and ideas), (b) Relational Connections Matter (connect with the person first), and (c) Diversity Programming Matters (create space and educate). Black male football players continue to train and compete within racist sport systems that require them to actively cope and connect with like-minded others so they can do more than just survive. Such systems can be changed and improved to reduce, if not eliminate, the racial mistreatments that are all too often the foundation of Black athletes' collegiate sport experiences.

Keywords: male college athletes, football, predominantly white institution, racism, well-being

90

TEXAS HIGH SCHOOL COACHES' ATTITUDES TOWARDS TRANSGENDER ATHLETES' SPORT PARTICIPATION: A QUALITATIVE ANALYSIS

Macey Arnold, University of North Texas, USA;
Kasey Chambers, University of North Texas, USA;
Trent Petrie, University of North Texas, USA

Coaches, and their relationships with their athletes, are critical in defining their team's climate, thus understanding coaches' attitudes towards the inclusion of transgender athletes would be particularly salient in determining how welcoming and supportive current sport environments are (Kuhlin et al, 2020; Stirling & Kerr, 2013). Participants were 467 Texas high school coaches (Mage = 43.56 years; women = 61.2%; White = 73.0%; heterosexual = 83.2%). Coaches indicated, from 1, Strongly Disagree, to 5, Strongly Agree, whether they believed transgender athletes should be allowed to participate in high school sports that align with their gender identity. Coaches then described through an open-ended written response the reasons for their stated beliefs. Most coaches somewhat or strongly disagreed that transgender girls (88.4%) and boys (72.4%) be allowed to compete. Through reflexive thematic analysis (Braun & Clarke, 2016) of their written responses, we identified five themes that appeared to reflect coaches' beliefs about this issue: (a) It's Not Right: Transgender Identity is Invalid; (b) Inclusion of Trans Athletes is Disruptive; (c) Gendering Sports: Sex=Gender=Athletic Ability; (d) Levels of Inclusion: From Total to It Depends; and (e) I am not sure what I believe. Given coaches' current beliefs, and legislation throughout the U.S. that is limiting and excluding transgender youth from participating in sports (e.g., Texas law, HB25), sport organizations and governing bodies must take action to ensure that all athletes participate within supportive, caring environments. For example, they could recommend and provide transgender inclusion training to deepen coaches' knowledge of transgender athletes and assist them in creating safe/supportive environments, and they can continue to advocate for transgender-inclusive legislation. Sport psychologists also can take on leading roles in this social justice issue, bringing their expertise on sport, health, wellness and performance to legislatures who are debating such policies.

91

THE PERCEPTIONS OF MENSTRUAL CYCLES AND HORMONAL CONTRACEPTION: THE EFFECTS ON ATHLETIC PERFORMANCE

Savannah Jefferis-Henriques, Saint Louis University, USA;
Rebecca Steins, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA

Menstruation is perceived to have negative physical and psychological impacts on the athletic performance of women athletes, who have historically been taught to push through pain, conforming to the sport ethic, rather than adjusting their training regimens to their individual cycles. Masculine norms and patriarchic ideologies have controlled the narrative surrounding menstrual cycles and women's bodies. Menstrual stigma supports the belief that menstruation is dangerous and unhygienic, encouraging women athletes to handle the natural experience in secret, reinforcing misogynist stereotypes that women are perceived as less capable (Maclean et al., 2020; Olson et al., 2022).

The menstrual cycle influences cardiovascular, respiratory, metabolic, and neuromuscular functions, and is accompanied by an array of symptoms such as irritability, depression, muscle tension, cramps, bloating, and back pain (Laske et al., 2022; Righi & Barroso, 2022). Many athletes believe these symptoms affect their athletic performance, and adjustments to make training more manageable during menstruation could impact women athletes' willingness to train, as certain exercises work to alleviate symptoms. Women athletes have reported feeling so uncomfortable and anxious while menstruating that they missed practices and competitions, or stopped playing altogether (Maclean et al., 2020). Additionally, women can identify an optimal performance window surrounding their menstrual cycle, and many have taken hormonal contraceptives as a means to manipulate their cycle to suppress symptoms with the intent of maximizing athletic performance (McNamara et al., 2022).

Strengthening the agency and autonomy of women regarding menstruation requires recognizing how the stigma itself enforces control over women's bodies. Research on women athletes has historically been neglected, and shifting the focus of menstrual education from bodily control to bodily autonomy empowers women to make decisions about their own bodies and what works best to enhance their athletic performance.

Tactical Populations

92

INTEGRATING SELF-DETERMINATION THEORY AND MOTIVATIONAL INTERVIEWING TO OPTIMIZE SPECIAL OPERATOR LEADERSHIP PRACTICES

Conrad Woolsey, Optimum Performance & Wellness Associates, USA

Highly effective communication and leadership is paramount for mission success and the well-being of service members. The U.S. is losing special operators via voluntary separation, with some organizations at less than 50% of desired levels at key retention milestones (Dyson, Martin, & Houck, 2022). The specialized skills that operators acquire and develop during their careers require significant time and investments. To improve special operator retention and positive long-term outcomes, this study explores the integration of Self-Determination Theory (SDT) and Motivational Interviewing (MI) as a framework to enhance leadership practices and to optimize performance outcomes for special operators (Dyson, Martin, & Houck, 2022; Walters & Sanders, 2021). SDT emphasizes building motivation through a) autonomy, b) competence, and c) relatedness, while MI also includes many of these aspects along with emphasizing a collaborative approach to communication and goal setting. This research review examined studies that used a mixed-methods approach, combining qualitative interviews with military leaders and personnel alongside quantitative assessments of motivational factors and performance outcomes. By aligning leadership strategies with these theories, military leaders may be able to further cultivate a culture of empowerment, engagement, and resilience among their personnel. Drawing on SDT principles, special operations leaders can foster autonomy by providing meaningful choices and opportunities for input in decision-making processes. Furthermore, enhancing service members' perceived competence through skill development and constructive feedback promotes

intrinsic and integrated motivations as well as sustained commitments and greater satisfaction (Woolsey & Portenga, 2011). MI techniques complement SDT by promoting open communication and collaborative problem-solving, allowing leaders to optimize positive motivations and support personnel in overcoming challenges. By examining the interplay between leadership practices informed by SDT and MI principles, applied practitioners strive to identify strategies for optimizing leadership effectiveness and performance in demanding operational environments.

93

PERCEPTIONS OF ILL-FITTING TURNOUT GEAR OF FEMALE FIREFIGHTERS: “WE DON’T NEED MEN’S GEAR IN A SMALLER SIZE!”

Samantha Dardaman, University of North Texas, USA;
Kuanting Chen, Texas A&M University, USA;
Meredith McQuerry, Florida State University, USA;
Jennifer Yentes, Texas A&M University, USA;
Scott Martin, University of North Texas, USA

Since firefighting has been a male-dominated field, personal protective equipment (PPE) or turnout gear has primarily been designed to fit the male workforce (McQuerry et al., 2023). Due to the recent increases in female firefighters, the demand for sex-specific gear is increasing, especially since they have reported four times more issues with ill-fitting gear than their male counterparts (Hulett et al., 2008; Mcquerry & Kwon, 2023; Sokolowski et al., 2022). Thus, the purpose of this study was to describe female firefighters’ experiences of ill-fitting turnout gear and the perceived consequences. Sampled from a larger research cohort, 59 female firefighters responded to an online survey requesting information about turnout gear fit, range of motion, and gear satisfaction. Qualitative data was collected from the survey via open-ended questions regarding participants’ experiences with improper fit, areas of gear improvement, mobility concerns, body type, and movement restrictions or compensations. Deductive thematic analysis of the participants’ data identified key themes such as poor gear fittings, acceptance of limitations, compensation strategies, and negative attitudes of unisex gear. Female firefighters described their experiences vividly, listing particular body part restrictions (legs, groin, hips) and gear components (pants, coat, boots, helmet) that challenged their ability to perform tasks. Strategies such as “hiking my pants up” or loosening suspender straps were stated as methods to overcome movement barriers for even the simplest of tasks of walking, squatting, or stepping in and out of a firetruck. Majority of female firefighters credit ill-fitting gear to poor measurements (i.e. untrained gear representatives) or individual body changes (e.g. post-partum weight gain or weight loss). Firewomen were unreserved in their frustrations with unisex turnout gear; many advocated that a women’s fit that is suitable to their body frame is necessary for proper function, efficiency, and safety. Implications of this research may assist gear manufacturers and future female firefighters by advocating for proper gear fittings and accessible sex-specific turnout gear.

Teaching

94

BEYOND A COUNSELING SKILLS COURSE: MACRO AND MICRO SKILLS FOR MENTAL PERFORMANCE CONSULTATION

Teresa Fletcher, Adler University, USA;
Jack Mullen, Adler University, USA

Over the past decade, the Association for Applied Sport Psychology (AASP) has worked to further professionalize the practice of sport, exercise, and performance psychology (SEPP). Further, with certification process of the Certified Mental Performance Consultant (CMPC) and the impending accreditation of programs, the field continues the trajectory of systematic quality control. One example is the identification a model of the mental skills within the literature (e.g., Vealey, 2007; 2023) into categories of personal, foundational, performance, and team skills to inform content of sessions.

While minimum requirements have been established for didactic coursework and the inclusion of relationship skills or helping relationships (K5), many programs may meet this criterion through a class outside of sport such as a graduate course in counseling or psychology. As a result, the skills taught and learned are not likely to be inclusive of the nuances related to mental performance consultation or working within a performance environment. When reviewing the AASP Job Task Analysis (AASP, 2020), the competencies are also lacking in both macro and micro skills that are needed to develop competency and can serve as a basis for evaluation (Arthur-Cameselle, 2021) and gatekeeping (Statler et al., 2019).

As a result, the following macro skills have been identified as a proposed model for mental performance consultation and training that can also be used as a basis for consistent evaluation in the field. The proposed skills need to be developed by consultants-in-training: self-awareness (Hinett, 2002; Hings et al., 2019); developing a working alliance (Bordin, 1974); information gathering (Taylor, Simpson, & Brutus, 2018); conceptualization (Seligman, 2008); intervention (Meichenbaum, 1965; Orlick, 1982); reading and reacting (Holder, Winter, & Orr, 2018); consultation (Sears et al., 2016); and evaluation skills (Gonzalez et al., 2018). This poster is designed to propose a model for consideration and feedback prior to publication.

95

PLAYFUL TEACHING & ENGAGED LEARNING: STRATEGIES TO INFUSE PLAY INTO YOUR SPORT PSYCHOLOGY CLASS

Heather Van Mullem, Lewis-Clark State College, USA;
Linda Sterling, Sterling Sport Mindset, USA

Creating meaningful classroom learning experiences can positively impact student understanding of course material, enhance student engagement, improve student accountability for learning, and develop a sense of connectedness and belonging between students and with their campus community. One way to create meaningful learning experiences is to build play into your course design and delivery (Ross, 2023). Play is a powerful and effective teaching and learning strategy. By

embracing challenge and encouraging engagement, play can help students build communication skills, encourage personal development, create and foster group interconnectivity, and make learning fun (Ragsdale, 2014). Enhanced engagement and enjoyment with learning and improved connections with peers can positively impact a student's educational experience and retention. This poster will: (1) explore play as a teaching strategy, (2) identify and describe examples of games and playful learning activities designed to help students learn, retain, and apply sport psychology concepts, and (3) provide tangible strategies to help instructors design and deliver a curriculum that is centered around using games and play as a teaching tool.

96

STUDENTS' AND TEACHERS' PERCEPTIONS OF CARING AND TASK-INVOLVING CLIMATES IN THE CLASSROOM

Marta Guivernau, Kent State University, USA

Research shows that using achievement goal perspective theory (AGPT; Nicholls, 1989) and a caring framework in a sport environment can nurture a more caring and task-involving climate (CTI) instead of an ego-involving (EI) climate. Generally, the outcomes of the psychosocial environment have been observed in sport settings; however, comparable outcomes have been shown in education settings (Duda & Nicholls, 1992). It also expands the study by exploring how teachers perceive caring practices in their classrooms. In a similar vein, this exploratory study examines the relationship between students' perceptions of the climate within their classroom and teachers' perceptions of the climate they created, as well as what strategies they implemented to do so. This study reflects on the benefits of implementing task-involving climates and an educator's care in their teaching. Fifty-three college students and eight teachers participated in the survey. Students answered two open-ended questions about the climate their instructors create in their classroom, while teachers answered three open-ended questions on their strategies in the classroom. Instructors were specifically asked to think about the instructional/interpersonal climate (i.e., feelings or emotion) before answering the questions. Results indicated that teachers pursue a variety of strategies that allow students to feel respected, that being kind is important, and that mistakes are part of learning. Findings from students' perceptions of instructors included three themes: Fostering belonging, getting to know students personally, and supporting academic success (Garza et al., 2014.) This study shows that caring climates noticeably impact students' perceptions of their instruction and that teacher's voices and authentic approaches to caring for students create strategies which implement caring in the classroom. Findings from this study call attention to the importance of creating a caring climate in the classroom to foster a student's growth and wellbeing.

97

THE CLASSROOM SHUFFLE: ENGAGING STUDENTS WITH PROJECT-BASED LEARNING IN THE UNDERGRADUATE SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY CLASSROOM

*Itay Basevitch, Texas A & M University - Kingsville, USA;
Amber Shipherd, Texas A&M University - Kingsville /
Next Level Mind Consulting, USA;
Cole Payne, Texas A&M University - Kingsville, USA*

A common complaint and concern among employers of recent graduates is their inability to effectively use and apply knowledge learned in the classroom to address complex problems (Dochy et al., 2003). Further, undergraduate students often need research or similar experiences on their resumes to be a more competitive applicant into a graduate program. As a response to and solution for these challenges, many universities and programs are pushing faculty to incorporate high impact practices into the undergraduate classroom. Today's generation of students predominantly belong to "Generation iY," who have a limited attention span and often expect educators to serve as entertainers (Elmore, 2010). Thus, incorporating project-based learning into the undergraduate classroom can help to address these issues for both students and faculty. Indeed, recent studies have indicated that project-based learning improves academic achievement (Chen & Yang, 2019). However, doing so can be a daunting task for faculty if they do not have a clear direction and for students, especially those who are first-generation or underprepared and therefore may be intimidated by the research process or having to engage in critical thinking (Hensel, 2018). Therefore, the purpose of this poster is to (a) overview specific benefits of incorporating project-based learning into the classroom for faculty and students; (b) provide the student perspective of participating in project-based learning; (c) discuss challenges faced, lessons learned, and tips for incorporating project-based learning into the classroom in a way that won't increase faculty workload; and (d) provide educators with several examples of incorporating project-based learning into different sport, exercise, and performance psychology (SEPP) courses and examples of successful outcomes. These examples include both larger and smaller changes that faculty can easily implement without performing a complete overhaul of their courses. More specifically, examples will include a variety of research projects and an entrepreneurship project.

98

USE OF A COMPETITIVE DRAWING BASED TASK TO APPLY COMMUNICATION PRINCIPLES IN THE SEP CLASSROOM

Heather Deaner, California State University, Stanislaus, USA

Through Sport and Exercise Psychology (SEP) courses, students gain exposure to numerous skills, many of which are pertinent not just in the athletic context, but in everyday life. One such skill is communication. Whether giving a classroom presentation, collaborating on a work project, or dishing on the day's events, communication is intricately linked to many of the things we engage in on a daily basis. When introducing this skill to students in SEP courses, it is important that they view it not as something they or their future clientele are good or bad at, but as something that they can improve upon with awareness and practice.

The presenter will showcase a class activity involving an intricate drawing based task as an effective tool in the teaching of communication. While completing the task in teams and competing for the most accurate depiction, students are often not cognizant of the many communication principles at play. However, processing their team's performance and their individual roles in it can increase their awareness of their strengths and weaknesses in sending and receiving information. For example, they can assess whether their communication was impacted by an ability or inability to present information from multiple perspectives or from hearing from just the right number of voices or too many voices at once. This activity also affords the opportunity to examine the influence of a variety of variables on the communication process such as the number of participants, the noise level, and the presence or absence of leadership.

The presenter will summarize the steps involved in utilizing this communication activity including the set-up, the drawing based task competition, and the processing. In doing so, the presenter will also note ways in which the activity can be modified to fit the needs and goals of the instructor.

Youth Sport

99

ASSESSMENT OF STRESS RESPONSES IN BALLET PERFORMANCE: A CASE STUDY OF THE NUTCRACKER SERIES

Lawrence Judge, Ball State University, USA;
Joe Perkins, Ft. Wayne Medical Group, USA;
Matthew Wells, Ft. Wayne Medical Group, USA;
Brian Hunriksen, Ft. Wayne Medical Group, USA;
Adam Smith, Ball State University, USA;
David Bellar, University of West Florida, USA

Ballet combines high physical demands and intense emotional engagement during high-stakes performances such as the Nutcracker series. The purpose of this investigation was to scrutinize the emotional and metabolic responses experienced by ballet dancers during the demanding Nutcracker series performances. The study employed a cross-sectional cohort design where participants included professional and amateur male and female dancers from a Midwest United States ballet company. Participants were classified into three cohorts based on age (6-12, 13-17, and 18+) and gender. Employing a dual-pronged method of fasted saliva sampling and psychological instruments (DASS-21, PANAS, PANAS-C), the study was implemented the day before the dress rehearsal phase and after Nutcracker performances. Results indicate that PANAS – The negative affect score (Cohorts 2 & 3) increased pre to post 18.95 to 21.13 ($p = 0.04$). The DASS 21 - Depression score decreased 4.1 to 3.2 ($p = 0.04$). Salivary cortisol decreased 1.81 mcg/dL to 0.5 mcg/dL, ($p=0.02$), Creatine Kinase increased from 34 to 39 u/l ($p=0.0021$). The study's findings reveal the nuanced emotional landscape of high-intensity ballet performances. Depression scores, as quantified by the DASS 21, displayed a reduction while PANAS negative affect score escalated. This implies a rise in other negative emotions, such as feelings of being upset or frightened, over the course of the study. Physiological results indicate salivary cortisol levels decreased implying a shift towards an anabolic state. This change is indicative of dancers reaching a suitable

level of fitness for the performance, suggesting balanced physical exertion demands and physiological resilience. The observed anabolic state further implies a well-managed workload between exercise intensity and the presence of an adequate caloric intake ensuring dancers were fueled for their performances. These findings underscore the interplay between physical exertion and emotional responses in performing arts and hold critical implications for training and performance optimization strategies.

100

IT IS NOT ALWAYS (ONLY) ABOUT SPORT – WORKING WITH YOUNG ATHLETES USING THE THEORY OF POSITIVE SPORT

Tomasz Kurach, University of Warsaw, Foundation of Positive Sport, Poland;
Zuzanna Hejduk-Mostowy, Foundation of Positive Sport, Poland;
Pola Weiner, Foundation of Positive Sport, Center for Performance Psychology, Poland;
Dominika Wilczyńska, Faculty of Social and Humanities, WSB Merito University, Poland;
Joanna Znosko, Foundation of Positive Sport, Gdansk University of Physical Education and Sports, Poland

Working with young athletes (children and adolescents) may be perceived as working with clients who face less demands than professional athletes. In fact, youth athletes can face enormous pressure – not only connected with sport but also with school and their social environment (Crocker, Tamminen, & Gaudreau, 2015).

Everyday young athletes spend countless hours not only on strengthening their specific sport skills but also on learning and trying to maintain their social relationships (Seiffge-Krenke, 2011). Finding a right balance and being comfortable with the situation may be a very challenging task. Intellectual, emotional, and moral development also should not be underestimated (Compas, et al., 2001). However, sport psychology and Positive Sport findings can offer valuable tools while supporting young athletes and their families during their sport journey.

The aim of the lecture is to present different approaches on working with young athletes. For example, conceptual model of Time Perspective (TP) in sport (Stolarski et. al., 2019), The Youth Consulting Model (Visek, Harris, Blom, 2009) and 5C Model (Harwood, Anderson, 2006) will be mentioned. These models will be combined with Positive Sport and i7W Model (Poczwardowski et. al. 2019) assumptions – which posits that pursuing highest performance levels does not need to occur at the expense of positive experiences and holistic growth.

During the presentation practical implications also will be highlighted - including the Growth Mindset approach (Dweck, 2006) and Kids' Skills method (Furman, 2016). What is more audience members will be encouraged to explore and develop their own ideas regarding the Positive Sport implementation.

101

THE DISSIMILAR EFFECTS OF RECREATIONAL AND COMPETITIVE YOUTH SPORT EXPERIENCES ON LONG-TERM SPORT ENGAGEMENT: THE MEDIATING ROLE OF ENJOYMENT AND THE MODERATING ROLE OF PARENTAL INVOLVEMENT

*Sanghoon Kim, Michigan State University;
Sangchul Park, Alma College;
Joon Young Han, Yeungnam University*

Interest in the participation of youth in recreational and competitive sports, as well as the role of parental involvement, has remained high. However, there is a notable scarcity of empirical research substantiating these phenomena. Based on leisure constraint theory (Crawford et al., 1991), this study aims to investigate (1) the differential impacts of the previous youth sport participation (recreational vs. competitive) on their youth sport enjoyment and lifelong sport engagement, and (2) how this relation differs depending on parent involvement.

Research suggests that competitive youth sports are associated with reduced enjoyment and higher dropout rates (Crane & Temple, 2015), whereas recreational youth sports, noted for their lower intensity, promote greater enjoyment and lifelong sport participation (Green, 2014). Therefore, we hypothesized that participants in recreational youth sports would report more enjoyment and engage more in sports later in life compared to those in competitive youth sports. Building on evidence that parental involvement affects youth sport experiences (Holt et al., 2008), we further hypothesized that the extent of parental involvement would moderate the impact of youth sport type on enjoyment and long-term sport engagement.

A retrospective online survey was conducted, and the questionnaire was developed based on previous research on sport enjoyment (Carpenter et al., 1993), sport engagement (Aiken et al., 2018), and parental involvement (Anderson et al., 2003). Considering solely lifelong sport engagement, this study found that competitive youth sport participants were more likely to remain active in sports as adults than their recreational counterparts. However, participants in recreational youth sports experienced higher levels of enjoyment than those in competitive ones, leading to lifelong sport engagement as adults. Crucially, as parental involvement increased, those involved in recreational over competitive youth sports reported greater enjoyment of their experiences, which contributed to their sustained engagement in sports throughout their lives.

102

THE EFFECT OF THE YOUTH SOCCER FOOTBALL TARGET PROGRAM ON INTRINSIC MOTIVATION, SELF-ESTEEM, AND PEER RELATIONSHIP IN YOUTH SOCCER

*Sangbeom Seok, Chungang University, Republic of Korea;
Junghoon Huh, Chungang University, Republic of Korea;
Jeongdug Sul, Chungang University, Republic of Korea;
Hyungjin Park, Chungang University, Republic of Korea;
Donghyun Yong, Chungang University, Republic of Korea;
Wonbin Ju, Chungang University, Republic of Korea;
Joonyoung Lee, Jackson State University, USA*

The increasing emphasis on establishing mastery-oriented environments for young individuals has led to the creation

of the TARGET program, encompassing task, authority, recognition, grouping, evaluation, and time (Epstein, 1988, 1989). However, there has been a scarcity of research evaluating the program's effects across different national sports teams. Thus, this study investigated the impact of the TARGET program on motivation, self-esteem, and peer relationships among youth soccer teams in South Korea. We divided a total of 23 second-grade students into two groups: a TARGET group ($n = 12$) and a control group ($n = 11$). The soccer teams' coaches were trained in the TARGET program to enhance their ability to create mastery-oriented team environments. We conducted pre- and post-tests to measure the participants' motivation, self-esteem, and peer relationships, complemented by in-depth interviews. Data analysis included Repeated Measures ANOVA for quantitative data and thematic analysis for qualitative insights. Our findings indicated that the TARGET group experienced significant positive enhancements in competence and self-esteem ($p < .01$), along with a notable reduction in tension ($p < .01$), compared to the control group. The qualitative data revealed that participants had positive perceptions of the TARGET program, highlighting a skilled and supportive atmosphere. We observed significantly higher instances of themes such as "joy", "happiness", "effort", "dream", "increased confidence", "becoming active", "apologizing first", "reducing quarrels", and "getting along with friends". These themes suggest that the TARGET program positively impacts participants' internal motivation, self-esteem, and peer relationships. The program is an effective strategy for nurturing positive development in youth soccer, offering coaches a blueprint for creating mastery-oriented environments. The implementation of TARGET program can boost players' motivation, self-esteem, and team dynamics, suggesting broad benefits for coaching practices and player growth in youth sports.

103

POSTER WITHDRAWN

Coaching

104

A REVIEW OF GRADUATE APPLIED SPORT PSYCHOLOGY PROGRAMS IN THE UNITED STATES: EXAMINING COACH CURRICULAR CONTENT

Tammy Sheehy, 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. However, training within sport psychology largely focuses on preparing MPCs for enhancing the performance and well-being of athletes and the focus for most applied sport psychology interventions is on the coach's role as a facilitator of mental skills with athletes, rather than focusing on their own performance and well-being (Longshore & Sachs, 2015). As a result, many MPCs feel ill-equipped to work with coaches personally on their own performance stressors (e.g., Kelly et al., 2018). Therefore, the purpose of this study was to conduct a curriculum review of all applied sport psychology graduate programs within the US to determine the state

of coaching content within training. Curriculum data was gathered for 48 schools. Course lists, course descriptions, and program student learning outcomes were compiled from program websites. Twenty-eight program directors completed a Qualtrics survey regarding information about their programs and nine of those directors participated in an interview to provide further information. The curriculum and course descriptions indicated that 29 schools (60%) included a coaching course or course with coaching content in their programs and directors believed that eleven of their Masters programs and three of their doctoral programs 'closely aligned' with the coaching effectiveness standard from AASP. Finally, all directors who were interviewed shared that they felt that coaching content was important or very important, but barriers to providing coaching content included lack of expertise in the area, lack of credit availability, and lack of requirement for CMPC. The need for more focus on the training of coach content within applied sport psychology programs is discussed.

105

EXPLORING THE EXPERIENCE AND RESPONSE OF COACHING BEHAVIOR IN SPORT CONTEXTS

*Sungho Kwon, Seoul National University, Republic of Korea;
Seungjoo Lee, Seoul National University, Republic of Korea;
Seungho Chang, San José State University, USA*

This study considers the coaching behavior of student-athletes' coaches as a series of processes that manifest in various situations and contexts. The purpose is to deeply understand the meaning and experiences related to coaching behavior, with the goal of providing foundational data for creating a sports environment where satisfaction between coaches and athletes is high in the future. 13 coaches with a minimum of 3 years of coaching experience among professional sports coaches affiliated with middle, high school and university sports associations, were selected as research participants. Individual interviews were conducted, and the data collected through these interviews were analyzed using Charmaz's constructivist grounded theory method. The causal conditions shaping the coach's coaching behavior are manifested as autonomy-supportive or controlling coaching behavior, combining coaching philosophy and values, pre-existing knowledge, and experiences. These are influenced by contextual factors such as changes in the societal trends and the culture of elite sports in Korea. Coaches employ interactive strategies, active or passive responses, depending on mediating conditions like the athlete's attitude. As a result, coaches experience varied emotional reactions and establish trust in their coaching behavior. The coaching behavior of a coach is explained as a result of the combination of various conditions rather than solely reflecting individual characteristics. These research findings are significant in expanding the understanding of coaching behavior by considering the current situation and environment of coaches in the sports field. The presented conclusions are expected to serve as a foundation not only for coaches guiding student-athletes but also for government, academia, and stakeholders, aiming to provide a better sports environment for student-athletes.

106

IMPACT OF COVID-19 ON STRENGTH AND CONDITIONING COACHES EMPOWERMENT AND COACHING PRACTICE

*Lawrence Judge, Ball State University, USA;
Danielle Sterner, University of Central Florida, USA;
Lena Marcus, University of North Carolina at Charlotte, USA;
Ben Kern, University of Wyoming, USA;
David Bellar, University of West Florida, USA*

Purpose: The COVID-19 pandemic brought about unprecedented disruptions within university environments, leading to profound challenges for stakeholders in athletic departments, particularly for strength and conditioning (SC) coaches, who faced an array of operational uncertainties and mandated adjustments. Understanding the pandemic's breadth of impact on practitioners is crucial for future crisis preparedness. This study investigated how COVID-19 affected the empowerment and coaching practices of US collegiate SC coaches.

Methods: A directory of publicly accessible emails for SC coaches at NCAA Divisions I, II, and III, and NAIA programs was compiled from athletic department websites. Coaches received a survey hyperlink to complete the Coaching Issues Survey (CIS), Psychological Empowerment Instrument (PsyE), and six items gauging the pandemic's impact on mental well-being and coaching. Out of the 2139 SC coaches who were reached with valid contact details, a cohort of 438 coaches (manifesting a 20.5% response rate), provided informed consent and detailed responses. Data were analyzed to explore correlations among CIS, PsyE, and COVID-19 impact items.

Results: Significant correlations emerged between the degree to which COVID-19 altered coaching platforms and several factors: PsyE Self-Determination ($r=-.190, p<0.001$), total PsyE score ($r=-0.115, p=0.040$), and CIS domains for Athlete Concerns ($r=0.161, p=0.003$), Program Success ($r=0.263, p<0.001$), and Time Roles ($r=0.348, p<0.001$). Additional correlations were observed between the pandemic's perceived mental health impact and all CIS dimensions ($r<-0.144, p>0.090$) as well as PsyE components ($r>0.155, p>0.04$).

Conclusion: The COVID-19 global pandemic notably influenced SC coaches, with detectable associations between mental health, psychological empowerment, and coaching-related variables. These findings highlight the need to prioritize and address the mental health of collegiate athletic department stakeholders amidst and post-crisis events. Emphasizing the development of targeted interventions and support programs could foster resilience and facilitate better coping strategies for coaches dealing with future disruptions within the increasingly challenging landscape of collegiate sports.

107

MENTAL STRENGTH, RESILIENCE AND GRIT IN GRAPPLERS, STRIKERS, PHYSICALLY ACTIVE AND SEDENTARY INDIVIDUALS

Leandro de Lorenzo Lima, Liberty University, USA

Combat sports engagement has been shown to positively influence mental strength, resilience, and grit.

Purpose: This study compared mental strength, resilience, and grit between grapplers (i.e., Brazilian Jiu-Jitsu, Judo and Wrestling), strikers (i.e., Muay Thai and Kickboxing), physically active and sedentary individuals.

Methods: The sample consisted of 304 participants (75% male) from 18 to 63 years of age, including 209 grapplers, 23 strikers, 29 physically active (non-combat), and 43 sedentary individuals. Participants completed the Mental Strength Scale (Cronbach's $\alpha = .809$), Brief Resilience Scale (Cronbach's $\alpha = .834$) and the Grit Scale (Cronbach's $\alpha = .848$) for group comparison.

Results: Significant correlations were found between combat sports experience and mental strength $r(302) = 0.285, p < .001$ (small effect), resilience, $r(302) = 0.181, p < .001$ (small effect), and grit, $r(302) = 0.312, p < .001$ (medium effect). An analysis of covariance with gender as a covariate revealed a significant difference in mental strength between groups, $F(3,299) = 8.106, p < .001, \eta^2 = .075$. Fisher's Least Significant Difference post hoc analyses showed that grapplers reported higher mental strength than physically active ($p = .009$) and sedentary individuals ($p < .001$). ANCOVA results showed significant difference in resilience between groups, $F(3,299) = 7.142, p < .001, \eta^2 = .067$. Fisher's Least Significant Difference post hoc analyses showed that grapplers reported higher resilience than strikers ($p = .005$), physically active ($p = .011$) and sedentary individuals ($p < .001$). Moreover, the ANCOVA results showed a significant difference in grit between groups, $F(3,299) = 4.939, p = .002, \eta^2 = .049$. Fisher's Least Significant Difference post hoc analyses revealed that grapplers reported higher grit than sedentary individuals ($p < .001$). No other post hoc comparison was significant ($p > .05$).

Conclusion: More experienced combat sports practitioners are likelier to present higher mental strength, resilience, and grit than less experienced practitioners. The results suggest that grappling sports positively influence the development of mental strength, resilience, and grit.

108

THE PSYCHOLOGY OF REST IN COACHES: IMPLICATIONS FOR SPORT PSYCHOLOGY PRACTITIONERS

*David Eccles, Florida State University, USA;
Thomas Gretton, University of Wisconsin, Green Bay, USA;
Nate Harris, Florida State University, USA;
Svenja Wolf, Florida State University, USA*

Objectives: To better understand the psychology of rest in coaches and identify the implications of this new understanding for sport psychology practitioners. Rest appears to be important for coping, recovery, and well-being in coaches, yet there is limited research on and in turn understanding of this concept in this population.

Design: A qualitative description study design was employed. Method: 11 female and 11 male NCAA Division I coaches were interviewed about what rest means to them, key barriers to rest in coaching, and strategies employed to obtain rest in the face of these barriers. A codebook thematic analysis was undertaken to examine the analytical generalizability (Smith, 2018) to the coaching context of an extant model of the psychology of rest in athletes (Eccles & Kazmier, 2019).

Results: The Eccles-Kazmier model appears to offer some analytical generalizability to the coaching context. Consistent with the model, the process of resting in coaches involves both sleep and resting while awake. Resting while awake involves (a) a break from thinking about work, (b) a break from effortful thinking generally, and (c) engaging in life outside coaching. However, departures from the model were also observed; specifically, unlike for athletes, the wakeful resting process for coaches does not appear to involve assuming control or experiencing variety.

Conclusion: The findings advance the current understanding of the psychological constituents of rest in coaches and can inform coach education programs and sport organization values and policies. We present clear implications and tools for sport psychology practitioners working with sport programs and coaches, which include recommendations about the activities, and physical and social environments, that coaches should engage in, and should avoid, to obtain the mental rest they need to perform well and stay healthy.

109

THRIVING THROUGH BEING: AN EVIDENCE-BASED PROFESSIONAL DEVELOPMENT PROGRAM FOR COACHES

*Shelby Miller, University of Tennessee, USA;
Lauren McHenry, McHenry Mental Performance, LLC, USA;
Rebecca Zakrajsek, University of Tennessee, USA*

Club coaches in elite youth settings challenge their athletes physically and psychologically in efforts to achieve athletic success (Brackenridge & Rhind, 2010). In doing so, coaches may turn to emotionally abusive behaviors under the misconception that it develops mentally tough athletes (Bartholomew et al., 2009). Yet, qualitative interviews with former NCAA DI swimmers revealed that the culture of swimming at the club level taught them to regard themselves conditionally ("like a rollercoaster"), which had long-term negative impacts on their physical and mental performance and well-being (Miller, 2022). To counter this culture, scholars have turned to Person-Centered Theory (Rogers, 1959) as a practical framework to help coaches develop psychologically safe environments by adopting a way of being that communicates belief, respect, acceptance, challenge, and engagement (BRACE) through success and failure. To bring this framework to life, scholars developed the professional coach development program, Thriving Through Being (McHenry, 2023), which aims to facilitate learning and application of BRACE authentically and empathetically (McHenry & Zakrajsek, 2023). While Thriving Through Being has been successfully implemented in collegiate athletic departments across the United States, the results of Miller's (2022) qualitative study suggests that a critical time to intervene with the coach-athlete relationship is at the youth level. Therefore, Thriving Through Being was implemented with nine youth swimming club coaches in

the southeast. Coaches participated in an introductory workshop, followed by a series of seven educational modules across seven months. Each module contained four video lessons paired with reflection questions, application activities, and monthly virtual discussions. The purpose of this presentation is to describe the process of implementing and adapting Thriving Through Being at the youth level. Coaches' perceptions of the program and implications for developing psychologically safe elite club environments through BRACE training will be highlighted.

Collegiate Sport

110

"NOW IT'S OUR TURN": EXPLORING SCORING PATTERNS IN COLLEGIATE BASEBALL AND SOFTBALL

Andrew White, Hiram College, USA;
Erica Kirby, Hiram College, USA;
Mason Early, Hiram College, USA

The current study is an investigation of scoring patterns in collegiate baseball and softball. Though there are many anecdotes about the "back and forth" nature of many sports, there appears to be no existing literature examining if teams are indeed more likely to score runs and/or give up runs after a run was scored in the preceding half inning? A random sample of NCAA Division I and NCAA Division III baseball and softball teams were selected for this study. After confirming the study sample was not biased in overall win-loss record or toward any athletic conference, all box scores from one season were used to count when, and how many, runs were scored and/or given up. The data do suggest differences in the timing and magnitude of runs scored and allowed between teams with winning records and those with losing records; however, these effects appear to be moderated by sport and NCAA division. These findings could be interpreted with respect to several psychological factors – namely, focus (e.g., Memmert, 2009; Wulf, 2013), confidence (Feltz & Oncu, 2014), and emotional control (Rumbolt et al., 2012). For this reason, the current study is intended as a foundation for a future evidence-based, data-informed intervention to determine if targeted mental skills training could improve these trends for select teams.

111

AN EVALUATION OF A COLLABORATIVE APPROACH TO IMPLEMENTING MENTAL PERFORMANCE PROGRAMMING AT AN NCAA DIVISION III INSTITUTION

Lindsey Kellar, Illinois Wesleyan University, USA;
Melvin Sangalang, Illinois State University, USA;
Spencer DeForest, Illinois State University, USA;
Brett Haffner, Illinois State University, USA;
Ellie Cain, Illinois State University, USA;
Scott Pierce, Illinois State University, USA

As Division III collegiate athletic programs are often limited in the mental health and mental performance resources they can provide for student-athletes (Kornspan & Duve, 2006), there is a need to systematically and innovatively develop interventions and programming to support athlete wellbeing and performance and to advance organization beliefs of the value and importance of these resources (Wagstaff, 2017). The

purpose of this presentation is to share the content, evolution, and evaluation of mental performance programming at a Division III university. First, an overview of the "Titan Mindset" mental performance programming will be provided, describing the voluntary, monthly workshops for student-athletes covering a variety of mental performance skills. Second, the "Coaches Lunch & Learn" sessions will be described to highlight the interest from athletics staff members and approaches used to facilitate reflection, development, and implementation of mental performance strategies. Third, the progression to team-specific sessions and embedded mental performance consultants will be explained, driven by collective interest, perceived value, and commitment to the mental performance programming. This presentation will share findings from evaluative interviews with coaches (n=10) and athletes (n=10), who emphasized the value of building community with athletes across sports, the need for collaboration and conversation between coaches, and increased focus on mental performance and team cohesion developed from team sessions. The challenges related to limited resources and resistance to programming will be explored, alongside recommendations related to engaging key stakeholders to enhance the organizational focus on mental health and mental performance in collegiate athletic programs.

112

AN EXPLORATION OF COLLEGIATE STUDENT ATHLETES' MENTAL HEALTH OUTCOMES: THE ROLE OF MENTAL HEALTH SCREENINGS ON SERVICE UTILIZATION

Kari Herman, University of Wisconsin-Eau Claire, USA;
Kylie Mohr, University of Wisconsin - Eau Claire, USA;
Stacey Jackson, The University of Wisconsin- Eau Claire, USA;
Amy Rantala, Mayo Clinic Health System, USA

Collegiate student athletes are struggling with their mental health (Whitehead & Senecal, 2019; Kraus & Tibbetts, 2022; Drew et al., 2023). Several barriers have been identified including stigma (Chow et al., 2021; Tran 2021), time (Hilliard, 2019; Yoon & Petrie, 2023), insufficient on-site services (Sasso et al., 2022), and counselor's inability to grasp student athletes' specific needs (Reich et al., 2021). As a result, student athletes are less likely to seek mental health support (Kilcullen et al., 2022). Researchers have explored ways to minimize barriers (De Souza et al., 2021). The NCAA surveyed student athletes' health and recommended early mental health screenings (Stamatis et al., 2020; Sudano et al., 2016). Utilizing the NCAA Best Mental Health Practice guidelines, this study surveyed Division III student athletes to identify institutional barriers, assess a referral process's efficacy, and explore mental health support preferences of student athletes. In total, 16 (14 female, 2 male) student athletes aged 18-22 participated in three mental health screening waves from December 2022 to September 2023. Each wave contained mental health screeners from the NCAA Best Mental Health Practice guidelines measuring ADHD, Anxiety, Depression, Eating Disorders, Substance Abuse, Insomnia, and Sleep Apnea. Student athletes scoring above predetermined thresholds were contacted and referred to mental health services. Participants were asked to reflect on the referral process. Qualitative responses indicated many student athletes had support systems already in place, including connecting with teammates, coaches, family, and friends outside their sport. The study's small sample size limits conclusions on the referral process's effectiveness. Our

findings indicate student athletes prefer their current support systems for mental health support over more traditional counseling/therapeutic approaches. Future research should prioritize effective mental health training methods for athletic staff and student athletes to reduce barriers in seeking mental health support.

113

COLLEGIATE ATHLETES' INTEREST IN SETTING PERFORMANCE GOALS SPECIFIC TO MENTAL HEALTH OPTIMIZATION MAY BE COMPROMISED BY PSYCHIATRIC SYMPTOMOLOGY

Kristin Brooks, Stand Tall Consulting, USA;
Brad Donohue, UNLV, USA;
Raymond Lopez, UNLV, USA;
Linnea Bacon, UNLV, USA;
Angelos Tsalafos, UNLV, USA;
Malorie Feidner, UNLV, USA

Studies have yet to determine the influence of performance optimization goals on athletes' mental health. In this study 75 collegiate athletes completed psychometrically validated scales assessing psychiatric functioning (Symptom Checklist 90-Revised), resilience (Brief Resilience Scale), and mental wellness (Life Performance Optimization Scales). Athletes also reported their current grade point average. Results indicated that, as hypothesized, psychiatric symptom severity was negatively associated with resilience, mental wellness, and grade point average. However, psychiatric symptom severity was negatively associated with interest in setting goals to improve mental wellness. Thus, as psychiatric symptom severity increased, the participants became less interested in setting goals to improve their mental wellness. These results suggest collegiate athletes who experience psychiatric symptomology may benefit from motivational strategies aimed at improving their interest in performance-oriented goal setting specific to mental health improvement.

114

EFFORT-REWARD IMBALANCE AMONG STUDENT-ATHLETES: RELATIONSHIPS WITH EXPLOITATION, WELL-BEING, PERFORMANCE SATISFACTION, STRESS, AND BURNOUT

Joseph White, Northwestern University, USA

The amount of effort required by student-athletes, as well as the rewards gained from participation, have increased proportionately with the amount of money involved in college athletics. Recent changes in the ability of student-athletes to be financially compensated for their name, image, and likeness have further complicated relationships among effort, reward, and outcomes. Using the job-related effort-reward imbalance (ERI; Siegrist, 1996; 2012) model as a framework, this study examined the relationships between levels of ERI and measures of well-being and athletic performance satisfaction among NCAA collegiate student-athletes, as well as whether stress and burnout mediate these relationships. The study also explored the relationship between ERI and perceived exploitation among student-athletes. Study participants included 182 NCAA student-athletes from Division I ($n = 75$), Division II ($n = 40$), and Division III ($n = 67$) colleges

and universities across the United States. The study utilized an online survey of 131 items which included a demographics questionnaire and the following measures: Effort and Reward Scale for Sport Contexts (ERS; Park & Kim, 2021), Mental Health Continuum – Short Form (MHC-SF; Keyes, 2006), Sport Mental Health Continuum – Short Form (Sport MHC-SF; Foster & Chow, 2019), Athlete Satisfaction Questionnaire (ASQ, Riemer & Chelladurai, 1998), Athlete Burnout Questionnaire (ABQ; Raedeke & Smith, 2001), The Perceived Stress Scale (PSS; Cohen et al., 1983), The Perceived Exploitation of College Athletes (PECA; Van Rheenen & Atwood, 2014), The Perceived Exploitative Employee-Organization Relationship (PER; Livne-Ofer, 2019), and the Ten-Item Personality Inventory (TIPI; Gosling et al., 2003). Preliminary regression analyses indicate significant correlations with ERI and measures of well-being and performance satisfaction among student-athletes. The final poster will present comprehensive results from a serial mediation analysis and the implications of the findings for NCAA and university administrators, coaches, boosters, and student-athletes directly.

115

EXAMINING THE EFFICACY OF AN ALCOHOL PROTECTIVE BEHAVIORAL STRATEGIES INTERVENTION FOR COLLEGE STUDENT ATHLETES AND GREEK LIFE MEMBERS

Lauren Zimmerman, Premier Sport Psychology;
Alison Looby, University of Wyoming

Alcohol use among college students is a significant public health concern, given their propensity to engage in frequent and heavy drinking. Although problematic drinking can be found campus-wide, the risk for engaging in binge drinking and experiencing alcohol-related problems is more pronounced for student athletes and students affiliated with Greek Life (i.e., fraternities and sororities; Borsari et al., 2009). These subpopulations of college students demonstrate high rates of problematic drinking, even using interventions that have been successful in treating the college student population more generally (e.g., social norms, personalized feedback; Martens et al., 2010). Instead, harm reduction interventions that place primary focus on minimizing harms from drinking, rather than directly emphasizing reduced drinking or abstinence, may be more effective. Specifically, an intervention focused on increasing use of protective behavioral strategies (PBS), which encourages safer drinking behaviors rather than preventing drinking altogether, may effectively reduce harms. However, this type of intervention has not yet been examined for these students. The current study aimed to examine the efficacy of a brief, stand-alone PBS intervention for student athletes and Greek Life members. Students ($N=77$) were randomly assigned to an experimental (i.e., PBS intervention) or control condition (i.e., healthy lifestyles education). At one-month post-intervention, the experimental group reported more PBS use after controlling for baseline levels. Results from this study found that PBS skills training was more effective for the intervention condition in terms of increasing PBS utilization compared to the controls, but no differences were observed for negative consequences. Future research should examine tailoring the intervention to discuss the effects of alcohol use on athletic performance and delivering skills training within a team context. Knowledge from this study is an important first step in understanding how PBS interventions can promote responsible drinking habits and reduce alcohol-related harms for these high-risk college student drinkers.

116

EXPLORATORY FACTOR ANALYSES OF THE FEMALE AND MALE BODY CHECKING QUESTIONNAIRES IN COLLEGIATE-ATHLETES

Stephen Cirella, University of Rhode Island, USA;
Kathleen Webster, University of Rhode Island, USA;
Mark Hartman, University of Rhode Island, USA;
Lisa Harlow, University of Rhode Island, USA

Most body checking and eating behavior measures have been explored in non-athletic populations. However, athletes often focus on their body weight and body image related to performance improvement. The purpose of this study was to convey that women and men report similar body checking behaviors on measures that were originally only designed for men and women. The current study examined the factor structures of two body checking measures, the female Body Checking Questionnaire and Male Body Checking Questionnaire, with a sample of 174 (80 females; 90 males; and 4 other genders) full-time NCAA collegiate athletes. All athletes responded to the body checking measures regardless of gender identity. Factors were extracted using visual inspection of the eigenvalue plots and an item-reduction technique was used to identify complex loadings. After removal of 11 complex and low-loading items, the modified BCQ was reduced to 12 items with a two-factor structure of comparison and checking. This finding was different than previous studies that report a three-factor structure of overall appearance, checking of specific body parts, and idiosyncratic checking rituals. The modified BCQ maintained high internal reliability, $\alpha = 0.918$ and $\Omega = 0.921$, like that of the original validation paper in non-clinical females, $\alpha = 0.940$. The modified mBCQ had 8 items removed based on item-reduction procedure, resulting in an 11-item measure. Three factors were extracted, comparison behaviors, flexing behaviors, and asking/seeking behaviors, and maintained high internal consistency, $\alpha = 0.903$ and $\Omega = 0.913$. These findings implicate that men and women are more similar than previously believed in engaging in body checking behavior potentially due to cultural shifts in body image, the advent of social media, or presumed biases that these gender differences existed, providing initial evidence for a new questionnaire to be developed and revalidated for athletes regardless of gender identity.

117

FROM GRADUATE STUDENT TO COLLEGIATE FOOTBALL COACH: AN ETHNOGRAPHIC CASE STUDY

Keira Towers, KT Performance Consulting, USA;
Tate O'Hara, University of Tennessee, Knoxville, USA;
Scott Barnicle, University of Tennessee, USA

Graduate students in the field of Sport and Exercise Psychology consistently seek opportunities to develop their applied sport psychology consulting skills throughout their graduate studies, however creating and developing community partnerships and applied opportunities can be challenging. Based in an ethnographic framework, this case study serves to describe the process of a graduate student creating and growing a working relationship with an American collegiate football coach to create and implement a novel mental training program within the athletic department. The student-consultant provided individual consultation to coaches and athletes, as well as

group mental training workshops to coaches, members of the team's leadership group, position groups and the larger team as a whole. Building from the positive feedback from coaches, players, and staff, the student-consultant was asked to further expand her role into the formal coaching staff. While in the role of coach, she attended practices, meetings, and other standard coaching-related responsibilities, as well as mentored another graduate student who will transition into the lead mental performance coach role in the near future. Previous examples of this process from student to consultant to coach have been inconsistent, and almost entirely lacking in American collegiate football. This case study serves to highlight the process from student to consultant to coach, specifically from a female graduate student's perspective in collegiate football and can provide a framework for graduate students and programs aiming to build similar applied partnerships.

118

IN THEIR OWN VOICES: FACTORS EFFECTING COLLEGIATE HOCKEY PLAYER USE AND PERCEPTIONS OF MENTAL SKILLS

Elia Burbidge, Springfield College, USA;
Lindsay Ross-Stewart, Southern Illinois University
Edwardsville, USA;
Stephanie Cameron, Pivot Sport Psychology Consulting, LLC
| Southern IL University Edwardsville, USA;
Lindsay Miles, Southern Illinois University Edwardsville, USA

Mental skills use and perceptions of their effectiveness in collegiate-level athletes have been studied extensively in sport psychology. That said, little research has been done investigating hockey players' perceptions of mental performance. Due in part to the unique culture of hockey, there is a need to study hockey players' perceptions of, and influences on the use of, mental skills. Therefore, the purpose of this qualitative study was to address the following research questions: (1) develop an understanding of the usage of mental skills in collegiate hockey players, (2) develop an understanding of the perceptions of mental skills held by hockey players, (3) better understand the impact, if any, of hockey culture on the above beliefs. Participants were six Collegiate Hockey Players (3 female, 3 male) in NCAA or ACHA, representing each division of play. A semi structured interview guide was used to increase consistency across interviews, while allowing for follow up engagement with clients to extend their answers. Coding and analysis were done using Braun and Clarke's guide for reflexive thematic analysis (Braun & Clarke, 2006; 2019). Specifically, the aim was to follow an inductive, semantic, and realist approach to data analysis in the pursuit of finding meaning in the data. This method allowed for coders to identify, analyze, and assess patterns or themes within the transcripts. Using this method of data analysis also allowed for greater flexibility in theme extraction. Themes that emerged were Level of Competition, Exposure, Hockey Culture, and Mental Strategies Used. These findings are crucial for sport psychology professionals in understanding how to work effectively within the niche sporting culture of hockey. The uniqueness of hockey culture makes it important to study this group specifically, without making assumptions about their experiences with psychological skills training based on research in other sports.

119

NAME, IMAGE, & LIKENESS: FORMER NCAA ATHLETES' REFLECTIONS ON COLLEGIATE AND POST-COLLEGIATE EXPERIENCES IN THE NIL-ERA

Deyanira Enriquez, Flatiron Mental Performance, USA;
Katie Pieterse, USA

In 2021, Congress and the National Collegiate Athletics Association (NCAA) enacted an interim policy that collegiate student-athletes could now profit from their name, image, and likeness (NIL). Presently, there is no federal legislation so the policy varies by state, which in turn varies by school or university (NCAA, 2021). Explorations into its impact on student-athletes, athletic departments, and social stratification are imperative as the NIL policy continues to evolve toward a more permanent ruling. The current literature surrounding this interim NIL policy is limited; previous explorations into this subject have explored social media and its impact on collegiate athletes within this new NIL landscape (Ruser et al., 2022). The present study seeks to further explore how the NCAA's recent name, image, and likeness ruling could be impacting the collegiate and post-collegiate experiences of college student-athletes. By interviewing 9 former Division-I student-athletes, the study uses qualitative semi-structured interviews to explore recurring themes about participants' collegiate and post-collegiate experiences, their understanding of the NIL ruling, and their perceptions of the policy's impact given their lived experiences in and after college. Grounded theory was employed for data analysis (Strauss & Corbin, 2008) and uncovered themes surrounding student-athlete life (transition, amateurism, longitudinal impact), university resources (financial literacy, accessibility, and sport agency/management), and DEIBJ issues (sport and gender inequities and socioeconomic status). This study has implications for future management of NIL deals and opportunities, as well as how schools value the student and athlete within the American collegiate system. Future research could explore these themes within the evolving NIL landscape as novel consequences may arise with time.

120

POSITIVE AND NEGATIVE EXPERIENCES WITH SPORT CULTURE IN COLLEGIATE ATHLETES: HOW ARE THESE FACTORS ASSOCIATED WITH MENTAL HEALTH SYMPTOMOLOGY

Angelos Tsalafos, University of Nevada, Las Vegas, USA;
Linnea Bacon, University of Nevada, Las Vegas, USA;
Bradley Donohue, University of Nevada, Las Vegas, USA;
Kristin Brooks, Stand Tall Consulting, USA

Culture is an important part of sport. However, studies have yet to examine the relationship between sport culture and psychiatric symptoms using psychometrically validated scales. In the current study National Collegiate Athletic Association (NCAA), Club and Intramural collegiate athletes (N= 100) were assessed in severity of psychiatric symptomatology using the well-established Symptom Checklist 90-Revised (SCL-90R; Preti et al., 2019). The Semi-Structured Interview for Consideration of Sport Culture in Therapy Scale (SSICSTS; see Donohue et al., 2020; Donohue et al., 2006) was administered to the participants. This scale assesses the extent to which sport culture is

perceived to be important (Sport Cultural Importance Scale), and separately problematic (Problems in Sport Culture Scale). An analysis of variance test (ANOVA) was conducted using SSICSTS scores as the dependent variable and athlete type (NCAA, Club, Intramural) as the independent variable followed by subsequent planned comparisons. As hypothesized, NCAA athletes were found to demonstrate higher SSICSTS scores than Club and Intramural athletes, and Club sport athletes demonstrated higher SSICSTS scores than Intramural athletes. Also as hypothesized, Importance of Sports Culture Scale scores were not correlated with scores on the SCL90-R, whereas Problems in Sport Culture Scale scores were positively correlated with SCL90R scores. The implications of cultural assessment are discussed within the context of sport

121

PREVALENCE OF ANXIETY, DEPRESSION, AND UTILIZATION OF MENTAL HEALTH SERVICES IN NCAA DIVISION I STUDENT-ATHLETES

Andrew Rust, Long Beach State University, USA;
Nahal Amiraslani, Long Beach State University, USA;
Jason Phan, Long Beach State University, USA;
Sydney Washington, Long Beach State University, USA;
Lauren Pierre, Long Beach State University, USA;
Jana Fogaca, Long Beach State University, USA;
Lelani Madrigal, Long Beach State University, USA

College student-athletes' mental health has become an increasing concern (NCAA, 2022). Research shows that female student-athletes experience greater mental health symptoms and are more likely to engage in help seeking behavior than male student-athletes (Wolanin et al., 2016; Barnard, 2016). However, it is unclear if this gender difference is similar in relation to seeking help when experiencing different mental health disorders. The current study explored gender differences in the prevalence of depression and anxiety among NCAA Division I student athletes, and its relationship with seeking mental health services (MHS). A total of 252 (57.9% women) NCAA Division I student-athletes completed a survey that included questionnaires on anxiety (Beck Anxiety Inventory; Beck et al., 1988), depression (Beck Depression Inventory 2; Beck et al., 1996), and self-reported comfortability in utilizing MHS. Results indicated that out of the 87 participants who reported feeling anxiety, women were more comfortable seeking MHS ($m = 4.95$, $SD = .933$) than men ($m = 3.17$, $SD = 1.302$), $t(85) = -3.45$, $p < .001$. No gender differences were found in comfortability seeking MHS for the 69 participants who reported depression symptoms, $t(67) = -1.14$, $p = .13$. The findings suggest that gender differences with comfortability seeking MHS may depend on the mental health symptoms being experienced. Future research might focus on the unique relationship between gender differences and seeking MHS with other mental disorders to better support student-athletes. Additionally, these findings help provide insight on the importance of NCAA Division I universities providing adequate MHS and outreach to improve athletes' comfortability and awareness.

122

RELATIONSHIP BETWEEN SELF-CRITICISM AND CRITICISM OF OTHERS WHILE PERFORMING IN SPORTS TRAINING AND COMPETITION

Linnea Bacon, University of Nevada, Las Vegas, USA;
Bradley Donohue, University of Nevada, Las Vegas, USA;
Angelos Tsalafos, University of Nevada, Las Vegas, USA;
Kristin Brooks, Stand Tall Consulting, USA;
Lidia Wossen, University of Nevada, Las Vegas, USA;
Raymond Lopez, University of Nevada, Las Vegas, USA;
Malorie Feidner, University of Nevada, Las Vegas, USA

Self-criticism is a key issue in sport performance and can result in poor mental wellness and decreased goal achievement (Oliveira et al., 2022; Powers et al., 2009). There is evidence to suggest self-criticism is associated with criticism of others in non-athlete samples (Santor & Zuroff, 1997). However, this relationship has yet to be explored in athlete populations, particularly as it relates to self-criticism and criticism of teammates during training and competition. In the current study, 288 NCAA, club and intramural athletes were administered the Sport Interference Checklist (SIC; Donohue et al., 2007) to assess interferences in sport performance across training and competition settings, including items measuring self-criticism and criticism of teammates. Preliminary analyses indicated that NCAA, club, and intramural athletes demonstrated differences in criticism. Therefore, partial correlations were used to assess the relationship between self-criticism and criticism of teammates in both settings, controlling for athlete type. As hypothesized, self-criticism and criticism of teammates were positively correlated with one another in both training ($p < .001$) and competition ($p < .001$). These findings suggest athletes with higher self-criticism are likely to be more critical of their teammates in performance settings, indicating a potential link between cognitive and interpersonal mechanisms of criticism. This study supports the potential implications of concurrently targeting self-criticism and interpersonal relationships in sport.

123

STANDARDS OF PRACTICE FOR PROGRAM EVALUATION OF COLLEGIATE STUDENT-ATHLETE SERVICES

Samantha Dardaman, University of North Texas, USA;
Scott Martin, University of North Texas, USA;
Robin Henson, University of North Texas, USA

Since 1991, the National Collegiate Athletic Association (NCAA) has mandated support services for the holistic development of student-athletes (Durham, 2023). Upon the NCAA's merging with the National Association of Academic and Student-Athlete Development Professionals (N4A), a comprehensive approach to assessing student services was established (Student-Athlete Development Task Force, 2022). Prior to 2022, services such as mental health counseling, academic support, and career development, were not regularly evaluated to ensure student-athlete benefit. The present study evaluated the N4A's standards of practice for a program evaluation of student-athlete services. The framework of student-athlete development assessment includes four levels of (1) program utilization, (2) learning, (3) application, and (4) ultimate outcome.

Measures of program utilization data include attendance, facility adherence, and overall effectiveness of services (e.g., study hall adherence or tutoring services effects on academic records). Metrics of learning and application reflect changes in student-athlete behaviors due to shifts in knowledge, mindset, perspective, and psychological variables. These are typically measured through the administration of a variety of surveys to gauge student learning and satisfaction with the program's offered services. While student-athlete perceptions and behaviors are commonly collected, data can also be gathered through the experiences and observations of coaches, advisors, and athletic administrators. Lastly, the ultimate outcome is a measurement of student-athlete development as it impacts the athletic department or institution at large. Desired outcomes may vary based on type of developmental program (e.g. sports psychology services, academic advising, career counseling). Thus, the evaluation of outcomes may be different for institutions based on their institutional goals and available resources. Although standards of practice may provide an acceptable framework for assessment, the program evaluation of student-athletes services must be approached via a case-by-case basis. As the landscape for college sports is changing (e.g. name, image, and likeness policy), program evaluators and athletic administrators must also adapt to meet student-athlete needs.

124

THE DEVELOPMENT OF THE VR DEVICE PROGRAM FOR KOREAN TENNIS ATHLETES: A PSYCHOLOGICAL SKILLS TRAINING INTERVENTIONS

Chang-Yong Jang, Andong National University, Republic of Korea;
Juhwan Jang, Hankuk University of Foreign Studies, Republic of Korea;
Seung-Min Baek, Andong National University, Republic of Korea

Recently, Information Technologies (IT) such as virtual reality (VR), augmented reality (AR), and artificial intelligence (AI) in the field of sport psychology have been attempted to improve athletes' performance (Woo & Kim, 2022). VR devices in sport have been utilized in various ways, but athletes' performance enhancement using high-tech devices are still being explored. The purpose of this study was to develop tennis athlete-customized VR device programs for Psychological Skills Training (PST). Participants were six collegiate women tennis athletes in Korea. Two sport psychologists and VR program developers were involved in the procedure to develop the VR program. The developed VR program was as follows: 1) a content for mental training was included in the VR device that allows athletes to perform recovery training in the virtual reality from a first-person and third-person perspective so that they can feedback their performance, and 2) a VR program similar to a tennis match was created to measure reaction speed, concentration, and brain activity in virtual reality activities and output the data. In addition, the data to assess concentration and brain activity were produced through DB (database) process to calculate the percentage (i.e., increase or decrease rate) compared to the previous record. In conclusion, this study showed the utilization of VR technology and its expansion for athletes' psychological skills training and their performance enhancement in the future.

125

THE MINDFUL ATHLETE PROGRAM: A HOLISTIC APPROACH TO ADDRESSING STUDENT-ATHLETE MENTAL HEALTH NEEDS AND ENHANCING SELF-AWARENESS

JoAnne Bullard, Rowan University, USA;
SoJung Kim, Rowan University, USA

Previous studies conducted among collegiate student-athletes have often emphasized the negative aspects of mental health and psychological distress, while neglecting to equally address positive aspects like well-being (Schary & Lundqvist, 2021). It is apparent that there is a need to assist collegiate student-athletes in modalities to address mental health concerns due to the pandemic, but research has lacked suggestions of specific programming that could be implemented across campuses. The Mindful Athlete Program (MAP) was developed to implement and evaluate a mindfulness-based program designed for Division III student-athletes during their off-season training, with a focus on improving mental health and well-being, stress management, time management, mental exhaustion, and the development of healthy coping mechanisms.

Sixty off-season student-athletes volunteered to participate in this research study. Over the course of 12 weeks, the participants were asked to attend six sessions. Each session included a gentle yoga movement segment and an educational segment. The first component of each session was a 20-minute gentle yoga session. The second component of each session included a 20-minute educational presentation based on a variety of topics related to mental well-being of collegiate student-athletes including enhancing self-awareness, stress management, mental exhaustion, time management, emotional responses, and coping strategies.

Participants completed the Pittsburgh Sleep Quality Index (PSQI), Mindfulness Attention Awareness Scale (MAAS), The World Health Organization Quality of Life-BREF Questionnaire (WHOQOL-BREF), and the Depression, Anxiety, and Stress Scale- 21 Item (DASS-21) at baseline, 6 week-mark and 12 week-mark. A three-month post-program questionnaire was collected after the 12-week period.

The interpreted results indicate that the majority of participants (98.3%) remained engaged throughout the program. According to the 3-month post-program data, participants continued to apply specific program educational components learned from this program into their daily lives as student-athletes as they transitioned into their competition season for their respective sport.

126

THE RELATIONSHIP OF ATHLETIC IDENTITY AND SPORT MOTIVATION ON COLLEGIATE ESPORT BURNOUT

William Russell, Missouri Western State University, USA

The college sports landscape has changed with the recent growth of eSports (Buzzelli & Draper, 2021). Despite such rapid growth, little research has examined psychological aspects of eSports, and researchers (Banyai et al., 2019) have recommended greater understanding in this area. Among traditional athletes, athletic identity (Brewer et al.,

2010) and less self-determined sport motivation (Holmberg & Sheridan, 2013) have been linked to athletic burnout. As eSports become more organized and eSport athletes' training becomes more intensive, their athletic identities and eSports motivations may influence their potential for burnout. While identity (Yim et al., 2023) and eSport athletes' motivations (Oja et al., 2018) have been studied separately, no research has examined their relationships on college eSport athlete burnout. Therefore, the purpose was to examine the relationship between eSport athletes' burnout and their athletic identity and sport motivation. College eSport athletes ($N=98$; $Age=20.55$; $SD=2.33$) were surveyed on their eSport habits, athletic identity (Athletic Identity Measurement Scales-3G; Brewer, Van Raalte, Cornelius, & Pans, 2022), sport motivation (Sport Motivation Scale-II; Pelletier, Rocchi, Vallerand, Deci, & Ryan, 2013), and burnout (Athlete Burnout Questionnaire; Raedeke & Smith, 2001). Using eSport frequency, AIMS-3G subscales, and SMS-II subscales as predictors, regression results on ABQ subscales indicated that athletes' amotivation (SMS-non-regulation) and external regulation were positive predictors of global burnout, $F(2,95)=103.22$, $p<.001$, $R^2=.69$. Amotivation, AI-self-presentation, and external regulation were positive predictors of emotional/physical exhaustion, $F(3,94)=23.06$, $p<.001$, $R^2=.42$. Amotivation was also a positive predictor of reduced sense of accomplishment, $F(1,96)=116.57$, $p<.001$, $R^2=.55$. Finally, amotivation and athletic self-identity were positive and negative predictors (respectively) of sport devaluation, $F(2,95)=60.59$, $p<.001$, $R^2=.56$. Results extend previous findings with traditional athletes that amotivation is predictive of eSport burnout. Additionally, athletic identity may have a role in buffering eSports athletes' burnout.

127

WRESTLING PARTICIPATION AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Jerry Holt, Florida A&M University, USA

Often, students at Historically Black Colleges and Universities (HBCUs) are not afforded the opportunity to continue participation in sports in which they participated in high school. For example, many colleges and universities eliminated wrestling as a part of their varsity programs in the 1970s and 1980s. If wrestlers wanted to continue their participation, it was necessary to do so only as a club sport, or as part of an intramurals program. Especially was this the case for Historically Black Colleges and Universities. Many athletes attend HBCUs for personal reasons, including especially their desire to enjoy the cultural experience that HBCUs offer. Currently, there is only one HBCU with a varsity wrestling program (NCAA Division II), and only two others that offer wrestling as a club sport (National Collegiate Wrestling Association). At these schools, high school wrestlers who wish to continue participation, as well as those who wish to participate as newcomers to the sport, have the opportunity to compete at the collegiate level.

No previous research has been conducted with this group of athletes. This poster presentation reports research based on the reasons that athletes at HBCUs continue to participate in wrestling, although there is little scholarship or other financial incentive to do so. Using a qualitative research design, wrestlers (male and female) at the three HBCUs are asked to indicate their reasons for continuation of their wrestling careers at these universities. Using standard coding techniques and both emerging and predetermined codes (Creswell

& Cresswell, 2018), the reasons for and attitudes toward participation in wrestling programs at HBCUs are explored.

Consulting & Interventions

128

"I JUST CANNOT SET THE BALL ANYMORE!": AN EXPERIENCE OF THE YIPS IN COLLEGIATE VOLLEYBALL

Hannah Miller, West Virginia University, USA;
Luca Ziegler, West Virginia University, USA;
Ashley Coker-Cranney, West Virginia University, USA

The yips is a condition in which athletes are either unable to perform a previously automatic skill or experience disruptions in skill execution due to involuntary movements (McDaniel et al., 1989). Both during and after yips experiences, athletes are vulnerable to debilitating cognitive (e.g., self-presentation concerns, loss of cognitive control), emotional (e.g. cognitive anxiety, frustration, embarrassment), and physical symptoms (e.g., decreased performance, somatic anxiety; Bawden & Maynard, 2000; Bennett et al., 2015). Due to the limited evidence regarding the effectiveness of interventions with athletes experiencing the yips, practitioners are encouraged to use their professional expertise to support athlete needs (Mine et al., 2018). Authors within this case contribute their insights based on personal philosophies and differing theoretical perspectives on the case of a female collegiate Volleyball player experiencing the yips. The athlete sought support from a mental performance consultant trainee to aid with her inability to set the ball without double hitting. Initial case conceptualization will be discussed based on the athlete's primary symptoms, relevant research, and consultant's competency. Factors relevant to the resolution, including the administration of cognitive interventions, will be considered. Insights into the experiences of the trainee, such as perceived pressure from the coaching staff, will be highlighted with a focus on the importance of supervision. Furthermore, an alternative method of case conceptualization and intervention is proposed, based on principles of Acceptance and Commitment Therapy (ACT). Targeting the six core ACT processes, thereby promoting psychological flexibility (see Hayes et al., 2006), is anticipated to improve the athlete's relationship with their maladaptive internal experiences resulting in an improvement of yips symptoms. While further empirical research is necessary to establish the general applicability of interventions discussed, the current case and consultant insights may serve as a foundation for interventions targeting the yips.

129

A SEASON OF SELF-REFLECTION: A NEOPHYTE PRACTITIONER'S GROWTH THROUGH WORKING WITH A YOUTH ICE HOCKEY TEAM

Tage Waite, Southern Illinois University Edwardsville, USA

Expertise in the field of sport psychology is developed through a combination of knowledge-based programs such as academic courses and practical experience within the sport setting (Huntley et al., 2014). As neophyte practitioners, we feel ready to jump into the field armed with a breadth of theoretical knowledge from our educational programs. It can feel as if we have the precise formula of exactly how to work with athletes (Fogaca et al., 2020). But in sport, there is not

just one way. Sport performance is multifaceted and dynamic and the people we work with are complex (Huntley et al., 2014; Rowley et al., 2018). In the ever-changing environment of sport, knowledge and experience alone may not be enough to develop expertise (Huntley et al., 2014). The growing literature on reflective practice challenges the straightforward methods of practice that are traditionally found in educational programs (Rowley et al., 2018). Reflective practice is a purposeful process that allows us to examine our experiences and transform these observations into learning which helps us to make sense of and further develop our knowledge (Huntley et al., 2014). Self-reflection can allow a practitioner to experience growth and may be a valuable tool to experience personal and professional development (Wadsworth et al., 2021).

This poster presentation presents an account of the sport psychology support delivered to a youth travel ice hockey team. A neophyte practitioner undergoing mentored experience, I experienced growth in my capabilities as a practitioner over the season through my own self-reflective practice. Over the course of six months, I critically reflected on my experiences and observations with the team. Through my reflections, I began to trust my professional approach to practice and found a greater sense of confidence in the knowledge I have and who I am as a practitioner.

130

APPLYING SELF-COMPASSION IN SPORT CONTEXTS: A PRESSURE TRAINING INTERVENTION

Emily Chua, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA

Pressure training (PT) is an intervention based on systematic desensitization that requires athletes to practice a domain-specific skill while experiencing simulated pressure (Low et al., 2023). The aim is to prepare athletes for the increasing psychological demands arising from pressure that is inherent in competition by exposing them to a similar stressor during training (Low et al., 2023). Meta-analyses suggest promising outcomes of PT on performance (Low et al., 2023). The key mechanism is that it simulates a stressful environment where athletes can practice emotion regulation skills, change their relationship with pressure, understand and develop their ability to cope with pressure, build autonomy, and augment the quality of training (Low et al., 2023). Thus, PT is an opportunity for a sport psychologist to simultaneously integrate an intervention that positively affects an athlete's response to stress: self-compassion. Self-compassion is defined as the recognition of one's own suffering and a desire to alleviate that suffering, which is comprised of mindfulness, self-kindness, and common humanity (Neff, 2003b). The role of self-compassion is a prominent area of study and application in competitive sport settings (Cormier et al., 2023). Self-compassion is especially relevant during times of difficulty or impending failure as it plays both a direct and indirect role in the stress process (Neff, 2003b; Mosewich et al., 2019). Research suggests that it aids athletes when facing these situations as it is associated with adaptive appraisals (Mosewich et al., 2019; Neff, 2003b). This project proposes that sport psychologists utilize the complementary relationship between self-compassion and PT by integrating them. This would not only yield the positive outcomes generally associated with self-compassion, but also bolster stress response coping abilities in athletes, promote an adaptive frame of mind, and increase the application of regulatory skills in competitive environments.

131

BIOFEEDBACK USE AND ACCEPTANCE BY MENTAL PERFORMANCE CONSULTANTS

William Bean, Florida State University, USA;
David Eccles, Florida State University, USA;
Robert Eklund, Florida State University, USA

Within applied sport psychology, emerging technologies like biofeedback are gaining prominence, reshaping the landscape of performance enhancement. Evidence exists supporting the efficacy of biofeedback in enhancing performance, self-regulation, and well-being, yet it is viewed as a niche area of expertise, often ignored in applied sport psychology curricula, and is more accepted in clinical settings. Therefore, it is useful to know the number of mental performance consultants using biofeedback, and their perceptions of utility to understand barriers to acceptance of, and engagement with biofeedback. We assessed the frequency of use of biofeedback by mental performance consultants certified by the Association for Applied Sport Psychology (AASP). In addition, based on a contextualized version of the Technology Acceptance Model (Davis, 1989; Venkatesh & Bala, 2008), we assessed these consultants' perceptions of the utility of biofeedback technologies, which included perceived usefulness, ease of use, and enjoyment, intention to use, subjective and descriptive norms, and job relevance of biofeedback. We emailed all 801 Certified Mental Performance Consultants (CMPCs) from the AASP CMPC online registry to request they complete an online survey about biofeedback use and 255 did so. The majority of participants reported using biofeedback at least once per month ($n = 144$). Furthermore, mental performance consultants used biofeedback approximately 4-5 times per month with clients on average. Results from a hierarchical regression revealed that the final model predicted 65.1% of variance in intentions to use biofeedback, and that perceived usefulness, perceived enjoyment, and job relevance were the strongest predictors of intentions to use biofeedback. The results show that biofeedback may not be as underutilized among mental performance consultants as previously believed. Future research is necessary to explore how mental performance consultants are integrating biofeedback into their practice and examine the construct of acceptance of biofeedback in applied sport psychology.

132

DEVELOPMENT OF AN APPLIED DECISION-MAKING INTERVENTION MODEL FOR TEAM SPORTS

Itay Basevitch, Texas A & M University - Kingsville, USA;
Amber Shipherd, Texas A&M University - Kingsville /
Next Level Mind Consulting, USA

Decision-making is one of the most important factors leading to successful team performance (Ward & Williams, 2003). According to the information-processing approach, decision-making is the process of integrating environmental (i.e., cues) and stored information (i.e., memory) leading to the selection of an optimal option and action (Tenenbaum, 2003). Previous research has indicated that experts possess advanced decision-making skills (e.g., early, and accurate anticipation) compared to lower-level players (Basevitch et al., 2020). Importantly, research has indicated that decision-making can be improved and lead to better execution in team sports (Broadbent et al., 2015). Despite vast research in the area, few

applied practitioners integrate decision-making interventions in their work with teams. One of the main reasons for the gap between the research and applied domains is the lack of an applied decision-making model that can serve as a guide for practitioners when working with teams (Fullagar et al., 2019). Thus, taking a scientist-practitioner approach, based on evidence-based research and years of applied experience, a model was developed and will be shared. The model includes five main components, (1) preparation – material needed for the interventions such as editing videos clips, creating answer sheets, and the use of tablets or smart phones within the sessions, (2) video-based intervention – a 30-45 minute decision-making training sessions in which players engage with video-based stimuli integrated with discussions focused on increasing shared understanding, (3) on-field intervention – incorporation of decision-making components, such as scanning more frequently and effectively, to small sided games and other practice sessions, (4) evaluation and feedback – assessing the effectiveness of the intervention, including team and individual player statistics, interviews and questionnaires, and (5) coach involvement – the important role the coach plays in the intervention process and methods to get the coach involved.

133

EXAMINATION OF GOALS, ATTENTION, ANXIETY, AND PERFORMANCE

Steven Wininger, Western Kentucky University, USA;
Lauren Heelan, Western Kentucky University, USA;
Savannah Savage, WKU, USA

Goal Orientation Theory suggests that some goal types result in more anxiety. Goal Setting Theory suggests that the types of goals an individual sets will direct their attention to relevant tasks and impact how well they perform.

The purpose of this study was to examine how the type of goal one sets impacts levels of pre-performance anxiety, direction of attentional focus, and performance across different tasks.

One-hundred and twenty-seven undergraduate students completed a prone plank task and a balance task under both intrinsic and performance goal conditions. Results are discussed with reference to Goal Theory and Goal Orientation Theory. Anxiety was assessed prior to each performance trial. Attentional focus was assessed immediately after each performance trial.

Performance was assessed via duration of plank held and time to complete 5 levels of a balance maze game. Completion of each goal condition occurred exactly one week apart.

Regarding pre-performance anxiety, levels were higher in the intrinsic goal session than the performance goal condition for the plank task. There were no significant differences in pre-performance anxiety for the balance task.

Attentional focus differences during the plank task, included participants being more focused on goal or strategy during the performance goal session compared to the intrinsic goal session. The main difference in direction of attentional focus for the balance task was more worries, concerns, or anxiety during the performance goal session compared to the intrinsic goal session which had more positive perspectives.

Participants performed better with a self-referenced performance goal vs an intrinsic goal across both tasks.

Goals type had a significant impact on direction of attentional focus and performance. Performance goals resulted in better performance, more goal/strategy focus for the plank task and more worries, concerns, or anxiety for the balance task. Proposed explanations for the results and applications will be outlined.

134

HEELS DOWN, EYES UP: THE NUANCES OF WORKING WITH EQUESTRIAN ATHLETES

Emily Magnone, UK Healthcare Orthopedics & Sports Medicine, USA;
Victoria Orcutt, University of Kentucky, USA;
Ashley Samson, University of Kentucky, USA

As the need for sport psychology services continually grows, many sport psychology professionals (SPPs) find themselves working within sports and environments that are unfamiliar. Because an understanding of the unique psychological and logistical demands of an athlete's sport is a key component of any successful sport psychology applied work (Feliu, 2006), this requires the SPP to learn about and become familiar with their client's sport world. While all sports have their specific characteristics, equestrian sport is one that is particularly unique in that it incorporates both team and individual sport aspects regarding scoring and competition, in addition to having an animal as a teammate. Consequently, this can place a unique set of psychological demands on the athlete for them to perform, while simultaneously navigating the emotional connection to an animal that is often a well-loved pet and a critical teammate. Past research has reported that many performance enhancement approaches used with other kinds of athletes are applicable to the rider, but issues related to the rider's partner, the horse, can compromise the effectiveness of traditional sport psychology approaches (Pretty & Bridgman, 2006). Furthermore, because the primary focus for most riders is the horse's well-being and performance, rather than their own, both human and equine psychology must be considered (Pretty, 2000). Therefore, the purpose of this presentation is to share the experience of two graduate student practitioners with no previous familiarity in the equestrian world as they completed their supervised internship hours with equestrian athletes. Upon the culmination of their year-long internship, a thematic analysis of journal entries and meeting notes revealed several themes, including gaining entry, learning the culture, talking the talk, leaving your comfort zone, and unexpected opportunities. Furthermore, the unique aspects of equestrian sport in comparison to more "traditional" sports are woven throughout the above-mentioned themes.

135

HOW DO CANADIAN NATIONAL TEAM ATHLETES MANAGE CRITICAL AND GLOBAL STRESSORS? ATHLETE, COACH, AND SUPPORT STAFF PERSPECTIVES

Lori Dithurbide, Dalhousie University, Canada;
Gabriel Delage, Université de Sherbrooke, Canada;
Veronique Boudreault, Université de Sherbrooke, Canada;
Natalie Durand-Bush, University of Ottawa, Canada;
Lucy MacLeod, Dalhousie University, Canada;
Véronique Gauthier, Université du Québec à Trois-Rivières, Canada

The COVID-19 pandemic was a global crisis that disrupted the lives of athletes, coaches, and support staff. Many sport facilities were closed or restricted, competitions were postponed, and access to usual support system was limited (Reiche et al., 2020). Considering that coaches and support staff occupy an important role in the support that athletes receive (Purcell et al., 2019), and the effect this support can have on their mental health and mental performance (Durand-Bush et al., 2022), this study aimed to examine the interplay between the COVID-19 pandemic and athletes' mental health and mental performance. A total of 38 Canadian national team athletes, coaches, and support staff participated in an online focus group or individual interview. Findings from the inductive reflexive thematic analysis revealed three overarching themes: 1) Consequences of COVID-19 (i.e., debilitating and facilitative); 2) Factors impacting mental health (i.e., social and environmental, psychological, and public health restrictions); 3) Impact on coaches and support staff (i.e., well-being and roles). Although the pandemic impeded athletes' mental health, it also facilitated it in some cases. Notably, some athletes benefitted from extra time to reconnect with their sport and invest in other important life spheres. This study supports prior findings regarding athletes' lived experiences in the context of a major global disaster, as perceived by mental performance and mental health practitioners (Dithurbide et al., 2022), while adding the perspectives of athletes, coaches, and support staff. Mental performance skills, the quality of the coach-athlete relationship and the quality of the support provided by support staff are perceived as crucial in supporting athletes' mental health. Findings will be used to promote and improve the mental skills (e.g., stress management, resilience) and mental health literacy of athletes, coaches, and support staff to help them better manage global stressors.

136

LIFE AND DEATH IN SPORT: CONSULTING THROUGH GRIEF

Tanner Biwer, The Performance Pursuit, LLC., USA;
Teresa Fletcher, Adler University, USA

Athletes are expected to be the archetype of health, wellness, and how the human body can achieve tremendous feats. It is no surprise then, that athletes' deaths can be unexpected, tragic, and leave entire communities devastated. Although sport-related and athlete deaths are rare occurrences, consultants may be called upon to lead and even coach through tragedy, trauma, and death. The phenomenology of grief is complex and multidimensional (e.g., Neimeyer, 2006; Neimeyer et al., 2014), and can be conceptualized in multiple

ways to explain a predictable and normal reaction to death (MFMER, 2021). One of the many challenges is to provide both the time and space to allow mourning to occur despite the complicated nature of sudden death and the individual needs of those left to move forward in a manner that is unique and healthy for them (Moules et al., 2004). As the world of sport is more global now than it ever has been, sport teams may have representation from diverse geographic regions and cultures. The concept of life and death may have divergent meanings and culturally conscripted responses associated with faith and religious practices (Rosenblat, 2001).

The timing of the event may play a significant role in how to respond to the immediate crisis and may depend on whether the team is actively competing or in-season, off-season and training but not competing, or out of season and potentially geographically scattered. The nature of death will also influence action steps, however calling in athletes is an opportunity to start the grieving process providing a safe space for meaning-making when the news is received (Fletcher & Meyer, 2009). Finally, strategies and interventions for meaning-making, navigating rituals, and then developing a plan to return to training, practice, and competition will be presented. Handouts and references will be shared.

137

ROLLING THE DICE: A RANDOMIZED CONTROLLED TRIAL INVESTIGATING THE EFFECT OF A STRESS MINDSET INTERVENTION ON ACADEMIC BURNOUT IN COLLEGE STUDENTS

Amber Shipherd, Texas A&M University - Kingsville / Next Level Mind Consulting, USA;
Itay Basevitch, Texas A & M University - Kingsville, USA;
McKenzie Hahn, Texas A&M University-Kingsville, USA

College students in the United States experience high levels of stress and view stress as more debilitating than enhancing (Jamieson et al., 2016). However, brief mindset interventions are effective at changing mindsets, reappraising stress (Crum et al., 2013; Paunesku et al., 2015), and yielding academic improvements (Jamieson et al., 2022). Shipherd and colleagues (2024) established a relationship between stress mindset and burnout in college student-athletes and found promising evidence that a stress mindset intervention may decrease rates of burnout in this population. Thus, we sought to examine if a brief stress mindset intervention could alleviate academic burnout in college students through an experimental pre-test post-test control group design. Thirty students at a regional university in the southern United States completed demographic information, the Stress Mindset Measure (SMM; Crum et al., 2013), the Perceived Stress Scale (PSS; Cohen et al., 1983), the Perceived Academic Stress Scale (PASS; Bedewy & Gabriel, 2015), and the Maslach Burnout Inventory (MBI-SS; Schaufeli et al., 2022). Next, they either viewed three stress-is-enhancing videos (experimental condition) or an informational video unrelated to stress (control condition). Participants completed the measures 24-48 hours later and again three weeks later online via Qualtrics. Findings indicated that while stress mindset significantly increased in the experimental group ($p = .005$) compared to the control group ($p = .961$), burnout scores did not change significantly for either group. There were also no significant differences for the perceived stress scales. Thus, stress mindset interventions may not impact academic burnout and perceptions of

stress. Further research is needed to explore whether stress mindset interventions can impact academic performance and to optimize mindset interventions (e.g., length, content, populations) as a method of positively impacting academic performance and wellness in the university environment.

138

THE EFFECTS OF A SPORTS NUTRITION EDUCATION INTERVENTION ON DIETARY BEHAVIOR AND NUTRITION SELF-EFFICACY

Kimberly Singleton, Coastal Carolina University, USA;
Jamie McAllister-Deitrick, Coastal Carolina University, USA;
Michael Miller, Western Michigan University, USA;
Chad Kerksick, Lindenwood University, USA

Individuals participating in sports typically have higher activity levels compared to non-athletic populations; however, previous research has shown athletes characteristically do not meet nutritional recommendations for their level of activity. Researchers have suggested athletes are not meeting these recommendations as they have shown to have poor sports nutrition knowledge. Athletes having poor sports knowledge may ultimately lead to poor dietary behavior. Due to the negative impact this may have, the implementation of a sports nutrition education intervention (SNEI) may positively impact an athlete's dietary behavior, as well as overall health and performance. The purpose of this study was to examine the effectiveness of a SNEI on dietary behavior and nutrition self-efficacy in collegiate club-sport athletes. The study consisted of a three-arm, randomized controlled pre/post-test design with a timeframe of four weeks. Participants were randomly assigned to one of three groups: multiple-intervention group (MIG), single-intervention group (SIG), and control group (CG). Participants in the MIG ($n = 14$) received the intervention twice over the course of four weeks, SIG ($n = 15$) received the intervention at baseline, and CG ($n = 16$) received no intervention. The intervention consisted of a sports nutrition educational video developed using the Social Cognitive Theory with a focus on self-efficacy. Participants completed a self-perceived dietary behavior and nutrition self-efficacy questionnaire pre- and post-intervention. Mixed ANOVAs revealed no interaction effect for dietary behavior ($F(2, 42) = 1.15, p = 0.33$) or nutrition self-efficacy ($F(2, 42) = 1.60, p = 0.21$). However, each group presented with adequate dietary behavior and high levels of nutrition self-efficacy post-intervention. SNEIs can potentially positively impact dietary behavior and nutrition self-efficacy among athletes. Findings indicate a need for future interventions to further investigate actual dietary intake among this population, as well as their sports nutrition knowledge and confidence to eat healthy.

Diversity & Culture

139

BLACK FEMALE COLLEGIATE ATHLETES SENSE OF BELONGING ON PREDOMINANTLY WHITE TEAMS

Emily Schwabe, Southern Illinois University Edwardsville, USA;
Lindsay Ross-Stewart, Southern Illinois University Edwardsville, USA;
Darrian Stapleton, Southern Illinois University Edwardsville, USA;
Cherese Fine, Southern Illinois University Edwardsville, USA

A sense of belonging in higher education is defined as “students perceived social support on campus, a feeling of sensation of connectedness, the experience of mattering or feeling cared about, accepted and respected, valued by and important to the campus community or others on campus such as faculty, staff and peers” (Strayhorn, 2019, p. 4). Sense of belonging takes heightened significance in environments and contexts when individuals are likely to feel marginalized, unsupported, or unwelcomed (Strayhorn, 2019). Research has suggested that students who self-identify as Black report lower sense of belonging scores compared to students who self-identified as White (e.g., Johnson et al, 2007; Museays et al, 2018). However, no study has investigated sense of belonging of Black Female athletes (BFA). Therefore, the purpose of this study was to investigate differences in sense of belonging between BFAs and White female collegiate student athletes (WFA) who were on predominantly White sport teams, at Historically White Institutions. A secondary purpose was to assess the relationship between school and sport sense of belonging variables for BFAs. The Psychological Sense of Belonging Membership questionnaire for both sport and school as well as a demographic questionnaire were completed by 100 WFAs, 33 BFAs. Mann Whitney U tests indicated that BFA sense of belonging scores were significantly lower from WFAs for overall sense of belonging in school and in sport as well as several subscales. There were also several significant correlations between school and sport sense of belonging scores for the BFAs, indicating that one’s experience in one area has an impact on their experience in the other. The poster will highlight the need to engage in culturally responsive strategies for academic and athletic settings to increase Black Female athletes’ sense of belonging both in academic and athletic settings in college.

140

BODY SATISFACTION AND DISORDERED EATING AMONG DIVISION I WOMEN STUDENT-ATHLETES: CONSIDERATIONS OF RACE

Carmyn Hayes, The University of North Texas, USA;
Caleb Wilborn, The University of North Texas, USA;
Trent Petrie, University of North Texas, USA

Although collegiate women athletes are considered at-risk for disordered eating (ED), primarily driven by their levels of body dissatisfaction (BD; Shriver et al., 2016), the extent to which these relationships vary by race is largely unexamined. Thus, we documented the prevalence of clinical level BD and ED, and then examined the relationship between BD and ED symptomatology based on racial grouping. Participants were women collegiate athletes [1,075; 415 Athletes of Color

(AOC); 660 White] drawn from seven themed-major athletic departments; we collected data during Fall 2023. Prevalence rates were: BD (overall = 29.8%; White = 31.4%; AOC = 27.2%) and ED (overall = 7%; White = 7.7%; AOC = 5.8%). The five BD items were related significantly to ED symptomatology for AOCs, $F(5, 409) = 69.86, p < .001, adjR^2 = .454$, and for White athletes, $F(5, 654) = 126.84, p < .001, adjR^2 = .488$. For both groups, two BD items were consistent predictors: Overall thinness of your body (White $\beta = -.261$; AOC $\beta = -.243$) and Current weight (White $\beta = -.233$; AOC $\beta = -.312$). For White athletes, though, their dissatisfaction with their overall size and shape of their body ($\beta = -.193$) also was significant. Substantive and similar percentages of White athletes and AOCs experience clinical levels of BD and ED, though there are slight differences in what elements of body satisfaction predict ED symptomatology. These findings support past research documenting that African-American/Black and Latiné women hold slightly different body ideals than White women, which then relate to how the women experience food and eating (Grabe & Hyde, 2006). Sports medicine professionals must attend to these high levels of BD and ED concerns and recognize the role athletes’ race plays in the relationship between the two.

141

ELITE MORMON ATHLETES: RESULTS FROM A PHENOMENOLOGICAL STUDY

Kelly Furr, Athlete Mental Wellness, USA

While elite athletes and Mormons are two very specific and unique cultural groups, there are some distinctive similarities. Perfectionism is common in both athletes and Mormons (Adams, 2018; Walerianczyk & Stolarski, 2022). Religion can be a protective factor or a risk factor for disordered eating and other mental health issues depending on intrinsic versus extrinsic orientation (Weinberger-Litman et al., 2018), cultural rules and practices around modesty and gender roles (Bachner-Melman & Zohar, 2019), and orientation toward the concept of costly grace, which is the idea that the availability of God’s grace is dependent on one’s behavior (Coyne et al., 2023). Researchers have studied success and failure in athletes using the lenses of attribution theory, generalization, and perfectionism, yet little is known about how religious beliefs affect athletes’ attributions (Gotwals & Tamminen, 2022; Prossoli et al., 2023; Van Lier & Raes, 2018). Additionally, Mormons and athletes both prefer an in-group therapist who belongs to and is familiar with their culture (Castaldelli-Maia, 2019; Dimmick et al., 2019). It is important for sport psychology practitioners to practice with cultural competence and multicultural orientation in order to serve ethically and effectively (Owen et al., 2014; Zhang et al., 2021). This study provides more data about this intersectional identity to increase sport psychology practitioners’ cultural competence in working with this population.

This qualitative phenomenological study of the lived experience of elite Mormon athletes explored ways that religious identity and athlete identity influence athletic performance, perfectionism, mental health, body image, and mindset regarding success and failure. The study also explored athletes’ access to counseling or mental performance consulting. After IRB approval, the researcher interviewed 10 female and 10 male current or former elite Mormon athletes. This presentation will share themes that emerged from the study.

142

RETROSPECTIVE REFLECTIONS ON THE ROLE PLAYED BY SPORT IN THE INTEGRATION OF INTERNATIONAL STUDENTS INTO THEIR HOST COMMUNITIES: AN AUTO-PHENOMENOLOGICAL STUDY

Majoro Khale, University of Kansas Sport and Exercise Psychology, USA;
Mary Fry, University of Kansas, USA

International students' regular meaningful engagement and connection with local students and their host communities can offset culture shock associated with studying abroad (Prichard & Skinner, 2002). However, many students- especially from minority backgrounds of the less developed countries- struggle to connect with local students and host communities and that makes their international academic journey less fruitful. Through a narrative inquiry (auto phenomenology), this paper articulates the lived experiences of the author (an international student and a member a university Sport & Exercise Psychology Laboratory) related to the benefits of using one's favorite sport, current academic program, and guidance from professors to navigate connections with native students and host communities. Visual methodology (auto-photography) is used to paint a comprehensive narration of the experiences from Fall 2022 to Fall 2023. The photos from two high school soccer camps, local youth soccer camp, one high school coaching clinic, and recreational soccer are used in the narration to illustrate the experiences. Participation in these sport-based activities benefited the author, local students, youth soccer players and coaches. Mutual understanding and friendship strengthened between the international student and the local students (senior students in the laboratory), as well as with athletes and coaches. Again, the international student reported an improved sense of belonging and reduced loneliness and homesickness. Academically, the international student benefited from the opportunity to link themes and theories learned in class to the sport context through observation and participation. Professors can play a helpful role in the effort to integrate international students successfully into local societies. Therefore, international students are advised to communicate with professors and local students about their interests.

Elite/Pro Sport

143

"THE DEGREE OF SUCCESS": USING ECOLOGICAL MOMENTARY ASSESSMENT AND KEY STAKEHOLDER PERSPECTIVES TO EXAMINE THE STRESS AND COPING EXPERIENCES OF DUAL-CAREER UK BADMINTON ATHLETES

Sofie Kent, Leeds Beckett University, UK;
Tracey Devonport, BASES, UK

A dual-career can offer benefits (e.g., broader identity, expanded social support system), but may also evoke high levels of stress derived from sport and/or academic demands/standards (Harrison et al., 2022). To date, research exploring the stress and coping experiences of dual-career athletes presents several limitations including; lack of contextual specificity, overreliance on retrospective reports, and no representation from key stakeholders (e.g., scholarship officers). In seeking

to address these limitations, this study utilised ecological momentary assessment (EMA) to explore the stress and coping experiences of six highly trained UK high-performance badminton athletes concurrently completing university studies (female; $n=3$, $Mage=20.7$, $SD=2.1$; male; $n=3$, $Mage=20.8$, $SD=2.7$). They each returned three EMA entries (morning, lunch, and evening) per day on Mondays, Wednesdays, and Sundays across four weeks. Additionally, semi-structured interviews were undertaken with the scholarship managers of four participating athletes to explore their perceptions of stress and coping as experienced by dual-career badminton athletes (female; $n=1$, male; $n=3$; $Mage=32.25$, $SD=4.71$). EMA data are presented athlete-by-athlete offering insight into participants' unique experiences of stressors and coping. Thematic analysis of interview data reveals the performance, organisational, and personal stressors of dual-career badminton athletes as perceived by key stakeholders, and factors that may help or hinder coping effectiveness. Findings offer an understanding of the stress and coping experiences of dual-career badminton athletes from the perspective of both dual-career athletes and key stakeholders. Recommendations concerning coping interventions for dual-career athletes and key stakeholders will be discussed.

144

BUILDING WORKING PARTNERSHIPS BETWEEN SPORT PSYCHOLOGY GRADUATE PROGRAMS AND PROFESSIONAL SOCCER ORGANIZATIONS

Scott Barnicle, University of Tennessee, USA;
Nicole Rogers, University of Tennessee - Knoxville, USA;
Abbie Richeson, University of Tennessee, USA

Working relationships with professional sports organizations are rare amongst American Sport Psychology graduate programs, therefore every opportunity should be relished. Stemming from 1 elite youth soccer team with 1 graduate student, currently expanding to 11 teams across age and skill levels, this working partnership has established strong ties between a major Southeastern American University and a professional soccer organization. Upon completion of an initial and informal single-team partnership, the professional organization formally reached out to establish a pilot program for applied sport psychology interventions with specific community-based and character-development goals. While performance enhancement was an ancillary goal, the partner organization emphasize specific values such as 'Soccer for All', 'Collective', and 4 specific 'Pillars' which are to be reinforced throughout the weekly intervention workshops. Currently, 11 graduate students are providing mentored applied sport psychology services with 10 youth soccer teams, reaching roughly 150 youth athletes over a 4-month systematic curriculum. Importantly, graduate students gain mentored applied sport psychology opportunities in an organization who values opportunities for under-served youth populations to have access for organized soccer. This pilot program will be evaluated upon completion of the season, with the goal of continuing to build this working partnership and help the professional organization continue as a leader in the United Soccer League in implementing applied sport psychology.

145

DOES PITCHING STILL LEAD TO PLAYOFF SUCCESS IN MAJOR LEAGUE BASEBALL? AN UPDATE

*Brandon Shearer, California Lutheran University, USA;
Mark P Otten, California State University, Northridge, USA*

Previous research has suggested that psychological pressure may have a greater impact on performance as the complexity of motor skills increase, such as in hitting a baseball (Kinrade, Jackson, Ashford, & Bishop, 2010; Masters, Polman, & Hammond, 1993). Otten and Barrett (2013) conducted an archival study examining 109 years (1903-2011) of Major League Baseball (MLB) statistics to determine which skillset, between pitching, hitting, and baserunning, may have been impacted the most when pressure was added during the postseason. The current study provided an update on these findings, and examined the same statistics over the most recent 12 seasons of MLB history (2012-23). Across this period and by previous criteria, the 2023 Texas Rangers were the most-clutch playoff team, going 13-4 in the playoffs while only posting a .556 winning percentage during the regular year. Mirroring previous research, a multiple regression analysis was run using teams' overall earned run average (ERA), on-base plus slugging percentage (OPS), and stolen bases per game (SB/G) in the regular season in an effort to predict their records in the playoffs. Results indicate that the success of playoff teams ($n = 130$) was predicted at similar rates by their regular season ERA ($\beta = -.207, p = .022$) and their regular season OPS ($\beta = .241, p = .008$). Meanwhile, SB/G continued to be a poor predictor of playoff wins. The findings may indicate that teams in the new era of baseball should be focusing on developing well-rounded teams to have success in the playoffs, rather than focusing on one specific domain. Thus, unsupported here was theory suggesting that hitting, as a finer motor skill, would be more disrupted by playoff pressure. Further research at an experimental level may be conducted to supplement our understanding of how pressures impact individual and team performance in baseball.

146

EXHILARATION IN EXTREME SPORT

*Joshua Coon, San Juan College, USA;
Missy Thompson, Fort Lewis College, USA*

Extreme sports have experienced immense growth over the past few decades. One reason for the growth of extreme sports is that many of the participants love the opportunity to challenge themselves (Kerr & Mackenzie 2012). Individuals experience a variety of emotions such as, exhilaration, thrill, freedom, happiness and fear. For some extreme-sport athletes these emotions are what draws them to the sport. A primary factor in the growth of extreme sports is thought to be the feeling of exhilaration, which is a key element of the experience of flow state (Jackson & Csikszentmihalyi, 1999). It has been suggested this exhilarating feeling is what makes Flow state so enjoyable (Hunter, J., & Csikszentmihalyi, M. 2000). Flow theory suggests one key mark to induce flow state is a challenge that requires matching (or close to matching) skills, however, the biomechanical and physiological variables that lead to the sensation of exhilaration in extreme sports have been minimally evaluated. The purpose of this study was to analyze the role of biomechanical factors in athlete's experiences of exhilaration

during the extreme sports of downhill skiing, snowboarding, and mountain biking. Ten intermediate to advanced level extreme athletes volunteered for this study. Participants wore a Garmin VIRB camera system while participating in their respective extreme sports (skiing, snowboarding, mountain biking), which measured speed (linear and vertical), grade, gravitational forces, acceleration, impact forces, air time and heart rate. Immediately following their activity participants completed a survey and identified moments of exhilaration during their activity. The identified moments of exhilaration were correlated with biomechanical data. It was determined that speed, grade, vertical speed, and gravitational forces help induce significant levels of exhilaration. This research was able to begin to determine some specific biomechanical factors are responsible for the sensation of exhilaration in extreme sports.

147

LINKING COHESION, TEAM MENTAL MODELS, COORDINATION, COLLECTIVE EFFICACY, AND TEAM PERFORMANCE: TESTING AN INTEGRATED FRAMEWORK OF TEAM DYNAMICS

Edson Filho, Boston University, USA

Previous research in team dynamics in sport has examined the reciprocal relationship among team processes and team performance (e.g., Leo et al., 2023). Notably, theoretical models linking team processes and team performance can inform practice in sport psychology (Filho et al., 2023). Accordingly, the purpose of this study was to test an integrated model linking cohesion (CO), team mental models (TMM), coordination (CD), collective efficacy (CE), and team performance (TP). Three hundred and sixteen futsal athletes (64% male; 35% female; 1% nonreported) at an international university tournament participated by answering the Group Environment Questionnaire (GEQ), the Team Mental Models Instrument (Filho et al., 2022), the Collective Efficacy Questionnaire for Sport (Moriz et al., 2000), the coordination sub-scale of the Transactive Memory System Scale in Sport (Leo et al., 2018), and the Team Outcome Questionnaire (Coleman, 2011). Multilevel structural equation modelling revealed a best fit model (CFI = .980, TLI = .970, RMSEA = .056, SRMR = .031). Specifically, the final model revealed that CO predicted both TMM ($\beta = .35, p < .05$) and CE ($\beta = .72, p < .05$), that TMM predicted CD ($\beta = .35, p < .05$), and that CE predicted TP ($\beta = .64; p < .05$). Furthermore, CE was found to be correlated with TMM ($r = .53, p < .05$) and CD ($r = .25, p < .05$). Together, these results suggest that CO is a starting point for the development of optimal team dynamics, and that CE is central to team performance. Furthermore, these findings corroborate the notion that TMM predicts CD (see Filho, 2019; Leo et al., 2018). Considering these findings, practitioners should aim to concurrently monitor and develop myriad team processes, while also recognizing the importance of CO and CE central to the functional architecture of high-performing sport teams.

148

NONVERBAL BEHAVIOR IN PROFESSIONAL SOCCER PLAYERS

*Ingrid Lian, Norwegian School of Sport Sciences, Norway;
Siv Gjesdal, Norwegian School of Sport Sciences, Norway;
Geir Jordet, Norwegian School of Sport Sciences, Norway*

Nonverbal behavior (NVB), such as gestures and facial expressions, plays a considerable role in human communication (Matsumoto et al., 2013). Recently, there has been a growing interest in research on NVB in sport (Furley, 2021). However, limited information exists on how athletes use NVB during real competition, and there is no research on how different video sources might influence such investigations. Therefore, the purpose of this study was to explore professional soccer players' use of NVB during real game performances, and to compare different camera views for investigating this. The NVB of eight national team players were analyzed three times from the same game using three different video sources (tactical, broadcast, close-up). The NVBs were divided into a tactical and emotional category, and the latter was divided into positive and negative. Two repeated measures ANOVA tests were performed. Results indicate that players use significantly more tactical NVB compared to emotional NVB (mean difference = 83.04, $p = .001$), but they do not differ significantly in terms of positive and negative emotional NVB. Furthermore, we captured significantly more registrations of NVB from close-up view videos compared to both tactical view (mean difference = 23.44, $p = .004$) and broadcast view (mean difference = 64.19, $p = .012$). Significant interaction effects between type of NVB and type of video source were present.

The findings demonstrate how players differ in their use of NVB, and how different camera views enable us to capture different amounts of NVB. Close-up video provides the best source of NVB-data, but tactical view video capture up to 80% of these data. We supplement our analyses with applied experiences of feeding nonverbal behavioral data back to professional soccer players and propose that NVBs can provide a way to indirectly analyze performers' psychological states from video recordings of competitions.

149

YOU WOULDN'T CATCH ME DOING THAT: A QUALITATIVE EXPLORATION OF MOTIVATIONS IN EXTREME SPORT PARTICIPANTS

*Odetta Hornby, University of South Wales, UK;
David Shearer, University of South Wales, UK;
Gareth Roderique-Davies, University of South Wales, UK;
Robert Heirene, University of Sydney, Australia*

Objectives: Extreme sports have been defined as sports in which a mismanaged mistake or accident can result in serious injury or death (Brymer, 2005). Understanding these motives allow us to understand what drives individuals and how they may respond in different extreme or life-threatening circumstances (e.g., military service). Therefore, the aim of this research is to investigate the proposed motivational factors for participating.

Methods: The research used a qualitative approach through the use of semi structured interviews, which were then analysed using thematic analysis. After obtaining ethical

approval via the University ethical committee, seventeen (n=17) extreme sport participants (6 female, 11 male) were interviewed. Participants sports included freestyle skiing (1), downhill mountain biking (3), wingsuit/ BASE jumping (3), big wave surfing (1) and climbing (9).

Results: The reflexive thematic analysis led to the identification of five overarching themes that all related to individuals' engagement in extreme sport; Experiential (Motivations were based on specific experiences within their sport), Motivation (Individuals were predominately motivated by both intrinsic and extrinsic factors and many aligned to self-determination theory of motivation), Risk (Risk was perceived differently by each person), Analogies with Addiction (ES were sometimes understood to lead individuals to feel a loss when not participating or needing their sport to feel fulfilled) and Personal Factors (personal factors relates to traits and states). Each overarching theme consisted of several sub-themes. Conclusion: In conclusion, the interviews highlighted that there are multiple reasons individuals are motivated to participate in extreme sport. Researchers need to consider the subjective nature of the different motives and how different extreme sports can elicit differences. Future research is needed to understand how these different motives link together and could predict one another.

Exercise/Health/Fitness

150

ACTIVE PARENTING, ACTIVE TEENS: EXPLORING THE RELATIONSHIP BETWEEN PARENTAL ENGAGEMENT AND ADOLESCENT PHYSICAL ACTIVITY AND BODY IMAGE

*Lindsey Forbes, Dr. Forbes & Associates, Canada;
Wendy Ellis, King's University College at Western University, Canada;
Lynda Hutchinson, King's University College at Western University, Canada*

It is widely recommended that teenagers engage in at least 60 minutes of daily moderate to vigorous physical activity to maintain optimal health. However, studies consistently show that a significant portion of adolescents, approximately 75%, fail to meet this standard. Physical activity tends to decline during the teenage years, coinciding with a notable increase in daily screen time and a related decline in body image among this demographic. This concerning trend underscores the need to address the inverse relationship between screen time, body image dissatisfaction, and physical activity levels among teens.

Moreover, parents hold considerable influence over their children's physical activity habits. They serve as role models, shaping behavior through their own active lifestyles, and provide a supportive environment conducive to physical development. Despite this critical role, there is a paucity of research examining the dynamic interplay between parents and teens in fostering healthy physical activity habits, especially using dyadic survey data.

Data was collected from 170 participants, comprising 85 parent-adolescent dyads residing in Canada. Among these dyads, there were 46 mothers, 36 fathers, and adolescent participants with a mean age of 13.44 years, including 46

males, 29 females. Both parents and adolescents provided self-reports on the frequency of their moderate and vigorous physical activities per week. Additionally, both groups reported on body image dissatisfaction using a 5-item scale (e.g., “I wish I looked better”) and on their daily screen time, particularly time spent on social media platforms. Furthermore, parents reported on the quality of the parent-teen relationship (7-item scale, e.g., “If upset, my child will seek comfort from me.”) On average, teens reported 3.7 hours per week of moderate physical activity, while parents reported 3.4 hours. Using regression analysis, the quality of the parent-child relationship, coupled with the parents’ own level of physical activity, significantly and positively predicted higher adolescent physical activity levels. Notably, these factors provided predictive power beyond screen time and the negative association between adolescent body image dissatisfaction and activity.

This underscores the pivotal role that parental involvement and familial dynamics play in shaping teenagers’ physical activity behaviors, highlighting the importance of targeted interventions and family-centered approaches to promoting healthy lifestyles among adolescents.

151

ADOLESCENT GIRLS’ PHYSICAL ACTIVITY INTENTIONS AND BEHAVIOR: THE MODERATING ROLE OF POSITIVE AFFECT

Maslyn Behler, University of North Carolina at Greensboro, USA;

Jessica Dollar, University of North Carolina at Greensboro, USA;

Jaclyn Maher, University of North Carolina at Greensboro, USA;

Alexa Villarreal, University of North Carolina at Greensboro, USA

During adolescence, there is a significant decrease in physical activity (PA), especially among females, posing a public health concern (Kann et al., 2017; Corder et al., 2015). Most studies use retrospective, laboratory assessments which do not consider daily changes in PA behavior (Dunton et al., 2014; Cushing et al., 2018), nor consider multi-level influences of PA. Using a socioecological framework with ecological momentary assessment (EMA; a real-time data collection method) helps capture the complex, dynamic process by which PA intentions are associated with behavior (Prochnow et al., 2023). Existing work has highlighted the importance of considering the moderating role of positive affect in these associations (Dunton et al., 2022). However, this association is not well established among adolescent girls—a developmental period with significant emotional fluctuations. As a part of a 28-day daily diary study with adolescent girls (n=66; aged 12-18 years), participants completed morning and evening questionnaires to report on daily behavior intentions, positive affect, and time spent in moderate and vigorous PA. We examined the associations between daily PA intentions and subsequent PA behavior, along with the moderating role of positive affect (Four Dimension Mood Scale [4DMS]; Huelsman et al., 1998). Results indicated that on days when participants’ positive affect was higher than was typical for them, their PA intention for that day was more strongly associated with their reported PA behavior for that day ($\beta = 0.02$, $p = 0.001$, 95 % CI: 0.008, 0.034). These results emphasize the importance of considering the role of psychological factors such as positive affect on

the daily PA intention-behavior link among adolescent girls as it suggests it may lead to higher intentions and more PA behaviors. Future research should develop PA interventions that foster positive affect to increase girls’ PA behavior during a time that is critical for PA adoption.

152

EXERCISE BEHAVIORS IN ADULT VIDEO GAME PLAYERS

Haylei Scoggins, Texas Christian University, USA;

Robyn Trocchio, Texas Christian University, USA

Since the early 2000s, the video game (VG) industry has seen extraordinary booms in product development and market growth, with the total number of video game players (VGPs) reaching 2.69 billion globally by the end of 2020 (Gilbert, 2020). To the detriment of adult VGPs, few recent studies have investigated physical health risks associated with VG play (Arnaez et al., 2018; Weaver et al., 2009), especially in casual populations. Unfortunately, there are no recent data available examining nor comparing the time VGPs spent sedentary playing VGs to the time they spent engaged in physical activity (PA) and exercise. The purpose of this study was to determine the frequency and duration of VG play and PA in adult VGPs. Participants completed an online survey, evaluating their demographic and health history information, VG play behaviors, and PA behaviors by the International Physical Activity Questionnaire. Participants reported playing VGs during the week for an average of 240.43 minutes ($SD=270.71$) and 294.43 minutes ($SD=225.09$) on the weekends. Consequently, participants only engaged in vigorous PA for an average of 29.06 minutes ($SD=48.61$) and 19.86 ($SD=53.33$) of moderate PA. It was found that the participants played VGs 4.79 ($SD=2.01$) days out of 7 compared to spending 1.39 ($SD=2.07$) days engaged in vigorous PA and 1.10 ($SD=1.8$) days engaged in moderate PA. The results of this study provide a deeper understanding of the PA and VG playing behaviors presented in adult VGPs. In turn, this will provide healthcare professionals, practitioners, and esports coaches with updated knowledge to better aid the health of adult VGPs through the design and implementation of more accurate exercise interventions.

153

EXERCISE PROFESSIONALS’ RESPONSES TO AN ONLINE WEIGHT STIGMA REDUCTION INTERVENTION

Jana Fogaca, Long Beach State University, USA;

Saemi Lee, California State University, Los Angeles, USA;

Luciana Zuest, Towson University, USA;

Nikole Decker Squires, Northern Arizona University, USA;

Dawn Clifford, Northern Arizona University, USA

Weight stigma is the negative social judgment of people based on their weight. Despite the adverse consequences of weight stigma, its prevalence is well-documented, including within the physical activity (PA) landscape. To solve this problem, our interdisciplinary and cross-sector research team developed an online weight stigma reduction intervention for exercise professionals. Weight Inclusive Thinking for Fitness Spaces (WIT FITS) is a two-hour, self-paced, interactive online course grounded in the Health at Every Size® paradigm and research-informed strategies for improving exercise professionals’ attitudes toward fatness and fostering weight

inclusivity in fitness settings. The purpose of this poster is to present exercise professionals' responses to the WIT FITS course. The Recommended Training Effectiveness Questions for Postcourse Evaluations (Centers for Disease Control and Prevention [CDC], 2019) was used to assess WIT FITS' impact on participants' learning and to identify improvement areas for the intervention. We used descriptive statistics and thematic analysis to analyze the data. Participants shared that their knowledge of the topic increased from 3.02 to 4.08 on a five-point Likert scale, that the course was relevant to their work ($M = 4.28$), and that they intended to apply the course content ($M = 4.55$). The 50 participants who provided written feedback on the WIT FITS course shared overwhelmingly positive attitudes toward the course structure and utility. Course improvement suggestions included enhancing the website's speed, including more testimonials of fat people, and adding content on how to collect data to evaluate how inclusive their recreation centers are. Participants shared plans to use their acquired knowledge to make personal, interpersonal, and structural changes in their PA environment. Thus, WIT FITS offers an evidence-based, practical, low-cost, and scalable way to improve attitudes toward fatness in fitness spaces. Future directions on how interdisciplinary collaborations can be cultivated will be discussed.

154

IMPACT OF BREATHING TECHNIQUES ON THE SPEED-ACCURACY TRADEOFF IN FINE AND GROSS MOTOR TASKS

Brooke McCann, Florida International University, USA;
Ekaterina Oparina, Florida International University, USA;
Jason Kostrna, Florida International University, USA

The speed-accuracy trade-off, predicted by Fitts' law, is a well-established principle of movement science and is critical to performance in a wide range of motor skills (Woodworth, 1899; Fitts, 1954). Sports performance is also impacted by individual emotional states. In particular, there is a well-established relationship between arousal and performance. Thus, it is essential to understand and regulate emotions during motor tasks that require both speed and accuracy (Jamieson et al., 2016; Németh & Balogh, 2020). The specific effects of Fitts' law and emotion on performance also depend on the type of motor task being executed, (e.g., fine and gross motor tasks; Langolf et al., 1976; Hong et al., 2022). Arousal regulation techniques, such as breath control, enhance both fine and gross motor performance (Hong et al., 2022; Radhakrishnan et al., 2023). However, the scarcity of studies has left the potential differential effects of arousal regulation techniques on the speed-accuracy trade-off in fine and gross motor tasks largely under-investigated in the literature. Therefore, the current study aims to determine the impact of breathing techniques on the speed-accuracy trade-off in fine and gross motor tasks.

A total of 44 participants (data collection ongoing) will complete the "Fitts' Law Experiment" tapping task in fine (iPad) and gross (SmartBoard) motor settings (Computer Science Field Guide, n.d.). Participants will perform normal, slow, and fast-paced breathing rates before completing the motor task. Heart rate, heart rate variability, and respiratory rate will be monitored via a chest-worn Electrocardiogram (ECG) and respiratory monitor. The findings of this study aim to unravel the relationship between arousal regulation techniques,

specifically breath control, and the speed-accuracy trade-off. The insights will enhance our understanding of how such techniques can positively impact performers across diverse tasks that require precise and swift decision-making.

Data collection is ongoing, and results will be presented.

155

PARENTAL SUPPORT BEHAVIORS IN YOUTH SPORT CAMPERS: GENDER, SES, AND RACE DIFFERENCES

Brian Butki, Colorado State University, USA

Childhood obesity is associated with many health concerns, and as many as 1 in 4 American children are severely overweight. Less than 50% of children participate in regular exercise, and even more have obesogenic eating habits. Unfortunately, public school programming is not addressing these needs. Summer camps may be an appropriate solution. Over 45% of children in elementary school attend some type of after-school or summer camp program every year. Such programs provide an opportunity to address the health programming that is missing from the schools, and they are most effective when the information is reinforced at home. The purpose of the parent project is to develop and evaluate a program that promotes healthy movement and eating behaviors during camp, and continues that education and motivation project at the family level at home.

Methods: Physical activity levels, exercise knowledge, and motivation to move scores were collected for summer camp participants in two different locations (one urban and one sub-urban location). Post-camp surveys were sent home to assess parental knowledge and support behaviors as well as continued activity level monitoring.

Results: 408 families (713 campers) completed the camp and post-camp surveys (mean camper age 8.7 yrs.; range 5-14). The campers were adequately active during camp (daily $m = 14,560$ steps), but activity levels dropped significantly after camp was over ($m = 11,777$ steps). However, we found disturbing results in parental data: most parents overestimated their children's activity levels and their children's knowledge about exercise, and most reported minimal behaviors to support physical activity. Results were even more profound among parents in the urban environment.

Conclusion: Data suggest that the campers participating in summer camp programs may be appropriately active during camp, but work needs to be done on educating and training parents to continue the message after camps are finished.

156

RELATIONSHIPS BETWEEN GOAL ORIENTATIONS, SUPPORTING BEHAVIORS, AND SMARTWATCH-MEASURED STEPS AMONG NATIVE AMERICAN FEMALE COLLEGE STUDENTS

Taylor Toya, Fort Lewis College, USA;
Riley Todacheene, Fort Lewis College, USA;
Ty Gray, Fort Lewis College, USA;
Melissa Knight-Maloney, Fort Lewis College, USA;
Mark Beattie, Fort Lewis College, USA;
Susumu Iwasaki, Fort Lewis College, USA

Previous research employing Nicholls' goal perspective theory has found that task orientation and task-involving motivational climate in which one and others create an atmosphere can make differences in individuals' affective, behavioral, and cognitive responses (Roberts et al., 2019). Yet little is known if it applies to different ethnic groups and in exercise settings. Thus, the purpose of this study was to explore the relationship between Native American female college students' goal orientations, perceptions of exercise buddy's supporting behavior, and smartwatch-measured steps. 22 Native American female college students (Mean age = 22.32, $SD = 3.40$) volunteered to complete a survey consisting of task and ego orientations, perceptions of their exercise buddy's task, and ego involvement supporting behaviors. In addition, the participants wore smartwatches for 7 days to count steps. Cronbach's alpha for each scale was satisfactory, ranging from .75 to .93. Descriptive statistics for the interested variables were computed before running correlation and regression analysis. Pearson correlation analysis revealed that there are two significant associations ($p < .05$) between: 1. Task orientation and steps ($r = .46$), 2. Ego involvement supporting behaviors and steps ($r = -.48$). In addition, stepwise regression analysis found that ego involvement supporting behaviors negatively predicted their steps, $R^2 = .23$ $F(1, 14) = 5.26$, $p = .03$. The purpose of this study was to explore the relationship between goal orientations, supporting behaviors, and steps. The results indicated that when exercise buddies emphasized and/or supported ego involvement, the steps could be decreased. Based on the results from bivariate correlation analysis, Native American female college students who feel successful when improving and putting high efforts into exercise demonstrated higher steps. The current study findings may be key to maximizing the benefits of exercise to reduce negative health outcomes among all populations.

157

THE EFFECTS OF A FOUR-WEEK TECHNOLOGY-DELIVERED MINDFULNESS INTERVENTION DURING A ROWING TASK

Rebekah Gay, Texas Christian University;
Sarah Junkersfeld, Texas Christian University;
Robyn Trocchio, Texas Christian University

Mindfulness can be defined as paying attention nonjudgmentally, in the present moment, and being accepting of thoughts (Kabat-Zinn, 1994). Previous research has highlighted how mindfulness can be used to build physical activity habits, namely through enjoyment of physical activity, utilizing associative attention during an exercise task which contradicts typical thinking about enjoyment

of exercise (Cox et al., 2018; Cox et al., 2020; Yang & Conroy, 2019). The purpose of this study was to examine if mainstream mindfulness delivered via technology could be used to increase the enjoyment of exercise within an active population. Participants who met World Health Organization (WHO) physical activity guidelines and had no previous experience with mindfulness or meditation were included. Participants completed ten visits over four weeks, each visit consisting of watching an episode of either Headspace Guide to Meditation or Wild Babies on Netflix, followed by a 25-minute rowing task. Results found that the intervention group exercised at a higher intensity and with associative attention, whereas the control group exercised at a lower intensity, with dissociative attention, and all participants reported the same rating of perceived exertion. The mindful exercisers experienced improved forecasted and remembered pleasure from the intervention, indicating that they had better positive perceptions of the exercise they completed, leading them to be more optimistic about their next exercise bout. This research benefits exercise professionals to understand better how mindfulness can be used to improve enjoyment of exercise, leading future research to investigate if the same results can be found for inactive populations, who could use the intervention to create and sustain exercise habits.

158

THE MOTIVATIONS FOR THE ADHERENCE OF WEIGHT TRAINING PAST ADOLESCENCE IN WOMEN: AN EXPLORATORY PHENOMENOLOGICAL STUDY

Sophia Pellegrom, University of Massachusetts Boston, USA;
Edson Filho, Boston University, USA

Adolescent girls tend to experience higher levels of body dissatisfaction than adolescent boys (Gualdi-Russo et al., 2022). Strength training (ST) may provide a potential pathway to positive body image in adolescent girls, but it is not common for this population to participate in ST nor adhere to an exercise program (Matheson et al., 2023; Walters et al., 2023). The purpose of this study was to explore the underlying motivations for women who started ST in adolescence to continue ST participation over time. A secondary aim consisted of exploring the motivations behind ST initiation in adolescence, and how these motivations changed over the years. Five women who started ST as teenagers and continued for 5+ years ($M = 12.6$ years; $SD = 6.2$ years) participated in semi-structured interviews. Inductive thematic analysis revealed initial onset factors, adherence factors, and nonadherence factors related to adolescent girls' participation in ST. Factors influencing ST initiation included environmental factors (e.g., role models) and physical self-esteem (e.g., negative perceived body attractiveness). Factors influencing adherence included psycho-bio-social states (e.g., increased positive affect) and physical self-esteem (e.g., positive perceived physical strength). Factors influencing non-adherence (e.g. health barriers) were overcome by various methods (e.g. adapt exercise parameters) to continue adherence to ST activity. From an applied standpoint, these results suggest both physical self-perception and environmental factors may play a role in ST initiation in adolescent girls, whereas the internal benefits of ST (e.g., improved affect, motivation quality, and perceived physical self-esteem) may facilitate adherence. External obstacles may play a role in non-adherence, and individual changes may be necessary to overcome these barriers.

159

THE PAST, THE PRESENT OR THE FUTURE? INVESTIGATING THE INFLUENCE OF TIME PERSPECTIVES (TP) ON SPORT PERFORMANCE

Tomasz Kurach, University of Warsaw, Foundation of Positive Sport, Poland;

Maciej Stolarski, University of Warsaw, Poland;

Dominika Pruszczak, University of Warsaw, Poland

Many experts in the field of sport psychology are striving to discover and understand which psychological factors influence sport performance most (Hardy & Jones, 1994, Lochbaum, et al. 2022). Although the effects of many features (such as self-efficacy) or interventions (such as mental imagery) are already well documented – the role of time perspectives (TP; see Stolarski, Fieulaine & Zimbardo, 2018) is still under investigation.

Studies on TP carried out to date suggest its fundamental role in shaping human motivation (Nuttin, 1964) and behaviors - and emphasize a key role of temporal framing in social and emotional regulation processes (Stolarski et al., 2014). Effective mood, motivation and emotion regulation is essential not only for sport performance but also for athletes' everyday psychological functioning (which, in turn, affects their sport participation as well).

The aim of the poster is to provide the audience with specific knowledge about time perspectives (TP, i.e., the tendency to focus on the past, the present, and the future and developing specific attitudes towards these time horizons) and its probable utility in sport context. TP and BTP (balanced time perspective) theory (Zimbardo and Boyd, 1999) and conceptual model of TP in sport (Stolarski et al., 2019) were selected as a conceptual framework for the presented research.

Data from three independent studies, conducted on distance runners (total N=803), taking part in two 10-kilometer runs and one half-marathon will be presented. Results indicated that some TP scales were significant and robust predictors of the running performance. The study supports the significant role of temporal-psychological phenomena in the context of sport.

Injury/Rehabilitation

160

"IT IS AN OUT OF BODY EXPERIENCE." EXPLORING IMAGERY USE FOR AN INJURED ATHLETE POST- SURGERY: A CASE STUDY

Beaux Myers, Colby College, USA

Imagery has been shown to be an effective mental skill for developing and/or enhancing mental toughness in athletes (Mattie & Munroe-Chandler, 2011), which may be important during the injury rehabilitation process. Arvinen-Barrow et al. (2013) identified four types of imagery utilized in rehabilitation with injured athletes, Healing, pain management, rehabilitation process, and performance imagery. The purpose of this case study was to use the various forms of rehabilitation imagery types to improve the athlete's imagery ability, pain management, healing, and subsequent sport performance.

A high school male football and basketball player who experienced a midfoot fracture with subsequent Open Reduction Internal Fixation participated in 10 total sessions. The first session included education on imagery and deep breathing techniques along with the pre-intervention administration of the Vividness of Visual Imagery Questionnaire (VVIQ; Marks, 1973). Follow up sessions included the four various forms of guided imagery described in the introduction. The last session included the post-intervention administration of the VVIQ, debriefing, and the athlete's reflections of the intervention.

The results suggest a 10-week imagery intervention was effective for enhancing the athlete's imagery ability. Implementation of imagery homework and journaling encouraged continued use of imagery which in turn may have further enhanced the athlete's imagery ability. Starting with healing and pain management imagery appeared to have helped the athlete cope with the initial pain post-surgery. Once the athlete was able, transitioning to performance imagery allowed him to rehearse certain movements mentally and physically like free throw shooting which in turn resulted in benefits the athlete noticed. Imagery should be a collaborative process between athlete and SPC to ensure images are meaningful for the athlete. Attendees will learn of the utility of the various forms of imagery along with applied examples of how to implement an imagery intervention in the rehabilitation process.

161

ADDRESSING PSYCHOLOGICAL FACTORS ASSOCIATED WITH INJURY IN FEMALE COLLEGIATE ATHLETES

Sarah Fritsche, The Chicago School of Professional Psychology, USA

It is necessary to shed light on overall well-being and emotional health for injured female athletes, as this may often be overlooked in today's sport settings (Wiese-Bjornstal, 2010). Gaps in the literature exist regarding athletes' psychological experiences during significant injuries, especially for women. While most research focuses on male athletes and their perceptions of masculinity after an injury, less is known about female athletes' experiences. For male athletes, a culture of masculinity and toughness exists, which suggests that male athletes should ignore their pain to continue participating in the sport. When male athletes seek treatment, little is done to address the psychological factors that they may experience due to the injury (Arvinen-Barrow, Massey, & Hemmings, 2014). Sport culture for female athletes is less clearly defined than it is for male athletes. While it appears that similar factors regarding toughness and perseverance exist, it is unclear if an identity aspect similar to masculinity is involved for female athletes. When athletic identities are changed as a result of injury, research has shown evidence of psychological consequences such as depressive symptoms, anxiety, anger, and grief (De Heredia, Munoz, & Artaza, 2010). When this is the case, an athlete's overall mood, motivation, confidence, and self-efficacy beliefs may affect their daily lives and experiences of rehabilitation (Carson & Polman, 2010).

This quantitative study investigates the pattern of psychological effects of injury on the female athlete. As hypothesized, negative psychological effects were identified for injured female athletes, as well as a sense of identity loss similar to that which exists for male athletes. Lastly, the study

explores current ways to address these experiences in the injured female athlete's rehabilitation process. Findings of the proposed research may inform care providers, coaches, family members, friends, and other sources of support as they aid an athlete through recovery.

162

COGNITIVE BEHAVIORAL BASED PHYSICAL THERAPY TO IMPROVE FUNCTIONAL OUTCOMES IN PATIENTS WITH CHRONIC ANKLE INSTABILITY: A PILOT RANDOMIZED CONTROL TRIAL

*Jason Grindstaff, Cumberland University, USA;
Abbis Jaffri, Creighton University, USA;
Adam Rosen, University of Nebraska, Omaha, USA*

Ankle sprains are the most common orthopedic injury in sports, military, and general populations with ankle sprains costing the United States healthcare an estimated \$4.2 billion a year in associated healthcare costs (Curtis, Laudner, McLoda, & McCaw, 2008; Kannus & Renström, 1991). After an ankle sprain, it is often difficult for individuals to achieve pre-injury functional status, and they become prone to higher incidence of recurrent sprains and developing a condition known as chronic ankle instability (Hertel & Corbett, 2019). Although, psychologically informed physical therapy intervention are frequently recommended for the rehabilitation of patients with CAI, few studies have explored physical therapy rehabilitation approaches that have an integrated psychological component in patients with CAI. Therefore, this pilot research aimed to address the role of cognitive-behavioral physical therapy (CBPT) techniques in the treatment of Chronic Ankle Instability (CAI). Participants completed a battery of assessments to measure kinesiophobia, physical activity (PA) levels, postural control, range of motion in the ankle, and muscular strength in the ankle. Participants were randomly assigned to one of two groups; CBPT + Home Exercise Program (HEP) or a HEP-only. All participants met virtually with a physical therapist twice a week for three-weeks. All measures were conducted pre and post-intervention. Preliminary analysis of the data suggested that (1) individuals with higher levels of CAI scored lower on levels of PA ($r = -0.660$, $n = 11$, $p = .027$), (2) reported more mental health concerns ($r = 0.635$, $n = 11$, $p = .036$), and (3) self-efficacy and global mental health were the strongest predictors of dynamic balance ($r^2 = .40$, $p = 0.006$). Mental health factors should be addressed in rehabilitation for CAI patients to effectively improve dynamic balance deficits and limit recurrent ankle injuries.

163

EXPLORING THE INFLUENCE OF GRATITUDE ON MUSCULOSKELETAL INJURY RECOVERY: A LATENT GROWTH MODELING ANALYSIS

*Alexandra Dluzniewski, University of Idaho, USA;
Madeline Casanova, University of Idaho, USA;
Russell Baker, University of Idaho, USA;
Sarah Ullrich-French, Washington State University, USA;
CJ Brush, University of Idaho, USA*

The injury recovery process is difficult to navigate and there are endless factors that can influence the process (e.g., biological, personal, situational; Brewer & Arvinen-Barrow, 2022) and the field has yet to identify and investigate all the variables that

may influence it. Our study aimed to evaluate how gratitude may be impacting the recovery process by conducting latent growth modeling (LGM) analysis. LGM was used to determine the rate of healing from a musculoskeletal injury in 450 physically active individuals, as well as an assessment of bivariate correlations to determine the strength of relationship between gratitude and healing markers (i.e., pain, physical disablement, and quality of life). Gratitude was measured by using the Gratitude Questionnaire-6 (GQ-6; McCullough et al., 2002), pain was measured with the Numeric Pain Rating Scale (NPRS; Hartrick et al., 2003), and physical disablement and Quality of Life (QOL) were measured with the Disablement in the Physically Active Short-Form (DPA-SF 8; Baker et al., 2019). Overall, individuals who reported higher levels of gratitude at baseline healed at faster rates than individuals who reported lower levels of gratitude at baseline. Further, the relationship between gratitude and the other healing markers were weak to negligible and decreased overtime. The weak relationship indicates that gratitude is not a natural process of healing and that gratitude may be a variable that impacts the recovery process and should be a mental skill that is nurtured as part of the rehabilitation process.

164

INTEGRATED MENTAL SKILLS CONSULTING IN THE ORTHOPEDIC CLINIC

Corey Smith, Maine Dartmouth Family Medicine Residency, USA

In the context of sports injury, the athlete's mind is understandably moving quickly in multiple directions; "What happens now?," Will I be able to return to play this season? What will my teammates think about this? Am I going to be the same player I was upon return? These questions are all valid, although not necessarily helpful in the moment. In many cases, a visit to the outpatient Orthopedic office will signal the beginning of the treatment phase of their recovery. Brooks et.al. (2022) described multiple models for the integration of Mental Skills Consulting in the medical setting and the value of a "one stop shop" for athletes in recovery from sports injuries. The authors include a description of models of care and recovery, interventions, and the creation of an integrated care environment. The authors conclude the integrated mental skills consultant in the orthopedic setting suggests improved outcomes in recovery and return to play, as well as improved mental skills and their positive impact in other areas of the athlete's life.

The presenter has worked as a psychologist integrated in primary care medicine for 14 years and experienced the unique challenges of providing mental health care in the medical setting. The current presentation aims to provide attendees with information about the value of an imbedded mental skills consultant in the orthopedic and sports medicine clinics. In addition, a cross-walk between information on Integrated Behavioral Health care in Primary Care and Orthopedic/Sports Medicine, specific skills required of the behavioral consultant in the medical setting, and a review of our current placement in the Orthopedic/Sports Medicine clinic.

165

MAXIMIZING ATHLETIC TRAINER'S ROLE IN NAVIGATING THE PSYCHOLOGY OF INJURY: HOW CAN SPORT PSYCHOLOGISTS HELP?

*Rebecca Steins, Saint Louis University, USA;
Savannah Jefferis-Henriques, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA*

Athletic trainers (AT) are frequently identified as one of an athlete's main source of social support during injury (Johnston & Carroll, 2000). They not only provide rehabilitative care, but also social support, help the athlete navigate medical systems, and act as a daily touch point for processing life and sport related stressors that occur during the recovery process. Therefore, the AT may be uniquely situated to implement brief psychological skills such as imagery, positive self-talk, and mindfulness into treatment that is typically only accessed through sport psychology or sport performance. Additionally, they can identify an athlete who is struggling with adjusting to injury, educate on the psychological impact of an injury, and refer to mental health resources (Clement & Arvinen-Barrow, 2019).

However, many athletic trainers report not receiving education on utilizing such techniques or the full scope of the psychological impact of injury. Sport psychologists may be in the position to help fill this educational gap and improve wrap-around care for injured athletes. This project provides examples of how a team of clinical sport psychologists provided psychoeducation on the psychology of injury and brief training on psychological skill techniques for AT's to use in their work.

These examples include community work centered around providing culturally appropriate and responsive resources to ATs who work in underserved and underfunded communities with athletes of various marginalized identities, as well as ways to manage interdisciplinary collaboration, and workshops on various psychological facets of injury such as referral making, identifying at-risk athletes, and mental health. Additionally, a vignette will be provided of a sport psychologist teaching a course on the psychology of injury to AT students at her university in order to build competence and confidence in culturally responsive AT services and psychological skills training early in their education.

166

PSYCHOLOGICAL IMPACT OF SURGERY ON INJURED ELITE FEMALE ATHLETES

*John Coumbe-Lilley, University of Illinois at Chicago, USA;
Brielle Gomez, Western Michigan University, USA*

This study examined the psychological impact of surgery on injured female athletes who were out of their sport for at least six months due to injury. This study compared multiple recovery processes to identify problems during recovery from surgery, including empathy erosion and decline in medical providers (Neumann et al., 2022). It made recommendations for future psychological interventions to enhance rehabilitation and return to play of female athletes following surgery. Subjects and Methods: This study extracted a purposeful sample from a larger study of 44 cases (Coumbe-Lilley,

2023); nine semi-structured face-to-face interviews were conducted and later transcribed, averaging a 23-page yield. Three professionals, one semi-professional, and five college athletes suffered injuries during the competition, followed by surgery. The iterative realistic thematic analysis supported by an ecological validity self-assessment completed by all subjects was used to analyze, define, describe, and interpret the interview yield. Results: Three forms of social support were important in athlete recovery: informational, emotional, and tangible support from coaches and family members. Athlete confidence in medical providers was significant to the quality and intensity of emotional recovery following surgery. In addition, being informed about the process and goal setting throughout recovery were also valuable. In limited cases, sport injury-related growth (SIRG) was identified as a positive process. Empathy decline (Wang et al., 2022) and the absence of medical provider empathy negatively impacted the rehabilitation process and emotional well-being of athletes. Conclusions: The findings from this study suggest that emotional recovery is undulating, varying in intensity, and influenced by positive or negative interactions with valued medical providers, family members, and coaches. Specific forms of social support, medical provider communication, and relevant psychological skills interventions (PISIs) aided recovery following sports surgery. Future researchers can examine injured male athletes' responses to surgery. Considerations for training sports medicine providers to sustain functional empathy (Givron & Desseilles, 2020) and provide specific PSIs to recovering athletes are recommended.

167

THE ROLE OF PASSION ON DEPRESSION AND PSYCHOLOGICAL READINESS TO PLAY IN ATHLETES RECOVERING FROM ACUTE INJURY

*Andrea Grasmick, Neurotherapy of Colorado Springs;
Amy O'Hana, University of Western States*

Sport participation provides many benefits, but there is also an increased risk of injury. An athlete's recovery from injury is one of the most difficult psychological issues due to the type, complexity, severity, and personal relationship one has with their sport. The Dualistic Model of Passion (DMP) (Vallerand et al., 2003) with Harmonious Passion (HP) and Obsessive Passion (OP) types provides a construct by which high-performing athletes may thrive in their performance and overcome times of adversity. This study explored the impact of a Passion psychological intervention on depression and psychological readiness to play during sport injury recovery process in a single case research design with an elite athlete participating in six A-B phases of Passion based interventions while undergoing physical therapy (PT). Workshop leaders will outline case study design, benefits to practitioners, and study results. Attendees will receive a thorough review of the research, gain ideas for how to apply concepts to their unique practice, as well as practice new skills and interventions during the workshop. This workshop is offered by two doctoral-level practitioners through an integrated mental health and SPP lens.

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Mental Health

168

A COMPARISON OF COLLEGIATE ATHLETES' MENTAL HEALTH DURING AND OUTSIDE THE SPORT SEASON

Malorie Feidner, University of Nevada, Las Vegas, USA;
Bradley Donohue, University of Nevada, Las Vegas, USA;
Linnea Bacon, University of Nevada, Las Vegas, USA;
Eibhlis Moriarity, University of Nevada, Las Vegas, USA;
Daniel Allen, University of Nevada, Las Vegas, USA

The demands of competitive sports can significantly impact the mental health of collegiate athletes. This study examines athletes' mental health during and outside sports season, considering gender and competition level to improve treatment accessibility. Survey data from 185 collegiate athletes was analyzed using a univariate general linear model. The SCL-90-R Global Severity Index (GSI) T-Score was the dependent variable, with gender, competition level (club, intramural, NCAA), and season participation (in and out of competition season) as predictors. The procedure assessed factorial interactions and their linear effects on the SCL-90-R GSI T-Score. Post-hoc testing found significant differences in GSI scores between NCAA and club/intramural athletes, suggesting varying mental health outcomes based on competition levels. The estimated marginal means showed an interaction among season, competition level, and gender. Off-season NCAA athletes showed higher GSI scores, indicating poorer mental health when not actively engaged in their sport, while club/intramural athletes exhibited decreased scores, suggesting improved mental health.

The analysis identified disparities in mental health scores during sports season by gender and competition level. Male NCAA athletes showed better mental health off-season, while female NCAA athletes showed better mental health during the season. Conversely, male club/intramural athletes' mental health remained stable regardless of season, while females' mental health was relatively better off-season. This suggests that mental health support differs depending on sports level, gender, and participation in sports season. The findings suggest awareness of the implementation of therapeutic resources should be emphasized for male NCAA athletes during the season and female NCAA athletes outside of the season. For intramural and club sport athletes who are males, there is no opportune time to make therapeutic services more accessible, but for female club and intramural athletes, therapeutic programs are best offered during the sports season (similar to male NCAA athletes).

169

ASSOCIATIONS AMONG MOTHER-DAUGHTER MATURATIONAL TIMING, CLOTHING-SPECIFIC BODY IMAGE, SOCIAL PHYSIQUE ANXIETY (SPA), AND SPORT TYPE

Eva Monsma, University of South Carolina, USA;
Jennifer Gay, University of Georgia, USA;
Toni Torres-McGehee, University of South Carolina, USA

Menarcheal timing (Lee et al., 2021) and body image concerns (de Bruin et al., 2011) are known correlates of mental health conditions like disordered eating and depression. This study examined biological, psychological, and sport-type predictors of BI dissatisfaction and SPA. Female collegiate athletes (n=865, 72% Caucasian) representing 14 aesthetic (n=4) and (n=10) non-aesthetic sports were electronically surveyed on their height, weight, their, and their mother's ages at menarche (AAM), SPA, and their BI in daily clothing (DC) and competition uniform (CU). BMI and BI dissatisfaction (BI-D = perceived-ideal) were calculated. Athletes' mean AAM (11.23+1.23) indicated earlier maturation than mothers' (12.35+1.64). The mother-daughter AAM correlation was 0.45. BMI was negatively associated with both AAMs, and positively associated with SPA, and both BI-Ds. Adjusting for BMI, age, and race/ethnicity, BI-D-DC ($\beta=0.51$) accounted for 36.6% of SPA variance, aesthetic sport participation ($\beta=0.10$) accounted for 21.2% of BI-D-DC, with mother's AAM ($\beta=0.06$) approaching significance ($p=0.063$). Aesthetic sport participation ($\beta=0.12$) and mother's AAM ($\beta = 0.09$) predicted 15.9% of BI-D-CU variance. Regardless of size, athletes with greater BI-D reported higher SPA, and BI-D was higher among aesthetic sport athletes and those whose mothers were later maturing. Mother's maturational timing and its associated physical characteristics (i.e., leanness) are implicated in athletes' body image concerns but may be contingent on their physical size, age, and race/ethnicity. Subsequent research should examine the developmental trajectory of associations between BI variables and specific physical characteristics of mothers as they may influence communication patterns with their daughters. Mothers' comments, especially from those who are later maturing, leaner, and more linear, may trigger cognitive processing behind negative self-talk, low self-esteem, and mental health conditions, particularly among aesthetic sport athletes.

170

BODY SATISFACTION AND DISORDERED EATING IN BLACK MEN COLLEGIATE ATHLETES: THE ROLES OF RESILIENCE, SELF-COMPASSION, AND SOCIAL SUPPORT

Dafina Chisolm-Salau, University of North Texas, USA;
Trent Petrie, University of North Texas, USA

Men athletes feel pressure to conform to body ideals, experience body dissatisfaction, and engage in disordered eating (DE; Galli & Reel, 2009; Galli et al., 2017). Psychosocial resources, such as self-compassion (SC), might improve their body satisfaction (BS) and directly, and indirectly, reduce DE (Petrie & Greenleaf, 2012). We tested this proposition in a sample of Black men (N = 381; Mage = 20.03 years; BMI = 26.22 Kg/m²), a generally understudied group of collegiate athletes. These athletes were drawn from all NCAA Division levels and represented 14 different sports. Athletes

anonymously completed measures of DE (EDE-QS; Gideon et al., 2016), BS (BPSS-R Men; McFarland & Petrie, 2012), SC (SCS-SF; Neff, 2003), and social support (SS; Zimet et al., 1988). We used the PROCESS macro, Model 4, to test these relationships. Controlling for BMI in the model, we found that SC ($b = .251$), social support ($b = .297$), and resilience ($b = .273$) related significantly to body satisfaction, explaining 25% of the variance. Overall, the variables explained 30% of the athletes' DE: SC ($b = -1.71$) and BS ($b = -2.57$) were related directly to DE, whereas SC ($b = -.645$, 95%CI [-1.24, -.061]), SS ($b = -.762$, 95%CI [-1.06, -.492]), and resilience ($b = -.702$, 95%CI [-1.21, -.241]) were related indirectly to DE through the athletes' body satisfaction. Our findings indicate that (a) SS, SC, and resilience are associated with Black men athletes being more satisfied with their bodies, and (b), SS, SC, resilience, and BS are related to less DE, both directly and indirectly. Among the psychosocial resources, the athletes' self-compassion plays the strongest and broadest role in lowering risk. Sport psychologists who work with men athletes must understand their risk of DE and work with the athletes to develop psychosocial resources that can reduce such risk.

171

DEATH AND NONDEATH LOSSES IN SPORT: SUPPORTIVE RESPONSES FOR COLLEGIATE ATHLETIC PERSONNEL

*Maribeth Jorgensen, Sam Houston State University, USA;
Paula Parker, Campbell University, USA*

College athletes frequently encounter grief related to death as well as nondeath events such as sport injury, minimal playing time, change in playing position, end of a sport career, and so on. Researchers suggest that teammates, coaches, and athletic department staff are the first line of support for athletes during times of distress. Therefore, it is crucial to tailor programs toward these individuals and provide them with information on grief and effective intervention strategies for loss situations. We aim to deliver this information in a manner that is contextualized within the collegiate sport culture, focusing on knowledge surrounding grief, mourning, and how to support college athletes who are grieving death and/or nondeath losses. While responses to loss may vary depending on the type of loss experienced by collegiate athletes, there are commonalities across the situations. These include the importance of acknowledging the loss, understanding cultural aspects of grieving and mourning, incorporating grief rituals, and utilizing frameworks to effectively support athletes (Harris, 2020). In this poster presentation, we will focus on three areas: (1) sharing about grief concepts and the Dual Processing Model of Grief ([DPMG] Stroebe & Schut, 1999); (2) Sharing about potential death losses and how to support athletes by using concepts from the DPMG; (3) Sharing about potential nondeath losses and how to support athletes by using concepts from the DPMG.

172

DEVELOPMENT AND INITIAL PSYCHOMETRIC EVALUATION OF THE MENTAL HEALTH PERFORMANCE OPTIMIZATION RATING SCALE (MHPORS)

*Raymond Lopez, University of Nevada, Las Vegas, USA;
Bradley Donohue, University of Nevada, Las Vegas, USA;
Shane Kraus, University of Nevada, Las Vegas, USA;
Kimberly Barchard, University of Nevada, Las Vegas, USA;
Kaelyn Griffin, University of Nevada, Las Vegas, USA;
Angelos Tsalafo, University of Nevada, Las Vegas, USA;
Lidia Wossen, University of Nevada, Las Vegas, USA;
Kristin Brooks, Stand Tall Consulting, USA;
Linnea Bacon, University of Nevada, Las Vegas, USA;
Malorie Feidner, Maloriejoy Consulting & Coaching, USA*

The Mental Health Performance Optimization Rating Scale (MHPORS) is a proposed measure which utilizes optimization science to improve mental health outcomes. Psychopathology is typically viewed dichotomously (i.e., does or does not have a disorder) or through cut-off criterion (i.e., 4 out of 5 symptoms, total scores), whereas optimization views psychopathology on a continuum. Optimization theory is important for reducing stigma around mental health treatment and the MHPORS offers itself as an informative psycho-diagnostic tool. An undergraduate student sample ($n = 682$) completed the MHPORS and the Symptom Checklist-90-Revised (SCL-90-R) via Qualtrics. This study evaluated the content and structure of the MHPORS and compared it to a traditional measure of psychopathology, the SCL-90-R. Specifically, researchers (1) examined the MHPORS'S internal consistency, (2) examined its validity, (3) conducted item analyses in order to determine how the internal consistency and validity of the MHPORS could be improved, (4) conducted an item-level factor analysis, (5) and an ANOVA was performed using athlete type as the IV and the MHPORS as the DV.

The MHPORS was found to have high internal consistency with a coefficient alpha of .96. Convergent validity between the SCL90-R and the MHPORS was moderate, $r(680) = -.40$, $p < .001$, 95% CI [-.46, -.33]. In item analyses, all values of alpha-if-item-deleted were .96. The scree test, the MAP test, and parallel analysis suggested three to five factors, and four factors were extracted and interpreted as Emotional and Cognitive Resiliency, Relationships, Inhibition, and Self-Discipline. Results of the ANOVA indicated that intramural athletes demonstrated significantly greater wellness than the other groups. These results suggest that intramural sports participation may offer significant benefits in overall mental wellness.

173

DEVELOPMENT OF THE MINDSET FOR ABILITY SCALE (MAS)

*Bradley Levin, Touro University, USA;
Frank Gardner, Touro University, USA*

Growth mindset is an individual's belief that they can cultivate their abilities, whereas a fixed mindset refers to an individual's belief that their abilities are unchangeable (Dweck, 2016). Despite the growing popularity of growth mindset, there is a lack of a valid and reliable scale to assess the concept (Yilmaz, 2022). While various scales have been developed to assess

growth mindset for intelligence, mindsets for domains such as physical talent (such as athletics), and creative talent (such as musical ability and theatrical prowess) have gone unassessed. This study develops the Mindset for Ability Scale (MAS), which measures mindset not only on intelligence, but also the domains of physical talent and creative talent. Data was collected using an exploratory factor analysis on 115 participants aged 18 and older. Principal axis factoring method was used with oblique rotation for a 38 item measure - reduced to 22 items - and scored on a 5 point likert scale. Results indicated that there are four factors contributing to an individual's mindset: growth mindset, passive mindset, black-and-white mindset, and fixed mindset. This study supports the existence of growth mindset as a construct and warrants further investigation into its psychological properties. Specific interventions may be developed to target passive mindset, black-and-white mindset, and fixed mindset, with behavioral activation, cognitive-based, and acceptance-based approaches being used, respectively. The development of targeted interventions for mindset may prove useful in treatment and within the area of performance psychology as a whole.

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174

EMPATHY IN SPORTS: A POWERFUL TOOL FOR ENHANCING ATHLETE PERFORMANCE AND WELL-BEING

*Matt Barnes, Southwest Counselling Services, Canada;
Austin Wilson, Wilson Mental Performance Consulting,
Canada*

Empathy, a key determinant of progress in psychotherapy (Watson, 2002), and a significant factor in healthcare satisfaction and recovery (Rakel et al., 2011), is often overlooked in sports. This poster explores the role of empathy in sports and its potential to transform athlete performance and mental health.

In sports, athletes are frequently encouraged to ignore their pain, leading to a lack of empathy for both the individual and others. This oversight can have far-reaching consequences, including strained personal relationships and a deficiency in self-compassion. As a registered social worker and certified mental performance consultant, I have seamlessly integrated core counseling skills, including empathy, into my work. This approach prioritizes the human being before the athlete, ensuring that health and wellness form the foundation of mental skills training and high performance.

The poster will delve into the benefits and limitations of incorporating empathy into traditional mental performance consultation. It will emphasize the necessity for athletes to be heard, understood, and validated in the face of various stressors. Additionally, the poster will explore the positive impacts of modeling empathy, including fostering self-compassion, and enhancing self-talk among athletes in the competitive sport context.

The conclusion of the presentation will involve an exploration of Helen Riess's (2014) E.M.P.A.T.H.Y model as a tool for fostering a sense of connection and laying the groundwork for mental performance. The model encompasses Eye contact, Muscles of Facial Expression, Posture, Affect, Tone, Hearing the whole person, and Your response. This poster aims to underscore the critical importance of empathy in sports and encourages its integration into mental performance.

175

INTERNATIONAL STUDENT-ATHLETES' SELF-COMPASSION AND PSYCHOLOGICAL DISTRESS: THE MODERATING ROLES OF RESILIENCE AND SOCIAL SUPPORT

*Cachet Lue, University of North Texas, USA;
Chiachih DC Wang, University of North Texas, USA;
Trent Petrie, University of North Texas, USA;
E. Whitney Moore, East Carolina University, USA*

The COVID-19 global pandemic caused the cancellation of all sports and disrupted the lives, workout regimens, academic assistance, team social support systems, athletic identity, and mental health of athletes (Chandler et al., 2021). Along with a loss of sport participation, the pandemic exacerbated the mental health outcomes of international student-athletes (ISAs) because of their home country's restrictions on leaving the U.S. (Chen et al., 2020; Honegger & Honegger, 2020), U.S. government policies regarding ISAs' student visas and their ability to remain for school and work (Honegger & Honegger, 2020; Park & Shimada, 2022), and racial discrimination (Maleku et al., 2021). This study aimed to examine the direct effect of self-compassion on psychological distress and explore the moderator effects of resilience and social support on the self-compassion-psychological distress link. Data collected in April/May 2020 from a large research project was used for this study which included 514 ISAs from all three NCAA Divisions, 74 countries, and 22 different sports. Results revealed a significant main effect of gender on psychological distress ($p < .001$), with women ISAs reported higher scores than men. Self-compassion, resilience, and social support were all significant predictors for psychological distress (all p 's $< .001$). A significant moderator effect was found indicating an enhancing effect of resilience on the link between self-compassion and ISA psychological distress ($b = -.01$, $p = .0497$, 95% CI [-.03, .00]). Post hoc analyses regarding potential gender differences revealed self-compassion and resilience remained significant predictors for psychological distress for both women and men but social support only significantly predicted psychological distress of women ISAs, not for men ISAs. The counseling implications include implementing training or counseling interventions to highlight self-compassion, resilience, and social support enhancement strategies for all ISAs. Limitations, future research directions, and other counseling implications for ISAs will be presented.

176

IT TAKES A TEAM – ENHANCING STUDENT-ATHLETE HEALTH AND WELL-BEING THROUGH AN INTERPROFESSIONAL APPROACH

Rebecca Steins, Saint Louis University, USA;
Anthony Breitbach, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA

Effective teamwork is essential to the success of sport and athletic organizations. Interprofessional Collaboration (IPC) and team-based care has also been identified as a priority for health and social care organizations. (World Health Organization, 2010) The Interprofessional Education Collaborative (IPEC) Core Competencies of (1) Values and Ethics; (2) Roles and Responsibilities; (3) Communication; and (4) Teams and Teamwork provide a guiding framework for IPC (Interprofessional Education Collaborative, 2023). Student-athlete well-being is a key objective for individuals working with or for university athletic departments, with high levels of well-being being correlated with sport, academic, and personal improvements (Navarro et al., 2020). Due to the multifaceted factors that influence student-athlete well-being (e.g., cultural factors, coaches, academic pressure, family stress, etc.), there is an increasing need for an interdisciplinary/interprofessional approach to well-being to address each of the factors influencing student-athletes (Lemelin et al., 2022, Navarro et al., 2020). There has also been a call to widen the scope of providers included for IPC in sports and exercise medicine to include psychology, counseling, and human performance professionals (Ulrich et al., 2022) However, significant barriers exist in implementing IPC into university athletic departments. These include boundaries between roles, differing ethical codes, leadership, perceived hierarchies, and confidentiality (Breitbach et al., 2017). Nonetheless, little research exists on how to overcome these boundaries to integrate IPC in university athletic departments for enhancing student-athlete wellness. This paper will describe how a university athletic department used a team approach to enhance student-athlete health and well-being. This interprofessional team included a sport psychologist, mental health counselor, athletic trainer, and sport dietitian. Vignettes will demonstrate how the IPEC core competencies are operationalized by the team to student-address athlete health and well-being through IPC, overcoming organizational barriers and hierarchical silos.

178

PERFORMANCE OPTIMIZATION ASSESSMENT OR PSYCHIATRIC SYMPTOM ASSESSMENT: WHICH DO COLLEGIATE ATHLETES BELIEVE WILL HELP THEM MOST WITH MENTAL HEALTH AND PERFORMANCE OPTIMIZATION, BASED ON THEIR LEVEL OF COMPETITIVENESS?

Lidia Wossen, University of Nevada, Las Vegas, USA;
Bradley Donohue, University of Nevada, Las Vegas, USA;
Angelos Tsalafos, University of Nevada, Las Vegas, USA;
Linnea Bacon, University of Nevada, Las Vegas, USA;
Raymond Lopez, University of Nevada, Las Vegas, USA

Background and Method: Traditional methods of assessing mental health functioning tend to focus on problem behavior, thoughts, feelings, and perceptions. In doing so, the positive spectrum of mental health is ignored, which often leads those evaluated to under-report symptomatology due to perceived

stigma, particularly in NCAA athletes, as compared to those who compete recreationally or through club associations. In the current study, 77 collegiate athletes completed a measure of mental health symptomatology (Symptom Checklist-90 questions- Revised (SCL-90-R; Derogatis & Savitz, 1999) and a measure of performance optimization in mental health associated factors (Mental Health Optimization Scale; MHOS). Immediately after each scale was completed the participants were queried to rate their perceptions of the respective scale in regard to its usefulness to a professional in understanding the participant’s mental health, the extent to which the respective scale was perceived to be stigmatizing and comfortable to complete.

Results: Participants reported that the MHOS was perceived to be more useful and less stigmatizing than the SCL-90-R and more likely than the SCL-90-R to assist professionals in understanding their mental health. For the MHOS, there was no significant difference in perceived stigma and usefulness between NCAA, club, and recreational athletes. For the SCL-90-R, NCAA and recreational athletes reported higher levels of stigma and lower levels of usefulness than club athletes. Club athletes reported similar levels of stigma however lower levels of usefulness. These combined results show that all levels of competitiveness are not stigmatized by MHOS items, whereas NCAA and recreational athletes are stigmatized by the SCL-90-R items.

Conclusions: The MHOS is perceived to be more useful and less stigmatizing than a well-established measure of psychiatric symptomatology. These results suggest measures of optimization are perceived to be less stigmatizing and more useful than measures of psychiatric symptomatology, particularly among NCAA, recreational, and club athletes.

179

PREDICTING DISORDERED EATING IN WOMEN ATHLETES: THE PROSPECTIVE ROLE OF BODY SATISFACTION AND SELF-COMPASSION

Olivia Kit, The University of North Texas, USA;
Trent Petrie, University of North Texas, USA;
E. Whitney Moore, East Carolina University, USA;
Nick Magera, University of North Texas, USA

Female athletes face increased risk of disordered eating (DEs) due to internal states (e.g., body dissatisfaction) and general societal and sport-specific pressures regarding weight, muscularity, physical appearance, eating, etc. (de Bruin & Oudejans, 2018; Petrie & Greenleaf, 2007). Self-compassion (SC), through its focus on self-kindness and nonjudgmental acceptance, may assist athletes in being more accepting of themselves and their bodies, thus reducing their DE risk (Adam et al., 2021). Thus, among 1679 NCAA Division I, II, and III women athletes (85% White; 25 sports; BMI = 23.5 kg/m²), we examined the prospective relationships of body satisfaction (BS) and SC to their DE over a four-month period. Athletes completed the SCS-SF (Raes et al., 2011), BPSS-R (Petrie et al., 2002), and EDE-QS (Gideon et al., 2016) at Time 1 (April-May 2020) and Time 2 (August-September 2020). We tested these predictive relationships through hierarchical regression. With the athletes EDEQ T2 total score as the outcome, we entered EDEQ T1 in Step 1 to control for this variable, $F(1, 1677) = 931.53, R^2 = .36, p < .001$. At Step 2, we entered BS, $F(1, 1676) = 7.699, \Delta R^2 = .003, p = .006$. In Step 3, we entered SC, $F(1, 1675) = 14.37, \Delta R^2 = .005, p < .001$. Although

the athletes' DE at T1 was the strongest predictor of their T2 DE, the more satisfied they were with their bodies ($\beta = -.06$, $p = .034$) and the more compassionate they were with themselves ($\beta = -.08$, $p < .001$) in April/May led to decreases in their DE four months later. Given the prospective relationships between BS and SC and subsequent DE symptomatology, implementing programs that help athletes become more satisfied with and accepting of their bodies and more compassionate with themselves is supported (Voelker et al., 2019).

180

PREVALENCE AND PERCEPTION OF MISTREATMENT IN ELITE DANCE TRAINING

Cara Guglielmino, George Fox University, USA

Participation in elite dance training requires navigating potential environments prone to physical and psychological mistreatment. Elite dancers may be vulnerable to mistreatment based on the relationship between dancer and instructor, training methodology and culture, duration and proximity of residential training, age of elite training entry, and level of parental involvement.

Normalization of mistreatment is deeply embedded in training regimes and professional expectations (Gregory & Interiano-Shiverdecker, 2021). Prior research has predominantly investigated ballet-specific stressors, culture, and professional commitments, utilizing qualitative analysis. The purpose of this study is to investigate the prevalence of mistreatment in dance and the extent to which the mistreatment is perceived as trauma and abuse across varied dance specializations.

Participants completed a demographic survey, Stressful Life Experiences Screening (SLES), Violence Towards Athletes Questionnaire (VTAQ), and 10-Item Connor Davidson Resilience Scale (CD-RISC). Measures were selected based on sensitivity to identify abuse within the training environment, stress history, and resilience. 100 elite dancers equally distributed across stages of pre-professional, professional, and retired were included in the study. Participants were additionally grouped by dance specialization (ballet, modern, and Broadway).

This study represents the first quantitative analysis of potential mistreatment in elite dance training. This research may assist in developing targeted interventions, support systems, and preventative measures to promote the well-being and safety within elite dance training.

181

RIPPED REALITIES: A QUALITATIVE STUDY IN BODY BUILDING TRANSFORMATION CHALLENGES

Jillian Mueller-Dombois, California State University, Long Beach, USA;

Gavin Harrington, California State University, Long Beach, USA;

Josh Murillo, University of California, Riverside, USA;

Destiny Gilliland, California State University, Long Beach, USA

Bodybuilding transformations challenge competitors on physical, emotional, and psychological levels, rewarding perseverance with the development of healthy lifestyles and physiques. Past research illuminates weight training

motivations: personal challenge, physique anxiety, and mood regulation. The interplay between internal and external motivation can be examined by exploring a bodybuilder's journey through self-efficacy and social comparison theories. Without self-moderation and bodily awareness, bodybuilding competitions can be consumptive and expand mental strain due to constant self-beration and social comparison. The study aims to explore the voiced experiences and struggles of a bodybuilder competitor embarking on a journey of improved health and wellness. Due to the highly individual nature of competitive self-betterment, a thematic analysis examining the journal of a bodybuilder contestant offers unique insight into the interplay between one's emotional and physical health within high-stress environments. Themes of constant voiced self-doubt were embedded, where confidence insinuated instances of stress and anxiety, "Have I done enough? Could I have done more?... Same s***, different shovel." Further, recurring trends of social support and lifestyle changes were expressed, ultimately encouraging the accomplishment of transformation, "For me, this was a change for life... not just for the moment..." Changing one's lifestyle to become healthier is a battle, and the facade of "bodily perfection" can dissuade one's peers from believing one's mental health struggles are legitimate. Exploring the struggles of bodybuilders, especially during tournaments, can encourage their humanization, offer a compassionate response, and potentially establish societal supportive resources. As goals were accomplished triumphantly, the barrage of stress endured may have long-lasting effects on the mind-body connection, regardless of being physically healthy. Future studies should explore the mind-body connection and the relationship between health dimensions (e.g. physical, mental), as they may not be attuned, nor stable.

182

SURVEY ON JAPAN INSTITUTE OF SPORT SCIENCE PSYCHOLOGICAL SUPPORT PRACTICE: A REFLECTION FROM THE PERSPECTIVE OF FIRST VISITS AMONG ELITE ATHLETES

Yui Takahashi, Graduate School of Physical Education,

Nippon Sport Science University, Japan;

Susumu Iwasaki, Fort Lewis College, USA;

Takeru Onishi, Japan Institute of Sports Sciences, Japan;

Yasuhisa Tachiya, Japan Institute of Sports Sciences, Japan

Japan Institute of Sports Sciences (JISS) has consistently offered Psychological Supports (PS) to elite athletes since its establishment. Nevertheless, stigma and misconceptions still exist despite a growing demand for such support. Therefore, this study aimed to understand the concerns of Japanese elite athletes seeking individualized PS from the JISS for the first time.

This study covered two decades of data from fiscal years 2002 to 2021. It examined 12 items extracted from individual PS applications received over this period (N = 322, male = 132, female = 190, Mean age = 24.19 ± 6.42). Initially, a chi-square test was conducted to discern trends in athletes' reported reasons for requesting PS. Subsequently, network analysis was employed to explore relationships between these reasons.

The chi-square test found that over the past two decades, elite athletes seeking PS commonly cited concerns regarding "performance in competition (19.3%)," "anxiety

and pressure in athletic life (13.6%),” and “personality traits and mood (11.7%)” ($\chi^2(11) = 521.784, p < .01$). Furthermore, network analysis revealed a positive link (Sparsity index = .95) between “slumps or stagnation in performance” and “anxiety and pressure in athletic life” (Weights matrix: WM = .43). Additionally, there are positive associations between “decreased motivation for competition” and both “training environment”(WM = .45) and “hesitation about continuing in the sport or retirement” (WM = .65).

The results showed that the athletes who have come for individual PS have often presented cases where they simultaneously express issues with performance, anxiety about their athletic careers, and problems with their competitive environment. These are psychological challenges that could also occur for coaches who support elite athletes (Kegelaers et al., 2021). Thus, it is necessary for us, as specialists in sports psychology, to promptly consider appropriate PS strategies not only for athletes but also for coaches who support them.

183

THE INTERSECTION OF MENTAL PERFORMANCE CONSULTING AND TRAUMA WORK IN SPORTS: UNVEILING THE INVISIBLE OBSTACLE TO HIGH PERFORMANCE

*Matt Barnes, Southwest Counselling Services, Canada;
Austin Wilson, Wilson Mental Performance Consulting,
Canada*

Trauma profoundly reshapes the mind and brain's ability to manage perceptions, impacting not only thoughts but also cognitive capacity (Van der Kolk, 2014). In competitive contexts, athletes grapple with real-time traumatic experiences throughout their careers. Furthermore, all human beings experience adverse life experiences and traumatic events which without proper support, can erode performance abilities and can be associated with the onset of performance blocks (e.g., Bennett et al., 2017). Performance blocks such as “choking” or “yips” can cause further humiliation and embarrassment for athletes and serve to exacerbate the underlying performance problems. For athletes, without adequate treatment these events can lead to Repetitive Sports Performance Problems (RSPPs) (Grand & Goldberg, 2011).

As mental performance consultants, we navigate the delicate balance between trauma work and optimizing athletic performance. Therefore, understanding the impacts of trauma is essential. The DSM-5 defines trauma as direct personal exposure to death, threatened death, serious injury, or witnessing such events (APA, 2013). Trauma encompasses both “Big T Traumas” (e.g., natural disasters, assaults, car accidents) and “little t traumas” (e.g., breakups, bullying, non-life-threatening injuries). Stress, a lens through which we view trauma, significantly impacts high performance.

This poster sheds light on the intersection of trauma and performance through the exploration of three case studies utilizing Eye Movement Desensitization and Reprocessing (EMDR) Therapy. As a registered social worker and certified mental performance consultants we explore how traumatic events can be processed and the experiences integrated to allow athletes to re-engage in high performance levels. EMDR has far reaching impacts in treating both ‘little t traumas’ and ‘Big T Traumas’ as well as in providing helpful tools and resources for improving athletes’ overall well-being and serving

as a promising performance enhancement intervention (Curd & Eggleston, 2019; Reynoso-Sanchez & Hoyos-Flores, 2022; Gracheck, 2010).

184

THE RELATIONSHIP BETWEEN CRITICISM AND MENTAL HEALTH IN COLLEGIATE ATHLETES

*Linnea Bacon, University of Nevada, Las Vegas, USA;
Bradley Donohue, University of Nevada, Las Vegas, USA;
Angelos Tsalafos, University of Nevada, Las Vegas, USA;
Raymond Lopez, University of Nevada, Las Vegas, USA;
Kristin Brooks, Stand Tall Consulting, USA;
Malorie Feidner, University of Nevada, Las Vegas, USA;
Daniel Allen, University of Nevada, Las Vegas, USA*

Extant studies have examined the relationship between criticism and psychiatric symptomatology. Oliveira et al. (2023) determined self-criticism predicts depression and poor psychological health in college athletes. However, the influence of criticism on athletes’ mental health has yet to be explored while considering sociocultural factors. The current study sought to examine the relationship between two types of criticism during competition (i.e. self-criticism and criticism of teammates) and psychiatric symptoms in 131 NCAA athletes. Participants were administered the Sport Interference Checklist (SIC) and the Symptom Checklist-90-Revised (SCL-90-R) to assess problems experienced by athletes and athlete psychopathology, respectively (Derogatis, 1994; Donohue et al., 2007). SIC items measuring criticism of self and teammates during competition were examined, along with SCL-90-R Global Severity Index scores to summarize severity of psychiatric symptoms. Linear Regression was used to determine the predictive relationship of both types of criticism on psychiatric symptomatology. Results showed that increased self-criticism ($p < .001$) as well as criticism of teammates ($p < .05$) during competition explained increased levels of psychopathology in NCAA athletes. Interaction analysis (moderation) with gender and race was non-significant, suggesting gender and race do not moderate the relationship between criticism and mental health. Findings from this study suggest that both self-criticism and criticism of teammates is likely to predict symptoms of psychopathology in NCAA athletes.

185

THE RELATIONSHIP BETWEEN PSYCHOLOGICAL DISTRESS AND REQUESTING HELP

*Julian Yoon, University of North Texas, USA;
Cameron Pryor, University of North Texas, USA;
Trent Petrie, University of North Texas, USA*

Despite reports of relatively high rates of depression and anxiety (Drew & Matthews, 2018), college student-athletes often underuse available mental health (MH) resources (Slavin et al., 2022). What is unclear from existing research, however, is whether athletes with higher levels of distress are more likely to request MH care. We addressed this question in a sample of 1898 student-athletes (men = 830; White = 1068) drawn from seven Division I athletic departments in Fall 2023. During MH screening, student-athletes completed the GAD-2 (anxiety) and PHQ-2 (depression) as well as indicated if they wanted to schedule a MH appointment with their school's sport

psychologist. Through logistic regression, with requesting a MH appointment as the outcome, we entered gender and race (Step 1) and then anxiety and depression scores (Step 2). The variables significantly predicted which athletes requested a MH appointment, $\chi^2(8, N = 1890) = 26.30, p < .001$. Depression and anxiety accounted for an additional 16% of variance beyond that explained by gender and race (Δ Nagelkerke $R^2 = .16$). Being a woman (OR = 1.35, 95% CI: 1.03-1.77) and being an athlete of color (OR = 1.61, 95% CI: 1.25-2.07) significantly increased the odds of requesting an appointment. In addition, for each one point increase in total scores, athletes were 56% (anxiety; OR = 1.56, 95% CI: 1.42-1.73) and 43% (depression; OR = 1.43, 95% CI: 1.26-1.62) more likely to request an appointment. Although women athletes and those of color had a higher likelihood of requesting MH services, for all athletes their levels of depression and anxiety contributed significantly such that more distressed athletes were significantly more likely to seek help. Additional research is needed to continue to understand athletes' help-seeking, but our study suggests that distressed athletes are more likely to seek help, which is a good sign.

186

USING PRE-PERFORMANCE ROUTINES TO IMPROVE THE SELF-EFFICACY OF GRADUATE STUDENT TRAINEES DURING CLINICAL PRACTICE

Jason Maier, *Midwestern University, USA*;
Angela Breitmeyer, *Midwestern University, USA*

Performance psychology has garnered substantial empirical support for improving the performance of athletes (Cotterill, 2010; Lippelt et al., 2014; McRae & Gross, 2020; Tod et al., 2011), and additional research has shown that these techniques are broadly applicable to a diverse clientele (Cabral et al., 2023; Hardy, 2006; Hawkes et al., 2020; Long et al., 2023). However, more research is warranted to address how performance psychology techniques, e.g., pre-performance routines (PPRs), can be used by practitioners. Given clinicians and consultants must consistently maintain a strong mind, non-judgmental attitude, and empathetic approach, performance psychology techniques may benefit them in preparing for upcoming sessions with athletes and clients. In particular, sport and clinical psychology trainees may experience compromised self-efficacy, e.g., self-doubt and imposter syndrome, when beginning their fieldwork (Doran et al., 2016; Lang et al., 2023; Rico & Bunge, 2020). Thus, the proposed program intends to provide guidance on how trainees can use performance psychology, mindfulness, and emotion regulation techniques to assist in providing high-level care to their athletes and clients (Galli & Pagano, 2018; Hogue et al., 2019; Moore & Fry, 2017). The design of the program includes both a self-directed component and a supervisor-directed component, which will occur during the initial 12-week period of a graduate student trainee's fieldwork. Each module in the program covers a topic (e.g., motivation, self-compassion) and technique (e.g., imagery, self-talk) to enhance performance. A paired samples t-test will be used to analyze the pre and post-test results for perceived stress, self-efficacy, and clinical competence. Upon completing the program, the researchers hypothesize that graduate student trainees will experience a reduction in the impact of professional stressors and an increase in self-efficacy.

187

VISUALIZING VICTORY: THE ROLE OF IMAGERY IN EMPOWERING ATHLETES BATTLING OBSESSIVE COMPULSIVE DISORDER

Sydney Raboin, *University of North Dakota, USA*

This poster is based on an applied article currently in press with the Journal of Imagery Research in Physical Activity. Obsessive-Compulsive Disorder (OCD) is one of the most common mental health disorders that can make activities of daily life, productivity, efficiency, and schedule execution more challenging, as well as adversely impact cognitive abilities, self-confidence, self-development, and overall wellbeing; OCD causes fear of both one's own thoughts and the world around them. OCD is an anxiety disorder that presents as uncontrollable and unsolicited thoughts and mental images, followed by obsession over them and an irresistible need to complete compulsive behaviors as an attempt to challenge them and find relief. OCD shows its place in the athletic realm where its prevalence is two times greater than in the general population, affecting athletes who already have the disorder as well as those who develop it. OCD can impact mentality, attention, behaviors, and goal orientation, which may potentially hinder the enhancement and proficiency of skills and abilities, and create more difficulty for maintaining stability, responding to internal and external stressors, and exhibiting competency. Mental imagery techniques provide fundamental tools and coping mechanisms that can aid in the management and treatment of OCD; strengthening control of the mind and body lessens the occurrence and severity of symptoms by enabling more attentiveness, enhancing executive functioning, promoting more effective responses to stressors, and benefiting personal growth in various facets. Numerous imagery-based interventions can be used to combat OCD, which therefore supports overall wellness, encourages development, and makes individuals more equipped to achieve success. Imagery is a natural therapy that can reach individuals from various socioeconomic statuses due to its cost effectiveness. Furthermore, imagery can be personalized to meet the needs, characteristics, and goals of individuals from different cultural backgrounds and areas of sport.

188

YOUNG ADULT TEAM SPORTS: SOCIAL CONNECTEDNESS AND DEPRESSIVE SYMPTOMS

Ella Trager, *New York University, USA*

In 2020, young adults emerged as the most susceptible age group to clinical depression, a leading cause of death by suicide (CDC, 2022; NIMH, 2023). Dominant treatments for young adult depression include psychotherapy and pharmacotherapy, but less costly and more easily accessible adjunct treatments, such as exercise, are often overlooked (Meyer et al., 2016; Xie et al., 2021). The current study analyzed how young adult engagement in team sports relates to social connectedness and depressive symptoms. Five individuals volunteered for this qualitative study. Eligible participants were young adults, aged 18 to 30, currently playing a team sport. Two of the five participants identified as male, and three as female. Two identified as White, one as Asian, one as Latinx/White, and one as African-American. Two participants played a recreational team sport through a public league, one played intramural basketball at his university, one played Division III

soccer at her college, and one played pickup basketball at her university. The researcher administered individual 45-60 minute individual semi-structured interviews, audio-recorded them, transcribed verbatim, and later coded using a grounded theory approach. Results indicated the effectiveness of team sports as a potential adjunct treatment for young adults experiencing depressive symptoms. This study challenges the dominance of psychotherapy and pharmacotherapy as singular treatments for young adults with depressive symptoms and supports a need to further examine the intersectionality between traditional treatment methods and exercise therapy.

Non-Sport Performance Applications

189

DEVELOPMENT OF THE DANCE IMAGERY QUESTIONNAIRE FOR CHILDREN (DIQ-C): EXPLORING THE COMPONENT STRUCTURE

*Irene Muir, Pennsylvania State University Altoona, USA;
Krista Chandler, University of Windsor, Canada*

The Dance Imagery Questionnaire (DIQ; Nordin & Cumming, 2006) is deemed a valid and reliable measurement tool for assessing imagery frequency in adult dancers. However, given its language and content were not suitable for young dancers between 7 and 14 years of age, the Dance Imagery Questionnaire for Children (DIQ-C) was developed. Although content validity has already been established for the DIQ-C (Muir & Munroe-Chandler, 2020), it warrants the next phase of development which involves testing its psychometric properties. Thus, the purpose of the current study was to test the component structure of the DIQ-C. A sample of 109 dancers (104 female, 3 male, 2 non-binary; $Mage = 9.64$, $SD = 3.76$) from various styles (Highland Dance, ballet, jazz, hip hop) completed the questionnaire. Preliminary tests were conducted to measure sampling adequacy, and inter-item correlations were examined to ensure items adequately correlated with other items. Principal components analysis was performed to test the component structure and determine the best solution. Pearson's correlations coefficients were calculated to identify the relationship between these components (i.e., subscales). Consequently, a 15-item three-component structure was found to be most appropriate, representing the following three subscales: 1) technique/feedback imagery (6 items; $\alpha = 0.84$), 2) metaphorical imagery (4 items; $\alpha = 0.76$), and 3) presentational imagery (5 items; $\alpha = 0.73$). With further validity and reliability testing, this questionnaire can be used for both research and training purposes. Quantitative research can be conducted with young dancers, filling a current gap in the dance imagery literature. The DIQ-C can also be used by dance instructors to determine which imagery types they should encourage their dancers to use for peak performance.

190

PERFORMING WITHOUT DEBILITATING ANXIETY: A QUALITATIVE ANALYSIS FROM THE PERSPECTIVE OF PROFESSIONAL MUSICIANS

*Thomas Nicholl, The University of Sydney, Australia;
Maree Abbott, The University of Sydney, Australia*

Performance anxiety (PA) research is often dominated by the experiences of those experiencing the debilitating symptoms, often leaving those who perform in the absence of PA unheard. Qualitative insights have proven useful in uncovering the nuanced experience of those who identify as experiencing PA, leading to a deeper understanding of the symptoms experienced and coping strategies employed. One distinct challenge of those who experience PA is having a goal of what the experience performing without PA looks like. The aim of this study was to examine the experiences of professional musicians who perform in the absence of debilitating PA to help aid those who currently do. Six professional western classical musicians were recruited (3 female, 3 male) to complete a semi-structured interview examining the cognitive and schematic features of their performance experience. A thematic analysis was completed to analyse the results, uncovering six core themes across three layers: early experiences, pre-performance, performance. Participants identified early experiences of PA, where they developed confidence their repetition and the positive influence of others. They relied upon foundation technical, performance, and mental skills to perform, which encompassed a strong 'why' when it came to performing. During performances themselves, a deep sense of connection to the music, their peers (team), and the audience. These results highlight the utility of developing interventions aligned with the adaptive experiences of those who perform in the absence of debilitating anxiety and call for continued values-driven cognitive performance preparation education for early career musicians.

Olympic Sport, International, and Global Perspectives

191

A GROUNDED THEORY ANALYSIS OF THE MULTIDIMENSIONAL FACTORS BEHIND THE EXCEPTIONAL PERFORMANCE OF SOUTH KOREAN ARCHERS

*Joonyoung Lee, Jackson State University, USA;
Suyoung Hwang, Gachon University, Republic of Korea;
Eun Seong Kim, Jackson State University, USA*

Over the last four decades, South Korea has excelled in Olympic archery, securing around 60% of gold medals (27 out of 45) since 1984 and maintaining dominance in international competitions (Kim, 2023). This unmatched achievement is underscored by the leading global rankings of both its women's and men's national teams in the recurve bow category, a testament to their exceptional skill and physical strength (World Archery, 2023). However, the detailed mechanisms behind elite archers' ability to consistently achieve x10 scores (i.e., an ideal score of 10 points) remain underexplored. This qualitative study probes the extraordinary success of South Korean archers, with a particular focus on their consistent attainment of x10 scores. Employing grounded theory methodology (Strauss & Corbin,

1994), we explored the complex interplay of technical skills, mental strategies, and contextual influences on their superior performance. Insights were gleaned from sixty-five Korean archers who shared their experiences and perceptions of their elite achievements. Our analysis revealed a sophisticated interaction among cognitive, environmental, physiological, and emotional factors that enables these archers to sustain their exceptional scoring rates. Six key themes emerged: 1) cognitive processes, 2) environmental influences, 3) physical posture, 4) wind management strategies, 5) sensation and cognitive embodiment, and 6) emotional dynamics. The findings of this study, along with the proposed model, highlight the vital importance of mental and technical strategies, as well as the skilled management of external factors like wind, weather, and noise, in reaching peak archery performance. These insights offer valuable guidance for practitioners in archery and related shooting sports, military personnel, coaches, and sports psychologists, providing actionable strategies for performance enhancement.

192

INTERNATIONAL STUDENT ATHLETES' COPING DURING THE COVID-19 GLOBAL PANDEMIC: A QUALITATIVE STUDY

Isabella Franks, University of North Texas, USA;
Trent Petrie, University of North Texas, USA;
E. Whitney Moore, East Carolina University, USA;
Carmyn Hayes, The University of North Texas, USA

COVID-19, and its ripple effects (e.g., social distancing, sport cancellations, quarantining), negatively affected U.S. collegiate athletes' psychological well-being (NCAA, 2022). Research on international collegiate student-athletes (ISAs), however, has been surprisingly sparse given their unique, global experiences with the pandemic. Thus, we examined the experiences of 516 ISAs (Women = 62.6%; *Mage* = 20.41 years) who represented 23 different sports across all three NCAA Divisions. In April/May 2020, as part of a national study, the ISAs responded to an open-ended question regarding how they had been coping since COVID-19 was declared a pandemic and collegiate sports were canceled. We used the reflexive thematic analysis framework (RTA; Braun & Clarke, 2016), with a constructivist paradigm, to interpret the data. We interpreted the data at the latent level, developing the following thematic structure to represent their experiences: 1) The Effects of COVID-19 and Cancellation of Sports; 2) Avoidance; 3) Social Support; 4) Health, Wellness & Spirituality; and 5) Acceptance & Growth. ISAs described the loss and uncertainty surrounding their academic, athletic, and personal roles, which affected them physically, financially, motivationally, and psychologically and required them to cope in ways that were new and different. ISAs engaged primarily in active coping, such as receiving emotional support from friends and teammates, but also used avoidance at this time of acute stress. The pandemic, and the shutdowns that ensued, offered the ISAs the opportunity to accept and feel gratitude in their current circumstances and develop new routines that provided comfort in their daily lives. Given the ISAs' unique experiences, campus-level and national-level support is needed, such as athletic departments providing various resources (e.g., educational, financial) and considering liaison relationships with student service organizations (e.g., International Affairs) to meet the needs of ISAs.

Professional Development, Supervision, and Mentoring

193

EXPLORING MENTAL PERFORMANCE CONSULTANT ROLE IDENTITY: A SOCIAL IDENTITY APPROACH

Luca Ziegler, West Virginia University, USA;
Hannah Silva-Breen, West Virginia University, USA;
Kayla Hussey, West Virginia University, USA

Understanding one's role identity is a critical component in providing effective services to clients. When professionals mature they are suggested to go through a developmental process regarding their professional identity. Expert professionals differ across several categories from novice Certified Mental Performance Consultants (CMPCs) including the conceptualization of their theoretical framework, their values, and how those are reflected in their behaviors toward clients. There is a need to explore the impact of the environment on CMPCs (Tod et al., 2017), as the positive and negative consequences of identifying with a particular group have not been previously examined. This study explored the perspectives of CMPCs regarding their role identity across their careers and the influential role of the groups they consult with. The study utilizes a purposive sampling approach, obtaining insights from experienced CMPCs through semi-structured interviews. Framed within a constructivist paradigm, the phenomenological design allows for a deep understanding of the development of role identity. Thematic analysis is applied to the gathered data to identify patterns and themes, providing a comprehensive exploration of CMPCs' perspectives. Themes emerged around social factors, professional development, values, challenges, compensation, personal vs professional identities, self and other awareness, and changes in approach. The results support and extend previous knowledge regarding social identity theory and specifically the impact of groups on practitioners. Practical implications for CMPCs include the importance of reflecting on personal identities, aligning values with professional practice, and navigating challenges as opportunities for growth. Limitations include the absence of a predefined definition of role identity and a skewed sample, suggesting the need for future research with a more diverse participant pool.

194

LEARNING THROUGH INTERACTIONS WITH OTHERS: THE VALUE OF COMMUNITIES OF PRACTICE FOR MENTORSHIP AND MPC DEVELOPMENT

Diane Culver, University of Ottawa, Canada;
Siobhan Rourke, Canada; Tiago Duarte, University of Ottawa, Canada;
Cassandra Seguin, Canadian Forces Morale and Welfare Services, Canada;
Erin Kraft, SickKids - The Hospital for Sick Children, Toronto, Canada

Social learning theory (SLT; Wenger, 1998; Wenger-Trayner, 2020) underpins the concept of communities of practice (CoP). A CoP is "a high-value, low-cost initiative to connect people with a passion for learning, developing, and growing together related to their practice" (Kraft et al., 2020, p. 1). Thus, a CoP can also serve as a vehicle for change. Our research group has been using SLT and CoPs for two decades to nurture

ongoing learning for various practitioners like graduate students (e.g., Culver & Bertram, 2017), coaches (e.g., Duarte et al., 2020), and mental performance consultants (MPCs; e.g., Seguin et al., 2023). This presentation aims to clarify what is involved in creating generative learning partnerships as found within CoPs through the application of SLT. With a focus on the learning needs of the participants, and individual and collective reflection and action, CoPs involve co-creating knowledge, often aiming to not just transmit knowledge but to go beyond the limits of what is known and to collectively generate answers to practical issues “when answers are unlikely to reside in one person or perspective” (Wenger-Trayner & Wenger-Trayner, 2020, p. 25). Through shared passion to make a difference in their practice, CoP participants appreciate that their fellow participants, like themselves, acknowledge and embrace the uncertainty they often face when muddling through practice issues. Indeed, they are committed to working together to figure out potential solutions thereby creating relevant ‘just in time’ knowledge (Culver & Duarte, 2021). Examples of learning value created for participants in such spaces will be provided (e.g., graduate student identity formation; coaches applying safe sport practices; MPCs’ identification and clarification of their role in concussion support). Finally, we propose SLT for the group mentorship of future CMPCs, suggesting the learning value of such social learning spaces can exceed that created by one-on-one mentorship alone.

195

PREVALENCE OF, OPPORTUNITIES FOR, AND GRADUATE STUDENTS’ EXPERIENCES WITH SUPERVISION TRAINING IN SPORT PSYCHOLOGY

Savanna Ward, Boston University, USA

Despite recommendations from 25 years ago calling for sport psychology graduate students to develop peer mentoring skills early in their student-trainee development (Barney et al., 1996), no formal study has been conducted examining the supervision training experiences of those students. Virtually nothing is known about how current sport psychology graduate students, that is, future professionals and potential supervisors, are preparing for the role of supervisor or how graduate programs are supporting students in this preparation. The purpose of this study was to examine the prevalence of, opportunities for, and students experiences of peer mentoring and supervision training for students in applied sport psychology graduate programs in the United States. In addition to using a cross-sectional, survey-based research design with graduate students, archival data of applied programs were examined for the types of supervision training advertised as available to students. If participants reported peer mentoring experience, they were asked a number of questions specifically related to that experience. Of the 71 graduate sport psychology programs in the US, only five programs indicated any evidence of supervision training. Seventy-four of the 158 participants reported utilizing supervision training opportunities and 32 have served as a peer mentor. Peer mentors have served in their role for a mean of 3.19 ($SD = 1.89$) semesters, commit 2.63 ($SD = 1.98$) hours per week to mentoring, and average 5.29 ($SD = 4.11$) mentees over the course of their peer mentoring experience. More students had supervision training experiences than was originally hypothesized. However, even when training is available, students do not report the training as contributing to their readiness to serve as a supervisor in the future. Students,

graduate programs, and AASP should continue to improve the processes and systems for the deliberate implementation of supervision training to those who will serve as supervisors in the future.

Research Design

196

HOLISTIC ENHANCEMENTS IN ATHLETE WELL-BEING: INSIGHTS FROM META-ANALYTIC STRUCTURAL EQUATION MODELING

*Seongwoo Seo, Chungang University, Republic of Korea;
Inyoung Cha, Chungang University, Republic of Korea;
Jeongdug Sul, Chungang University, Republic of Korea;
Junghoon Huh, Chungang University, Republic of Korea;
Joonyoung Lee, Jackson State University, USA*

This study employed Meta-Analytic Structural Equation Modeling (MASEM) and the R package metaSEM to analyze the structural relationships among mental, physical, and social factors affecting athlete well-being, based on 51 studies selected in accordance with PRISMA guidelines. By exploring the collective influence of these dimensions on well-being, this research addresses a notable gap in the literature, highlighting the unique challenges athletes face. The findings revealed that positive attributes across the mental, physical, and social dimensions significantly enhance athlete well-being, exhibiting medium to large effect sizes. Importantly, physical well-being acts as a critical mediator, significantly influenced by a positive mental state ($.36, p < .001$), physical condition ($.32, p < .001$), and sociability ($.22, p < .001$). These factors collectively yield a considerable overall impact on well-being ($.57, p < .05$). The model demonstrates excellent fit (CFI = .994, TLI = .981, RMSEA = .034), advocating for a holistic approach to enhancing athlete well-being by focusing on these interrelated factors. These insights underline the importance of integrating physical wellness into intervention programs and emphasize the need to understand the complex combination of elements influencing athletes’ well-being. The results of this research are expected to contribute to the expansion of both theoretical insights and practical guidelines in the field of sports psychology.

197

REFINING THE ATHLETIC MIND: A NEW MEASURE OF META COGNITIVE COMPETENCE IN SPORTS

*Sunghoon An, Chungang University, Republic of Korea;
Jaejin Lim, Chungang University, Republic of Korea;
Yaechan Lee, Chungang University, Republic of Korea;
Junghoon Huh, Chungang University, Republic of Korea;
Joonyoung Lee, Jackson State University, Republic of Korea*

This study sought to refine the Athletic Meta-Cognitive Scale (AMCS-I; An, 2019) by addressing its original complexity and length, which limited its field applicability. Aiming for a more practical tool, we reduced item count and simplified dimensions to expedite administration and analysis. A comprehensive literature review and expert consultations led to an initial pool of 90 items, tested via a survey on 382 athletes from the Korea Sports Association. Departing from AMCS-I’s segmented approach to metacognition (separating technical, psychological, and physical aspects), our study adopted

a holistic strategy. We integrated various sub-factors—declarative knowledge, procedural understanding, contextual awareness, strategic planning, monitoring, and evaluative judgment—into a unified analysis framework. Through stages of item evaluation, factor analysis, and rigorous testing for reliability and validity, we refined the scale for enhanced effectiveness and applicability. The refinement process yielded a concise scale of 24 items, distilled from the original 41 through exploratory and confirmatory factor analyses, ensuring robust reliability and validity. This streamlined scale not only mitigates the AMCS-I's limitations but also more accurately reflects athletes' behaviors, cognitive processes, and competitive challenges, particularly in knowledge acquisition and regulation. By offering insights into the rationale for item exclusion and suggesting ways to maximize the scale's utility, this study contributes to the development of a more effective measurement tool. It also proposes directions for future research into athletic metacognition, aiming to further our understanding and the scale's practical use. This effort underscores the importance of a nuanced tool for assessing athletes' meta-cognitive competencies in real-world sports settings, facilitating targeted interventions and enhanced performance outcomes.

Social Justice, Equity, and Inclusion

198

AN INTERSECTIONAL EXPLORATION OF LATINX YOUTH IDENTITY DEVELOPMENT THROUGH SOCCER

Swapandeep Mushiana, Soccer Without Borders, USA;
Danny Ayala Del Rio, Soccer Without Borders, USA

Sports programs are essential for underserved youth (Avery & Sawyer, 2013) and must deliver programming from a multicultural lens to meet the needs of participants from diverse backgrounds (Roth & Brooks-Gunn, 2003). Cultural Sport Psychology's focus on issues of identity and acculturation (Schinke et al., 2019; Ryba, Stambulova, & Ronkainen, 2016) along with intersectional approaches in Sport Psychology research and practice (Ronkainen, Kavoura & Ryba, 2016) provide a foundation to improve developmental outcomes for Latinx youth that play soccer. Latinx identity development and soccer are heavily intertwined (Brietzke & Perreira, 2017; McGovern, 2021; Stodolska & Tainsky, 2015; Vazquez et al., 2018). Soccer's influence on Latinx identity development spans across individual cultural (e.g. sense of belonging, masculinity/machismo) and ecological levels (e.g. family, community) (Cortex, 2023; Schober, Zarate, & Fawcett, 2015). This poster will present a narrative literature review from an intersectional lens to elucidate the relationship between soccer and identity development for Latinx youth (e.g. immigration status, gender identity, sexual orientation, ethnic background). We build on foundational intersectional research (Crenshaw, 1991) and recent work in Cultural Sport Psychology (Kriger et al., 2022; Bennett, Owens, & Prewitt-White, 2022) to understand the range of Latinx experiences in relationship to soccer. Our review will provide insights on intersectional facets of Latinx youth identity development in relationship to soccer that promote resilience (Patrón & García, 2016), lead to positive health outcomes (Patler, 2018), and identify protective factors (Patron, 2021; Trouille, 2021). This poster seeks to answer Sport Psychology's call to the field to increase multicultural awareness in training, foster cultural humility, and promote culturally responsive interventions

(Curvey et al., 2022; Quartiroli, et al., 2020). Finally, our poster will discuss implications for soccer coaches working with Latinx players, as our roles as coaches is expanding to provide guidance both on and off the field.

199

NCAA COACHES' ATTITUDES TOWARDS TRANSGENDER ATHLETES' SPORT PARTICIPATION: A QUANTITATIVE ANALYSIS

Macey Arnold, University of North Texas, USA;
Kasey Chambers, University of North Texas, USA;
Trent Petrie, University of North Texas, USA

Although the NCAA has established policies for the inclusion of transgender athletes, the extent to which sport environments are welcoming, inclusive, and safe for these athletes is largely unknown. Given how influential coaches are in their athletes' lives and in their team's cultures (Kuhlin et al, 2020), we examined 1,174 collegiate coaches' (*Mage* = 39.43 years; 45.8% women; 85.5% White; 90.0% non-Hispanic; 75.1% heterosexual; 35.1% Division I) attitudes towards transgender athletes' sport participation. Coaches completed three questions to assess how welcoming they would be towards transgender athletes and measures on contact with LGBTQ+ individuals, knowledge related to transgender identities, and demographic/sport factors. Through a hierarchical regression, we tested the relationships of coaches' gender identity, age, NCAA division, political affiliation, contact with LGB+ individuals, contact with transgender individuals, and knowledge about transgender identities to how welcoming they would be; the overall model was significant, $F(3, 1,163) = 75.226, p < .001, adjR^2 = .408$. Of the entered variables, eight were significant: gender (Men; $\beta = -.085, p < .001$), contact with transgender individuals ($\beta = .070, p = .003$), knowledge about transgender identities ($\beta = .359, p < .001$), political affiliation (Democratic; $\beta = .350, p < .001$; Independent; $\beta = .151, p < .001$), NCAA division (DI; $\beta = -.107, p < .001$; DII; $\beta = -.118, p < .001$), and age ($\beta = -.077, p = .001$). To prepare coaches to effectively work with transgender athletes (e.g., cultivate safe environments), organizations and governing bodies should provide transgender inclusion training informed by the present study findings. Notably, findings demonstrate how increased knowledge regarding transgender identities and contact with transgender individuals are related to more positive attitudes towards transgender athletes. Trainings should be active and experiential, providing opportunities for coaches to gain understanding of transgender identities and to learn directly from transgender athletes/individuals regarding their lived experiences.

200

THE FIGHT TO INCLUSIVITY: THE INTEGRATION OF PSYCHOLOGICAL SKILLS TRAINING FOR SPECIAL OLYMPICS ATHLETES

Anna Bomber, Bomber Performance Consulting, LLC, USA;
Lexi Ahrens, Special Olympics Idaho, USA

Little has been published on the integration of psychological skills for those with intellectual disabilities (ID), specifically those in Special Olympics North America (SONA; Shapiro & Pitts, 2014). SONA athletes face daily stressors but have access to few coping strategies. Pilot data from SONA Strong

Minds events found that SONA athletes often use avoidant strategies when experiencing stress (Hartley & MacLean, 2019). In response, SONA programs implemented the Strong Minds program, which focuses on developing coping strategies to maintain emotional wellness (Special Olympics, 2019). Those with ID are more similar than dissimilar to athletes without disabilities regarding psychological skill usage. Therefore, additional resources should be provided to accommodate a lack of psychological skills among SONA athletes according to the Social Model of Disability (Zoerink & Wilson, 1995; Oliver, 1983).

Self-talk is beneficial for those with ID, however little research has been provided on how this skill is utilized for athletes with ID to increase confidence (Flint, 2016; Gorely et al., 2002). Additionally, strengths-based approaches are relevant to those with ID (Niemiec et al., 2017). Strengths help athletes capitalize on assets to enact change towards a goal (Castillo & Bird, 2022). However, there remains a gap on how those with ID can use strength-based approaches in performance.

We will discuss how psychological skills have been utilized in SONA, and improvements that could be adapted to fit the needs of those with ID. Specifically, we will utilize the “Strong Messages” section of Strong Minds to incorporate literature on self-talk skills from a strength-based perspective. We will pinpoint how SONA athletes can identify strengths to foster positive thinking and build confidence through self-talk. It is our hope that these adaptations will be incorporated into Strong Minds, shaping the notion that SONA could serve as a hub for CMPC’s to integrate these skills.

Tactical Populations

201

ENHANCING ACADEMIC PERFORMANCE IN A TACTICAL POPULATION

Kimberly Rice, Human Performance and Wellness, USA;
Alexis Kent, F3EA, USA

The views expressed in this abstract are those of the author(s) and do not necessarily reflect the official policy or position of the Department of Army, DoD, or U.S Government.

Mental Performance Coaches are often approached by soldiers to improve their academic performance. The soldiers are constantly finding themselves tasked with learning an immense amount of new information in a short period of time. Soldiers face several barriers that can impede academic performance. Common barriers include, but are not limited to, time management (Hensley et al., 2018), attention in the classroom (Kokoc, 2021), confidence (Marquez et al., 2023), burnout (Kordzanganeg et al., 2021), and inability to process and retain new information. To learn a new skill, in-depth and sustained concentration is required, as well as understanding what is motivating the soldier to learn (Hodges & Lohse, 2022). In addition, soldiers who are intrinsically motivated for a longer length of time conquer more challenges and demonstrate accomplishments in their academic performance over others who are extrinsically motivated (Ayub, 2010). This poster will present various cases, strategies leveraged, and lessons learned in the application of mental performance skills and strategies in an academic setting. The cases will focus on fundamental mental performance skills such as mindset, goal

setting, and confidence that align with current research and theories in academic performance.

Teaching

202

MANAGING INSTRUCTOR BURNOUT WITH SPORT AND PERFORMANCE PSYCHOLOGY: COURSE DESIGN CONSIDERATIONS FOR KINESIOLOGY FACULTY

Caitlyn Hauff, University of South Alabama, USA;
Mitchell Woltring, University of South Alabama, USA

Maslach et al. (1996) defined burnout as, “a state of exhaustion in which one is cynical about the value of one’s occupation and doubtful of one’s capacity to perform” (p.20). Research shows high levels of burnout, stress, and turnover within higher education (Sabagh et al., 2018). Instructors are likely faced with the possibility of burnout, which leads to common consequences such as depression, poor health, dissatisfaction, increased anxiety, and turnover (Desrumaux et al., 2015). While instructors cannot manage all of the antecedents of burnout, they can control how their courses are operated to best manage the common contributors to burnout.

This poster will focus on the experiences of two instructors in the Kinesiology field representing different disciplines: Sport Psychology and Sport Management. Implementing strategies to avoid burnout are foundational in sport and performance psychology (SPP) practices, but in the adjacent field of sport management, burnout is often unrecognized or flatly ignored (Gellock & Dwyer, 2023). While some of the ideologies in these disciplines are different, the presenters have found success using foundational psychological skills (e.g., goal setting, self-care, managing expectations, etc.) to mitigate the effects of burnout in the classroom, suggesting that SPP concepts and principles are transferable and applicable in multiple areas of higher education and should be considered across disciplines. The presenters will provide diverse insight regarding implementation of course design approaches to better manage instructor burnout from a SPP lens, specifically focusing on grading considerations, assessment procedures, policies to promote student success, establishing and delineating clear boundaries, and implementing work-life balance measures. The presenters will share student feedback with the audience to demonstrate the effectiveness of these methods in the classroom and how the instructors have also encouraged students to adopt some of these techniques for their future careers in each of their respective fields.

203

SAVING A SEAT FOR SOCIAL JUSTICE: STRATEGIES TO IMPROVE EXERCISE PSYCHOLOGY COURSE CONTENT

Alison Ede, Long Beach State University, USA;
Nicole Vargas, Long Beach State University, USA

In the field of sport psychology, researchers have responded to the need to develop culturally competent practitioners, by conducting relevant research and expanding social justice issues into course curriculum for undergraduate and graduate students (Gill et al., 2021; Ryba et al., 2013). Despite some

calls for a focus on physical activity as a social justice issue over 10 years ago (Lee & Cubbin, 2009), the field of exercise psychology has not followed the direction of sport psychology when it comes to including diversity, equity, and inclusion content into academic curriculum. Commonly-used textbooks in the field (e.g., Lox et al., 2019, Hausenblaus & Rhodes, 2016, etc.) focus primarily on theories of behavior change framed as individual responsibility, instead of addressing structural issues of exercise and fitness as a social justice issue. Additional textbook topics recognize diverse demographic characteristic such as race/ethnicity, age, and gender; however, these are framed as social determinants of health, and social justice topics such as racism, ableism, or ageism, among others, are not addressed. Without the inclusion of social justice content in exercise psychology textbooks, there is a need to develop strategies and provide additional resources so that instructors can be better prepared to teach students as future practitioners working with diverse populations. This presentation will include strategies and tips intended to supplement existing exercise psychology academic curriculum with a range of social justice topics, including addressing structural inequities and biases in exercise and fitness environments, and how to take an inclusive approach to course content. Examples of assignments, discussion topics, and other classroom strategies tailored for undergraduate and graduate students will be presented.

204

TEACHING INFORMATION LITERACY IN SPORT AND EXERCISE PSYCHOLOGY

Hayley Russell, Gustavus Adolphus College, USA;
Rachel Flynn, Gustavus Adolphus College, USA;
Lauren MacLean, Gustavus Adolphus College, USA;
Lauren Hecht, Gustavus Adolphus College, USA

“Was that commentator right when they said that the team lost because they didn’t want it enough?” “Is that journalist correct when they say that strength training can heal trauma?” “Can I trust that influencer in TikTok that says there’s no such thing as too much exercise?” Students are inundated with information about sport and exercise psychology in their everyday lives. When we teach sport and exercise psychology classes, we are helping students develop essential knowledge in the field, yet we also have the opportunity to teach students skills to be ethical consumers and producers of sport and exercise psychology information. This is known as information literacy. According to the Association of College and Research Libraries information literacy is a “set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning”. By focusing on information literacy in our classes, students can (1) learn to be critical consumers of sport and exercise psychology information, (2) consider which voices are amplified and silenced in the information they consume, and (3) develop the skills to produce information in sport and exercise psychology that is evidence-based and appropriate for specific audiences. In this poster we will share strategies that sport and exercise psychology instructors can use to integrate IL in their classes without sacrificing content. This will include information about how to apply the principles of information literacy to sport and exercise psychology classes through course design as well as specific examples of activities and assignments instructors can use to improve students’ information literacy.

205

THE RELATIONSHIP BETWEEN COLLEGE STUDENTS’ PERCEPTIONS OF THE STEM CLASSROOM CLIMATE, THEIR WELL BEING, AND INTERPERSONAL RELATIONSHIPS

Jacob Chamberlin, University of Kansas, USA;
Mary Fry, University of Kansas, USA;
Jacob Majeske, University of Kansas, USA;
Ana Chicas-Mosier, University of Kansas, USA;
Jason Applegate, University of Kansas, USA

Researchers employing achievement goal perspective theory (AGPT) and a caring framework have demonstrated how leaders can promote a climate (i.e., caring and task-involving; CTI) that maximizes the experience of students, athletes, and exercisers (Ames, 1992; Fry & Hogue, 2017; Newton et al., 2007; Nicholls, 1984; Noddings, 1992). In a CTI environment, participants feel that effort and improvement are most valued, mistakes are viewed as opportunities for learning, cooperation is fostered, and everyone is treated with kindness and respect. The purpose of this study was to examine STEM students’ perceptions of the motivational climate within their chemistry lab courses to their a) well-being, and b) interpersonal relationships with STEM instructors and peers. College Students (N = 421; 264 female, 149 male; *Mage*: 19.01) completed a survey including the variables of interest during the last two weeks of the semester. A canonical correlation revealed that students who perceived their instructors created a higher CTI climate, reported higher social, emotional, and psychological well-being, and better relationships with their STEM professors and peers. These results provide support for creating a CTI climate in classrooms that are a training ground for future professionals in sport & exercise psychology. Not only because quality student-instructor relationships are key for students’ overall development (Jack, 2016) but also because professionals in training who experience a CTI climate may benefit from the experience as it may shape their effectiveness working with clients and athletes in the future. Learning to create a CTI classroom climate is a skill that may require not only exposure to such an environment, but direction in how to create it. STEM lab courses provide an ideal setting to not only teach science content, but also a place where future professionals can learn how to create an optimal environment that brings out the best in others.

Youth Sport

206

AN INTERVENTION TO COMBAT THE NEGATIVE EFFECTS OF PERFECTIONISM BY INCORPORATING ELEMENTS OF SELF-COMPASSION FOR YOUTH GYMNASTS

Eleanor Cain, Illinois State University, USA;
Eric Martin, Boise State University, USA;
Scott Pierce, Illinois State University, USA

In the sport of gymnastics, athletes are pushed towards wanting perfection in their performance. There are two widely accepted dimensions of perfectionism: perfectionistic strivings and perfectionistic concerns. Perfectionistic strivings are having high personal standards and wanting to achieve high goals while perfectionistic concerns are worries about making

mistakes and evaluating oneself based on performance/mistakes. Perfectionistic striving typically produces adaptive outcomes, while perfectionistic concerns are viewed as the maladaptive aspects of perfectionism (Dunn et al, 2018). As a contrast to the negative effects of perfectionistic concerns, self-compassion encompasses an accepting, supportive, and nonjudgmental attitude that can alleviate suffering and enhance overall mental health (Mosewich, 2020). This presentation will provide an overview and evaluation of an intervention designed to reduce perfectionistic tendencies and enhance self-compassion in the sport of gymnastics. A total of 6 youth gymnasts participated in this project. Participants completed a series of four workshops that introduced (1) what perfectionism is, (2) how to better deal with making mistakes, (3) who influences their perfectionism, and (4) how to use self-compassion to combat negative effects of perfection in both sport and life domains. To evaluate the intervention, athletes completed the Perceived Stress Scale, Sport Multidimensional Perfectionism Scale, and Self-Compassion scale pre- and post- intervention. The results showed positive change in almost all of the perfection and self-compassion measures, two of which were statistically significant. The gymnasts also reported positive feedback and felt that it was beneficial for them, ranking the workshop, on average, a 9.33/10. Both coaches and athletes in the sport of gymnastics could earn crucial benefits from learning about their perfectionism and how to be more self-compassionate. Practical recommendations will be made to implement the workshop with collegiate athletes populations to evaluate and assess the versatility of the content.

207

CHALLENGE AND THREAT: THE FOOTBALL ACADEMY ENVIRONMENT

Claire Rossato, University of Greenwich, UK

Working within youth sport, specifically football academies, there is clear support structure including physiology, performance analysis, psychology and strength and conditioning (Pazo et al. (2012). Furthermore, there is an increase in pressure to identify promising talent, and to create an optimal learning environment for these individuals (Baker et al, 2013). Moreover, athletes can perceive a sporting situation, such as a football match, as a challenge or threat (Jones et al, 2009). Challenge can be seen as facilitative to performance, whereas threat can be seen as debilitating (Moore et al, 2012). Therefore, a challenge state could be seen as desirable for performance (Rossato et al, 2018).

The present study examined the use of a psychological skills including a pre-performance routine development and implemented with academy footballers before competition. This was to try to promote a challenge rather than a threat state. Male footballers within an academy environment in the UK (N = 20, Mage = 18.1 ± 0.5 years) completed The Challenge and Threat in Sport Scale (CAT-Sport; Rossato et al, 2018) pre-season and before attending a series of workshops focusing on various psychological skills such as self-talk, imagery, and basic breathing routines to then build into a pre-performance routine. These skills were developed over the season into a pre-performance routine. The CAT-Sport was then completed at the end of the season after pre-performance routines had been implemented. Mean and standard deviation (SD) were calculated for difference regarding pre and post season regarding Challenge and Threat scores. Challenge was significantly higher ($t(19) = 2.6; p < 0.05$) post season compared to pre-season, whereas Threat significantly decreased ($t(19) = -1.3, p < 0.05$). It could be suggested that the use of a pre-performance routine before a match may have an impact on Challenge and Threat states. Further research could examine whether this relates directly to performance.

208

SAFE TO PLAY: UNDERSTANDING THE IMPACT OF SOCIAL INJUSTICES ON TRANSGENDER YOUTH SPORT PARTICIPATION

Mallori Girard, Texas A&M University, USA

Sport is a prevalent out-of-school time activity for adolescents (Sabo & Veliz, 2008) with empirical research suggesting it has the potential to promote positive youth development. However, due to the highly gendered nature of the sport context, participation can deter the developmental benefits for gender-diverse individuals. Framed by the Developmental Model of Sports Participation (Côté & Fraser-Thomas, 2008), this study aims to explore how social injustices such as discrimination, exclusion, and anti-trans stigma, faced during high school impact gender minorities' participation in youth sport. This relationship is further explored by investigating how the presence of protective factors such as resilience and perceptions of personal safety can alter these dynamics. Utilizing a cross-sectional design and self-report survey methodologies, this study involves a sample of 18 - 25 year old gender-diverse young adults. Data analysis will explore the interplay between experienced social injustices and engagement in sports activities, and assess whether participation in sport leads to enhanced well-being in later life.

POSTERS - VIRTUAL ONLY

Coaching

209

CREATING COMMUNITY: LAUNCHING THE MISSISSIPPI WOMEN'S COACHING ACADEMY

Melissa Thompson, The University of Southern Mississippi, USA;

Laurie Neelis, The University of Southern Mississippi, USA

The purpose of the Mississippi Women's Coaching Academy (MWCA) was to create a series of coach development opportunities designed around skills necessary for effective coaching that could be targeted toward developing women coaches. In total, 14 female coaches from south Mississippi participated in the face-to-face event and subsequent group calls. Sport coached varied and included softball, basketball, volleyball, football, track/cross country, and soccer. The face-to-face portion of the program was an intensive, two-day training where coaches engaged with one another to learn the basics of explaining skills, providing demonstrations, conducting observations, skill analysis and decision-making, and providing feedback. This included significant peer-coaching to provide opportunities to try new techniques while gaining high-quality feedback from the group. The event also incorporated the DISC profile, which provided discussion opportunities related to the impact of one's leadership approach to coaching. Finally, coordinators hosted a panel of women coaches during lunch on both days and allowed guests to share their coaching journey before opening the floor for questions. Feedback from the participants following the event suggests they found significant value in participation related to both content and experience, with the lone complaint being related to the length/intensity of the event. From their feedback, it was clear that the panel discussions and open Q&A about situations in coaching resonated as the most impactful elements of the event.

210

PROFILES OF NATIONAL COLLEGIATE ATHLETIC ASSOCIATION COACHES' BASIC PSYCHOLOGICAL NEED FULFILMENT AND ASSOCIATED COPING

Ari Sapinsley, West Virginia University, USA;

Daniel Leyhr, Eberhard Karls University of Tübingen, Germany;

Tucker Readdy, Bering Global Solutions, USA;

Johannes Raabe, Raabe Performance Consulting LLC, USA

The National Collegiate Athletic Association (NCAA) setting is unique (e.g., performance expectations, job security) and necessitates the navigation of a variety of stressors, which, if coaches cannot meet and manage, may facilitate negative outcomes (i.e., burnout; Norris et al., 2017; Olusoga et al., 2019). Predicated on Basic Psychological Needs Theory (Ryan & Deci, 2017), the satisfaction of three basic psychological needs for autonomy, competence, and relatedness are associated with how we perceive and respond to potentially stressful situations (Ntoumanis et al., 2009). To date, researchers investigating coaches (e.g., Morbée et al., 2020) have exclusively employed

variable-centered research designs, in which average scores of the variables are computed across the samples assuming homogeneity among participants. Alternatively, a person-oriented design (Bergman & Magnuson, 1997) enables uncovering of the potentially heterogeneous profiles of coaches' need fulfillment. Accordingly, the purpose of this study was to explore profiles of need satisfaction and frustration among NCAA coaches, and differences in coping functions based on profile alignment. Latent profile analysis (BIC = 17,078, Entropy = .83) of the data from N = 1,218 coaches revealed five profiles: "Moderately High Need Satisfaction/Moderately Low Need Frustration," "Average Need Satisfaction and Frustration," "Low Competence Satisfaction/High Competence Frustration," "Low Relatedness Satisfaction/High Relatedness Frustration," "Low Need Satisfaction/High Need Frustration." One-way multivariate analyses of covariance with subsequent univariate analyses of variance revealed significant mean differences in coping based on profile-affiliation and significant mean differences across all dependent variables ($F(4, 1213) \geq 13.30, p < .001, \eta^2 \geq .04$). The findings highlight variations in participants' need fulfillment, highlighting the apparent heterogeneity of the sample. Furthermore, that need fulfillment may be an antecedent to the use of problem-, emotion-, and avoidance-focused coping functions, from which tailored interventions can be more resource efficient. Theoretical and applied implications to enhance future research and practice will be discussed.

Collegiate Sport

211

ATHLETE MINDSET PERFORMANCE TRAINING: EMPOWERING ATHLETES WITH COPING SKILLS FOR PERFORMANCE

Lorenda Beuker, Keiser University, USA;

Daniel Kuchinka, Keiser University, USA

The present study utilized a quasi-experimental design to explore the efficacy of an applied mental skills training intervention, Beuker's Athlete Mindset Performance Training (B-AMPT), that employed a team-based, activity-centered training protocol. The B-AMPT program is designed to augment mindfulness, athletic coping skills, and grit while mitigating psychological distress among collegiate women's lacrosse athletes ($n = 31$). Research has revealed the efficacy of mindfulness training in enhancing athlete coping skills and mindfulness itself (Liu et al., 2021; Jian-Hong et al., 2019; Vidic, 2021). The present study utilized validated athlete self-assessment scales including the Five Facet Mindfulness Scale (FFMQ-15), Athletic Coping Skills Inventory (ACSI-28), 12-Item Short Grit Scale (Grit-S), and the Kessler Psychological Distress Scale (K6). Furthermore, the present study extends beyond athlete self-assessment by incorporating the head coach's perception of the athlete across three key factors (performance, effort, mindset). Results revealed an unexpected and significant decrease ($p = .021$) in the coach's perception of performance, no significant change in effort, and a meaningful but not significant ($p = .051$) increase in mindset. Consistent with our hypotheses, athletes reported a significant increase in coping skills (freedom from worry, coachability, confidence achievement motivation, coping with adversity, peaking under pressure, goal setting mental preparation). Additional significant results included an increase in mindfulness (describe, nonjudge), distress, and grit. The results of the

present study are promising as they suggest the applied MST intervention can positively impact an athlete's coping skills, mindfulness, distress, and grit, which can impact performance. Further research is needed to confirm these results and test the effectiveness of the program by examining the causal effect on objective performance-related data.

212

SELF-HANDICAPPING, PERSONALITY, AND STRESS IN COLLEGE CLUB HOCKEY PLAYERS

David Tobar, Bowling Green State University, USA;
Rachel Dembek, Bowling Green State University, USA

According to the Cognitive Mediation Theory of Stress and Emotion (Lazarus, 1999), an athlete's primary appraisal of a stressor may be influenced by dispositional variables, such as personality traits. Athletes who fear failure for an upcoming, evaluative event (i.e., stressor) may experience stress and engage in self-handicapping as a coping-related strategy to protect against threats to self-esteem. Despite the theoretical appeal, no research has examined the influence of personality and stress on self-handicapping in college club athletes. The current study examined the relationship between self-handicapping, Big Five personality traits and stress in college club hockey players. Data were collected from the men's ($n=20$) and women's ($n=11$) club hockey teams at a D-I university. Participants completed the Self-Handicapping Scale, Big Five Inventory-2XS, Perceived Stress Scale (PSS), and questions about perceived stress related to being a member of the team, coach pressures, and teammate pressures. Independent t test results indicated that the women's team had higher means ($p<.05$) for self-handicapping, negative emotionality, and open-mindedness but lower scores for conscientiousness compared to the men's team. Self-handicapping was correlated ($p's<.05$) with sport team ($r=.40$), negative emotionality ($r=.64$), conscientiousness ($r=-.43$), PSS-general stress ($r=.64$), stress of being a member of the team, ($r=.63$), coach pressures ($r=.46$), and teammate pressures ($r=.60$). These variables were included in a hierarchical, stepwise regression to predict self-handicapping, and the final model of four predictors (negative emotionality, conscientiousness, perceived stress of being a member of the team, PSS-general stress) accounted for 72% of the variance ($p<.001$) in self-handicapping. In sum, college club hockey players prone to experiencing distress and being less diligent may employ self-handicapping strategies, especially if they fear failure in an upcoming event. Sport psychology consultants should consider assessing personality and monitoring emotions and stress levels to minimize self-handicapping behaviors and potentially improve performance and well-being in athletes.

213

STUDENT-ATHLETE PERCEPTIONS OF BARRIERS TO CAMPUS MENTAL HEALTH RESOURCES

Amanda Aguilar, The University of Alabama in Huntsville, USA;
Jeremy Elliott, The University of Alabama in Huntsville, USA;
David Kyle, The University of Alabama in Huntsville, USA;
Jennifer Cole, The University of Alabama in Huntsville, USA

Student-athlete mental health has been a growing concern among universities and collegiate athletic administrations

in recent years. The National Collegiate Athletic Association (NCAA) recently released its 2nd edition of Mental Health Best Practices & Supporting Student Wellness guidelines for member institutions as it recognizes mental health as a growing concern among the athletic population. The dual roles demanded of student-athletes may increase their susceptibility to anxiety, depression, eating disorders, sleep disturbances, substance abuse, and even suicide (Cutler & Dwyer, 2020; Ryan et al., 2018; Moreland et al., 2018). University athletic departments, counseling centers, and on-campus health clinics take on the immense task of helping student-athletes successfully navigate these challenges. Unfortunately, student-athletes are not always aware of these services and universities across the country are struggling to keep up with demand (Chew & Thompson, 2014).

To address student-athlete concerns, a study is being conducted to identify possible areas of improvement related to the availability of mental health resources for student-athletes on a Division II campus. The purpose of this study is to 1) explore student-athlete's perceptions of mental health resources on campus, 2) identify what outlets students will seek when desiring mental health services, and 3) compare student-athlete understanding of help-seeking steps to official athletic department procedures.

A digital survey aimed at current student-athletes will be used to answer the following research questions: 1) what perceived barriers exist for student-athletes seeking mental health services? 2) what are the student-athlete's perceptions of available mental health resources on campus? and 3) how can the university align mental health resources to student-athlete expectations?

The results of this study will help to inform the university's athletic department, counseling center, as well as the university administration as a whole of perceived barriers that hinder student-athletes from achieving positive mental health.

Consulting & Interventions

214

IMPLEMENTING PSYCHOLOGICAL SKILLS TRAINING: A PIECE OF CAKE OR TOO DIFFICULT TO SWALLOW?

Elizabeth Pacioles, Marshall University, USA;
Nick Russo, Marshall University, USA

One potential barrier for engaging in psychological skills training could be an athlete or performer's belief that they are already adept at implementing psychological strategies. The purpose of this study was to assess how easily individuals could apply newly introduced psychological strategies. After an introduction to psychological skills training strategies, 28 students enrolled in a Sport Psychology course chose one or more strategies to implement for a sport, exercise, or performance activity of their choice. After implementing the strategies for four weeks, students responded to a post-activity questionnaire with quantitative rating scale questions and open-ended responses regarding their experience. Results showed that the ease of implementation ratings were surprisingly high ($M = 8.07$, $SD = 1.36$, on a scale of 1 – 10, 1 = very difficult to implement, 10 = very easy to implement), particularly since the students were just recently introduced to psychological skills training. No student rated the ease/

difficulty below 6 out of 10. Qualitative analysis of student comments also showed that they implemented their chosen strategies with relative ease (with one report that using imagery was a “piece of cake”). A potential explanation for the high ratings could be the Kruger-Dunning effect, in which unknowledgeable individuals lack the expertise necessary to recognize their lack of expertise (Kruger & Dunning, 1999). These findings could be applied to sport psychology practitioners who are working with athletes, performers, and students who potentially have false confidence in their own mental skills and not realize the complexities and nuances of performance enhancement via sustained mental practice. Based on this research, a practitioner might emphasize to athletes and performers that no matter how easily it might feel to implement psychological strategies, there is also room to improve in terms of psychological skill development.

Exercise/Health/Fitness

215

FITNURSE: A MINDFUL PHYSICAL ACTIVITY INTERVENTION FOR NURSING STUDENTS

Maile Sapp, University of Maine, USA;
Rebecca Schwartz-Mette, University of Buffalo, USA;
Kayla Parsons, University of Maine, USA;
Kelley Strout, University of Maine, USA;
Jade McNamara, University of Maine, USA

Background: High pressure and stress have been linked to nursing student academic and clinical performance (Cheung & Au, 2011; Ratansipirong et al., 2015).

Objectives: This research aims to evaluate the effectiveness of FITNurse, a pre-semester mindful physical activity intervention, on well-being and performance in first-year nursing students compared to a mindful eating control group.

Methods: In a non-randomized control trial, before the start of the fall semester, first-year nursing students participated in a 6-day introductory mindfulness course and subsequent booster doses over a 14-week period and were self-selected into FITNurse or a mindful eating intervention control group. Both included 4 daily 90-minute sessions. Questionnaires were distributed before (T1), immediately after (T2), and at semester's end (T3). Perceived Stress Scale (PSS), Oldenburg Burnout Inventory (OBI), State Mindfulness Scale-Physical Activity (SMS-PA), and Five Facet Mindfulness Questionnaire (FFMQ) scores were collected.

Results: Fifty-four nursing students participated (90.3% female, 93.5% white, $M\text{-age}=19.3$ years). Controlling for baseline levels of each dependent variable, multilevel models predicted outcomes from T1, assessing immediate and semester-long effects. The control ($n=27$) reported increased stress ($b=.11, p < .05$) and burnout ($b=.08, p < .05$) at T3, but no significant increases were observed for FITNurse ($n=27$). Both groups reported increased state mindfulness at T2 (FN: $b=.50, p < .001$; C: $b=.77, p < .001$), but only FITNurse reported improvements at T3 ($b=.20, p < .05$). The control reported increased mindfulness skills at T2 ($b=.15, p < .001$), whereas FITNurse reported marginally significant increases at T3 ($b=.05, p=.06$).

Implications: Preliminary analysis suggests that FITNurse had immediate and semester-long positive impacts on first-year nursing students in conjunction with mindfulness training. Specifically, FITNurse has the potential to (a) buffer against the effects of stress and burnout experienced during the academic semester (b) increase mindfulness (c) and bolster use of mindful strategies. Ongoing data collection will include performance-based outcomes (i.e., clinical skills, GPA).

Mental Health

216

CURRENT MENTAL HEALTH TREATMENT AND MINDFULNESS ASSOCIATED WITH REDUCED GENERALIZED ANXIETY SYMPTOMS IN STUDENT-ATHLETES

Teona Velehorsch, University of Toledo, USA;
Wesley Bullock, University of Toledo, USA

While high levels of anxiety in athletes are associated with negative psychological well-being and performance outcomes (Tamminen et al., 2021), evidence suggests student-athletes are less likely to seek professional help than their non-athlete counterparts (Watson, 2005) due to the stigma associated with help seeking (López & Levy, 2013). Previous literature supports that mental health treatment (MHT) (Stillman et al., 2019) and mindfulness (Hoge et al., 2013) separately contribute to decreased generalized anxiety (GAD) symptoms. This study investigated whether past and/or current MHT and mindfulness may reduce symptoms of GAD in student-athletes specifically. A group of 62 student-athletes ($M\text{age}=20.19$, 84% female) self-reported whether they have received MHT in the past and whether they are currently receiving MHT. They also completed self-report measures assessing for mindfulness (Comprehensive Inventory of Mindfulness Experiences; Bergomi et al., 2013) and generalized anxiety (Generalized Anxiety Scale-7; Spitzer et al., 2006). Bivariate correlations revealed student-athletes' past MHT was positively correlated with current MHT ($r(60)=.461, p < .001$). Current MHT was negatively correlated with GAD symptoms ($r(60)=-.264, p=.038$), however the association between past MHT and GAD symptoms was not significant ($r(60)=-.116, p=.371$). While past MHT ($r(60)=.074, p=.566$) and current MHT ($r(60)=.208, p=.105$) did not correlate with mindfulness, mindfulness and GAD symptoms were negatively correlated ($r(60)=-.598, p < .001$). Regarding mindfulness subscales, acting with awareness ($r(60)=-.398, p=.001$), accepting non-judgmental attitude ($r(60)=-.681, p < .001$), nonreactive decentering ($r(60)=-.441, p < .001$), openness to experience ($r(60)=-.531, p < .001$), and insightful understanding ($r(60)=-.385, p=.002$) negatively correlated with GAD symptoms. This study found that student-athletes with a history of MHT may be more likely to continue treatment, which was associated with reduced symptoms of GAD. Although neither past nor current MHT significantly affected mindfulness levels, greater mindfulness overall was linked to reductions in GAD symptoms.

217**MEAT CONSUMPTION AND POSITIVE PSYCHOLOGICAL CONSTRUCTS: A SYSTEMATIC REVIEW AND META-ANALYSIS**

Urska Dobersek, University of Southern Indiana, USA;
Mary Bender, University of Southern Indiana, USA;
Alexandria Etienne, University of Southern Indiana, USA;
Gabriela Fernandez Gil, University of Southern Indiana, USA

In this systematic review and meta-analysis, we examined the qualitative and quantitative relation between meat consumption/avoidance and several positive psychological variables. In January 2023, we searched five online databases (PubMed, PsycINFO, CINAHL Plus, Medline, and Cochrane Library) for primary studies examining differences in positive psychological constructs between meat consumers and meat abstainers that offered a clear, dichotomous distinction between these groups. Nineteen studies met the inclusion criteria representing 94,204 participants with 82,449 meat consumers and 9,964 meat abstainers. Analysis of methodologic rigor revealed that the studies ranged from low to severe risk of bias with moderate to very low confidence in results. The primary outcomes included self-esteem, life satisfaction, and positive mental health; and secondary outcomes included psychological well-being, positive affect, vigor, happiness, and meaning in life. 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 on the primary outcomes. Meat consumption was associated with greater positive mental health ($g = 0.21$, 95% CI [0.08 to 0.31], $p = .001$). There were no significant differences between the groups on self-esteem ($g = 0.19$, 95% CI [-0.01 to 0.38], $p = .06$) and satisfaction with life ($g = 0.02$, 95% CI [-0.04 to 0.07], $p = .57$). While most studies examining the secondary outcomes showed no differences between meat consumers and meat abstainers, one study suggested that meat consumers scored higher on meaning in life, and two studies found that meat abstainers scored higher on well-being and happiness. Study designs precluded inference of causal relations and none should be inferred. However, our study does not support avoiding meat consumption for overall psychological health benefits.

Non-Sport Performance Applications

218**MANAGING MUSIC PERFORMANCE ANXIETY THROUGH CHANGE AND ACCEPTANCE: A PROTOCOL**

Naoko Sakata, University of Ottawa, Canada;
Natalie Durand-Bush, University of Ottawa, Canada;
Gilles Comeau, University of Ottawa, Canada;
Christine Guptill, University of Ottawa, Canada

This study will examine the impact of a self-guided, combined cognitive behavioural and acceptance-based intervention on music performance anxiety (MPA) and performance quality. MPA is a significant issue that affects musicians of all ages and experience levels (Barbar et al., 2014; Boucher & Ryan, 2011). Current research has focused primarily on Cognitive Behavioural Therapy (CBT). Studies have shown that CBT can reduce MPA symptoms; however, its impact on performance quality has been inconsistent (Clarke et al., 2020). Research in sport psychology and public speaking anxiety suggests that acceptance-based strategies may lead to greater performance enhancement (Juncos & de Paiva e Pona, 2018). Participants in the current study will be university music students. They will be assigned to an active control group or experimental group. Both groups will complete one online workbook chapter each week for five weeks. The active control intervention will consist of the core skills of traditional cognitive behavioural interventions: goal-setting, cognitive restructuring, relaxation, and visualization (Osborne et al., 2007). The experimental intervention will consist of the control intervention with the addition of the following: values identification, cognitive defusion, acceptance, and committed action. These skills were selected because they are the fundamental components of Acceptance and Commitment Therapy (Hayes et al., 2006). Pre- and post-tests will include the Philadelphia Mindfulness Scale (Cardaciotto et al., 2008), the Kenny Music Performance Anxiety Index (Kenny, 2009), the Self-Efficacy for Musical Performing Questionnaire (Ritchie & Williamon, 2011), a Stroop task, and a performance evaluation in a jury setting. The Stroop task assesses the ability to inhibit cognitive interference, and it will be used to objectively assess the participants' ability to function under pressure (Renaud & Blondin, 1997). This study is significant because it examines whether combining two contrasting approaches will lead to increased performance while also reducing MPA.

Teaching

219

**POSTERIZING THE FINAL: USING A CONFERENCE-
STYLE ASSESSMENT IN SPORT PSYCHOLOGY CLASSES**

Elizabeth Pacioles, Marshall University, USA;
Nick Russo, Marshall University, USA

The purpose of this study was to examine the effectiveness of utilizing a conference-style set-up as an assessment alternative to a traditional final presentation or exam in undergraduate Sport Psychology classes. Prior research suggests that fear of oral presentations can have a negative effect on a student's college experience (Grieve, et al., 2021). Universal Design for Learning Guidelines suggest providing students with authentic opportunities for assessment along with flexibility in how students demonstrate their knowledge (CAST, 2020). To provide a less anxiety-provoking and more authentic final assessment, class conferences were utilized over the course of four semesters in elective Sport Psychology classes, with class sizes ranging from 24-47 students per class. Students alternated in "presenter" and "attendee" roles with presenters informally sharing a visual poster of their final project (a combination of prior research findings and their own experiences utilizing psychological skills training techniques). Out of 140 total students enrolled in the classes, 119 (85%) completed a post-activity questionnaire providing feedback on their experience. Among students who completed the post-activity questionnaire, 88% reported a positive experience with the conference-style set-up. Qualitative analysis of student comments included themes of reduced stress/anxiety, improved connections with classmates, engagement in "real" and in-depth conversations, time efficiency, and increased practice speaking about their topic/project. Themes also emerged regarding improvements for the format, including physical space concerns and clarity of instructions. In addition to final assessments, the conference-style format can be utilized during the semester to teach classmates course concepts, summarize journal articles, discuss case conceptualizations, present one's own research or other's research, or to share experiences. This presentation will provide attendees with practical suggestions for implementing a conference-style assessment for use in undergraduate and graduate Sport Psychology courses.

SYMPOSIA

SYM-01

TEACHING CHILDREN AND ADOLESCENTS PSYCHOLOGICAL SKILLS: THE CHALLENGING AND REWARDING JOURNEY THROUGH BOOKS

Kristine Enderle, American Psychological Association, USA;
Beth Brown, Team Aureus, LLC, USA;
Judy Van Raalte, Springfield College & Wuhan Sports
University, USA;
Al Petitpas, Springfield College, USA;
Michael Sachs, Temple University, USA

There are approximately 46 million children and adolescents playing youth and high school sports in the United States. This number dwarfs those in professional and Olympic sports, as well as in colleges/universities. Yet this group is underserved in terms of education in psychological skills such as goal setting, imagery, arousal control, attentional control, self-talk, confidence, and other skills. One of the key ways that sport psychology consultants can connect with this broad audience is via books specifically geared to children/adolescents focused on sport psychology topics. This symposium will feature three authors who have successfully written books for children/adolescents touching on various life and psychological skills. First, Kristine Enderle, Editorial Director of Magination Press from the American Psychological Association, will discuss their extensive experience developing self-help books for children/adolescents. Second, Beth Brown (2021, 2022) will review her *Adventures with Divot & Swish* in her excellent series of books focusing on courage and confidence. Third, Judy Van Raalte and Al Petitpas will discuss Rudy's *Secret Cap* (Petitpas & Van Raalte, 2009) and Emma's *Big Adventure* (Van Raalte & Petitpas, 2019). Specifically, they will describe how Rudy used his secret cap to cope with anger in life and sports by staying Cool, Asking for help, and thinking Positively. They will also describe Emma's big adventure, which included moving to a new school, dealing with the challenges of sport, finding social support, and discovering what she loves to do. They will provide examples of how student-athletes from elementary school through college have used children's books to promote life skills acquisition and mentoring relationships. Finally, Michael Sachs will discuss his own work in writing for children (Fine & Sachs, 1997), summarize take home messages from the symposium, and facilitate questions from the audience.

SYM-01A

A MAGINATION PRESS PERSPECTIVE

Kristine Enderle, American Psychological Association, USA

Magination Press is the children's book imprint of the American Psychological Association. Through their publishing they share with the world mental health expertise and psychological knowledge. Their books reach young readers and their parents and caregivers to make navigating life's challenges a little easier. It is the combined power of psychology and literature that makes Magination Press's books of particular interest to this symposium. Magination Press publishes a wide range of mental health topics, including anxiety, divorce, mindfulness,

identity, death, depression, and much more. The presenter, the Editorial Director of Magination Press, will discuss their extensive experience developing self-help books for children/adolescents, with a particular focus on psychological skills such as goal setting, imagery, arousal control, attentional control, self-talk, confidence, and other skills. The presenter has extensive experience within the publishing industry, including working for Human Kinetics, a leading exercise and sport sciences publisher, with many books in applied sport psychology. Suggestions will be presented for developing successful book proposals for reaching the vast audience of children and adolescents.

SYM-01B

ADVENTURES WITH DIVOT & SWISH

Beth Brown, Team Aureus, LLC, USA

The presenter will review *Adventures with Divot & Swish* in her excellent series of books focusing on courage and confidence. The presenter's inspiration for the *Adventures With Divot & Swish* children's book series comes from her own adventures, experiences with sports, and time with friends. She is a long time golf coach, educational program developer at First Tee and LPGA-USGA Girls Golf, founder of a coaching and consulting agency and, most recently, the Senior Player Development Advisor for the USGA's United States National Development Program. *Adventures with Divot & Swish in Costa Rica: The Superpower of Courage* (Brown, 2021) covers Divot & Swish as they find the superpower of courage it takes to have an incredible adventure surfing with fish. *Adventures with Divot & Swish in the Ozark Mountains: The Superpower of Confidence* (Brown, 2022), covers Divot & Swish as they discover the superpower of confidence it takes to conquer the mountain bike trails. The presenter will discuss her experiences in developing the book series, and review the ins and outs of writing for children, such as securing a high-quality illustrator and the selection of diverse topics. The development of a curriculum (a school adventure pack) for each of the books will be presented and possibilities for use of the curriculum discussed. Suggestions for audience members interested in following this path will be presented.

SYM-01C

ADVENTURES WITH RUDY AND EMMA

Judy Van Raalte, Springfield College, USA;
Al Petitpas, Springfield College, USA

Children's books can be used to support life skills acquisition, writing, and mentoring for older children and to introduce young children to life skills at an early age. In this presentation, we will discuss Rudy's *Secret Cap* (Petitpas & Van Raalte, 2009) and Emma's *Big Adventure* (Van Raalte & Petitpas, 2019). Specifically, we will describe how Rudy used his secret cap to cope with anger in life and sports by staying Cool, Asking for help, and thinking Positively. We will also describe Emma's big adventure, which included dealing with the challenges of moving to a new school, developing friendships, finding social support, and discovering what she loves to do. The presentation will involve an interactive component as we show how children's books can be employed in schools. Examples of how student-athletes from elementary, high school, and college settings have used Rudy's *Secret Cap* and Emma's *Big Adventure* to develop

relationships with younger people and to incorporate life skills into their own lives will be provided. Attendees of this presentation will get to try interactive, creative activities that can engage students and student-athletes around the themes of the book.

SYM-01D

THE CHALLENGING AND REWARDING JOURNEY THROUGH BOOKS

Michael Sachs, Temple University, USA

The discussant will briefly review *The Total Sports Experience for Kids: A Parent's Guide for Success in Youth Sports*, his parent focused writing on the sports experiences of children and adolescents participating in youth sports (Fine & Sachs, 1997), which includes a chapter written specifically for children at their reading level and with messages commensurate with their developmental level. He will then succinctly summarize take home messages from the three earlier presenters in the symposium and facilitate questions from the audience.

SYM-02

THE CONFLUENCE OF MENTAL PERFORMANCE AND CLINICAL MENTAL HEALTH PROGRAMS: WHAT DUAL AND INTEGRATED TRAINING MEANS FOR EDUCATORS, PRACTITIONERS, AND EMPLOYERS

Sarah Castillo, University of Western States, USA;
Michelle Rose, University of Western States, USA;
Ashley Coker-Cranney, West Virginia University, USA

Dual training in clinical mental health and mental performance has long been suggested as the most appropriate model to ensure competence and employability (Silva, 2010; Aoyagi et al., 2012; Portenga, et al., 2017; Martin, 2020) of students and young professionals in sport and performance psychology. These suggestions now appear prescient given the recent attention paid to athlete mental health (Cosh, et al., 2024; Cheng et al., 2024; Gorczynski et al., 2024). Consequently, students and professionals may seek dual or integrated training to ensure their future place in the field without truly understanding the impact of dual training, and regardless of asymmetrical interest in one specialization or the other. To date, there remains limited discussion about the professional, employment, and ethical challenges associated with dual or integrated training (McHenry et al., 2022). This symposium will address the critical considerations for dual and integrated training in clinical mental health and sport and performance psychology. The first presenter will discuss the differences between dual and integrated training, the advantages and disadvantages of each, and the desired characteristics and professional goals of those seeking dual or integrated training. The next presenter will focus on the ethical requirements and challenges involved in holding two distinct professional identities, including competence, multiple relationships, and client welfare within the context of dually trained practitioners. Finally, the last presenter will review practitioners' responsibility to effectively communicate with and educate potential employers regarding the implications and limitations of dual or integrated training.

SYM-02A

LAYING THE FOUNDATION: PROVIDING A CONTEXT FOR THE DISCUSSION SURROUNDING DUAL TRAINING IN CLINICAL MENTAL HEALTH AND SPORT AND PERFORMANCE CONSULTING

Sarah Castillo, University of Western States, USA

Although it has been routinely suggested that those who want to service the mental health needs of athletes and performers should be dually trained in both clinical mental health counseling and sport and performance psychology consulting (Silva, 2010; Aoyagi et al., 2012; Portenga, et al., 2017; Martin, 2020), little has been offered as to the means by which practitioners should gain that training, nor how academic programs offering such training should be structured (Lutz, 1990; Petrie & Watkins, 1994; Perry & Ross, 2016). Further, the literature has not addressed the personal characteristics or professional dispositions that interested students should possess as they consider training opportunities. As a result, those seeking to work in sport and performance psychology are often motivated by friendly advice or the requirements listed in the most recent job posting rather than an understanding of the type of training available, their personal career goals, or an understanding of the implications of dual or integrated training. The first presenter will address the distinction between dual and integrated training and the implications of each, suggest personal and professional characteristics that may be beneficial to those seeking dual or integrated training, and provide possible decision-making strategies for students as they consider their career aspirations in the field.

SYM-02B

ADDRESSING THE CHALLENGES: DISCUSSING THE PROFESSIONAL AND ETHICAL IMPLICATIONS OF DUAL TRAINING

Amy O'Hana, University of Western States, USA

Among the most discussed and debated topics within the profession of sport and performance psychology is ethics (Bird & Harris, 2019; Curvey, et al., 2022; Quartiroli, et al., 2022; Veskovic & Petrovic, 2017) yet a paucity of literature addressing the appropriate interpretation and integration of the various ethical codes involved in the field (e.g., APA, ACA, AASP, ISSP) exists. Whereas many students and young professionals indicate the desire to serve as both a clinical mental health provider and a mental performance consultant, and modern job descriptions in collegiate and Olympic sport indicate a requirement for the same practitioner to serve in both roles, the ethical challenges associated with this are rarely explored (Haberl & Peterson, 2006; McDougal, et al., 2015; Watson, et al., 2006). The second presenter will review the ethical imperative to protect the welfare of the client and the ethical implications of dual and integrated training, including the principles of competence, confidentiality, and multiple relationships, with respect to applied practice in clinical mental health and sport and performance consulting.

SYM-02C

NAVIGATING THE DIVIDE: EXPLORING THE DUALY-TRAINED PRACTITIONER'S ROLE IN CLARIFYING SCOPE OF PRACTICE

Ashley Coker-Cranney, West Virginia University, USA

Whereas some professions have well-established pathways to employment and scopes of practice well-known to potential employers, the AASP Ethics Code acknowledges that practitioners may fulfill a variety of roles based on their “professional training and competence” (Preamble). Consequently, employers may have varying impressions about the extent to which practitioners may serve their clients based on previous or limited experience, as evidenced by the variability in job posting requirements and scopes of responsibilities (e.g., the provision of mental health screening/treatment and performance enhancement workshops). Importantly, despite AASP’s acknowledgment of the range of professional roles members may fill, it explicitly guides practitioners deliver only those services and utilize only those techniques for which their education, training, or experience qualifies them (Principle A: Competence; Standard 2a). Further, ethical practitioners “do not make claims or take actions” outside the bounds of competence (Standard 2d). The AASP Ethics Code also clarifies that additional professional ethical codes and laws may govern the conduct of practitioners (Introduction). However, explicit guidance for practitioners competent in both mental health and performance enhancement is limited. Consequently, presenters contend that it is the dually trained practitioner’s responsibility, as governed by multiple ethical codes and laws, to clarify their boundaries of competence, discuss applicable ethical and legal limitations of providing clinical mental health and/or performance enhancement services, and manage expectations of their scope of practice with potential clients/employers. Therefore, the symposium will conclude with recommendations for practitioners to navigate the ethical and legal considerations of the employment landscape.

SYM-03

DEMYSTIFYING SELF-COMPASSION: DATA-DRIVEN APPROACHES FOR CONCEPTUALIZATION AND INTEGRATION INTO MENTAL PERFORMANCE CONSULTING

Tsz Lun (Alan) Chu, University of North Carolina at Greensboro, USA;

Danae Frentz, Frentz Mental Performance, Canada;
Ashley Kuchar, Fail Better Training LLC, USA

Self-compassion has been shown to enhance well-being and improve performance in high-pressure environments; however, norms and environments that emphasize toughness often lead athletes to resist practicing it (e.g., Cormier et al., 2023; Mosewich et al., 2013; Wilson et al., 2019). The overall objective of this symposium is to demystify self-compassion and discuss how its components (i.e., mindfulness, common humanity, and self-kindness) can be effectively taught and applied in high-performance contexts like sport, medicine, academia, and business. The presentations will provide various conceptualizations of self-compassion based on their research and experiences, share examples of integrating self-compassion across performance contexts, and demonstrate

how self-compassion can promote flexibility of thought and behavior to support athletes’ and performers’ coping efforts. The presenters will also address common misconceptions about the utility of self-compassion and its potential impact across performance domains.

The first presenter will explain the nurturing “yin” and powerful “yang” qualities of self-compassion using relatable examples and metaphors. This presentation will also cover how to integrate self-compassion, especially the “yang” aspect, into a psychological skills training program for competitive athletes. Additionally, qualitative results from athletes’ experiences of applying relevant strategies on and off the field will be discussed.

The second presenter will address how self-compassion can help mitigate declines in well-being caused by highly performance-focused sport environments and narratives. She will position self-compassion as an adaptive approach that affords flexibility of thought and behavior. This can help move beyond misconceptions that it is solely “soft” and “supportive.” The third presenter will highlight parallels among high-performance contexts like medicine, academia, and business and demonstrate how an athlete-oriented approach to self-compassion can be used across these contexts. This presentation will also include practical strategies for promoting self-compassion with diverse populations.

SYM-03A

INTEGRATING THE “YIN” AND “YANG” OF SELF-COMPASSION INTO AN 8-WEEK PSYCHOLOGICAL SKILLS TRAINING PROGRAM FOR ATHLETES

Tsz Lun (Alan) Chu, University of North Carolina at Greensboro, USA

Self-compassion has become a popular research topic and consulting tool in sport and performance psychology (Cormier et al., 2023). Meanwhile, self-compassion is often used for comforting, soothing, and validating oneself, representing the nurturing, traditionally feminine qualities—labeled as tender or “yin” self-compassion. These qualities are sometimes perceived as being passive or “weak” in performance contexts. By conceptualizing self-compassion in terms of action, Neff and Germer (2018) introduced fierce or “yang” self-compassion, offering a more powerful, traditionally masculine representation. “Yang” self-compassion can be used for protecting, providing for, and motivating oneself, which is deemed more palatable to competitive sport culture and conducive to sport performance. Accordingly, the presenter integrated a balance of “yin” and “yang” self-compassion into an 8-week psychological skills training program for high school and collegiate athletes. Quantitative survey data and qualitative interview responses collected from over 100 athletes across multiple sports indicated the effectiveness of the training program in enhancing performance and well-being outcomes.

This presentation aims to (1) explain the “yin” and “yang” qualities of self-compassion in relatable terms (e.g., a mama bear that simultaneously soothes and protects her cub), (2) describe how to integrate self-compassion, especially the “yang” qualities, into a psychological skills training program, and (3) share pro tips based on qualitative analysis of athletes’ experience with such a program and their application of self-compassion strategies on and off the field.

SYM-03B

FLIPPING THE SCRIPT: THE ROLE OF SELF-COMPASSION IN SHIFTING SPORT CULTURE

Danae Frentz, Frentz Mental Performance, Canada

“In high-level sport environments, there is often an overemphasis on performance which can lead to a decline in athletes’ physical health, psychological well-being, and quality of life (Douglas & Carless, 2009). The development of adaptive coping resources, such as self-compassion, may help mitigate threats to well-being (Mosewich et al., 2019). This presentation will draw from findings of a recent narrative study, among women university athletes with high self-compassion, to outline how self-compassionate athletes navigated pressure and struggle. Athlete narratives from the aforementioned study deviated from the performance narrative in that athletes made values-based decisions, maintained a multifaceted identity, accepted personal limitations, and experienced counter-cultural environments. Additionally, the athletes’ experiences suggest there may be a conceptual overlap between self-compassion and other constructs such as psychological flexibility and emotional agility. While self-compassion can afford athletes permission to take moments of reprieve for self-care, perhaps it further offsets constructs like grit and mental toughness by not merely “softening” them but also tempering their rigidity. In this way, self-compassion can allow individuals to think and respond to situations in a flexible, adaptive, and context-specific manner. The presentation will also include how sport professionals (e.g., coaches, mental performance personnel) can embed ideas or concepts into training settings that resist performance narratives and help athletes develop self-compassion (Ferguson et al., 2022; Mosewich et al., 2019).

This presentation aims to (1) address how self-compassion can mitigate the negative impacts of performance-focused environments on athletes’ physical and psychological well-being, (2) explore how self-compassion can be positioned as an approach that affords greater flexibility of thought and behavioral response for athletes, and (3) offer practical strategies for coaches, mental performance consultants, and sport leaders to support athletes in cultivating self-compassion.

SYM-03C

TRANSLATING SELF-COMPASSION ACROSS HIGH-PERFORMANCE DOMAINS: INSIGHTS FROM AN ATHLETE-ORIENTED APPROACH

Ashley Kuchar, Fail Better Training LLC, USA

In professional fields such as medicine, academia, and business, the demands to excel and manage rigorous schedules mirror those found in sports. Without effective coping strategies, the relentless pursuit of success can negatively impact health and well-being (Schaufeli & Taris, 2014). While self-compassion offers a healthier way to navigate various challenges, athletes and other high-performers often worry that adopting a self-compassionate approach will lower their standards for performance and hinder their motivation (Cormier et al., 2023; Ferrari et al., 2019). Moreover, high-performance environments often reinforce adherence to

traditional masculine norms, exacerbating these concerns (Reilly et al., 2013; Wasylkiw & Clairo, 2018). Consequently, there is a need to bridge this gap and effectively translate self-compassion principles into diverse performance domains. This presentation will explore how principles from an athlete-centered self-compassion intervention can serve as an example for teaching self-compassion to individuals who may not resonate with conventional methods. Drawing from applied experiences and participant feedback, the presenter will offer insights into how self-compassion practices may be received across diverse professional settings (e.g., medicine, academia, business).

The presentation’s objectives include (1) highlighting parallels among high-performance contexts, (2) demonstrating how an athlete-oriented approach to self-compassion can be used across professional domains, and (3) offering practical strategies for promoting self-compassion with diverse populations.

SYM-04

BEING SEEN: CURATING CULTURALLY RESPONSIVE SPACES FOR BLACK WOMEN IN SPORT & EXERCISE

*Leeja Carter, Coalition for Food and Health Equity, USA;
Keri Kirk, Georgetown University School of Medicine, USA;
Brittany Collins, University of Louisville Athletics/Developing Me! Counseling & Consulting, LLC, USA;
Kensa Gunter, Gunter Psychological Services, LLC, USA*

Black women athletes and exercisers experience heightened challenges at the intersection of race, gender, and sport that hinder sports participation and exercise engagement (Carter-Francique, 2020; Carter, 2019). Considering Black women’s historical experiences in America and the generational, familial, community, and economic barriers that contribute to physical activity further impacting equity and inclusive sports spaces, it is essential for practitioners to have a critical and informed approach to supporting the unique needs of Black women. This symposium will discuss the necessity of culturally tailored community wellness programs and applied feminist sports approaches on exercise and health behavior change for Black women; social determinants to sustained physical activity and sport participation for adult Black women; and the importance of spiritual literacy as a key cultural competence in working with Black women.

The first presentation will share the developments, implementation, and applied methods of a 20-week physical activity and nutrition community-based program that utilized an empowerment-based approach for Black women’s long-term wellness goals; the second presentation will share outcomes from the PAIRADIME Project offering findings from an exploratory sequential mixed methods study of how Black women’s relationship with fitness and sports media shapes their outlook on health via focus groups; and the final presentation will provide evidence-based, applied feminist sport psychology approaches for working with Black women athletes. Attendees will learn how to create safe spaces that incorporate empowerment-based, feminist, and culturally responsive applied approaches when working with Black women in high-performing cultures and community settings.

SYM-04A

CREATING OUR TABLE: AN INTEGRATED COMMUNITY WELLNESS PROGRAM FOR BLACK WOMEN

*Leeja Carter, Coalition for Food and Health Equity, USA;
Keyana Spivey, Coalition for Food and Health Equity, USA;
Sanjiv Sunderram, Coalition for Food and Health Equity, USA*

Over one-third of all adults are obese (Institute of Medicine, 2012), with African American women having a higher prevalence of obesity than any other racial and ethnic group of women (Hartman et al., 2015). Obesity is a chronic health condition that is associated with physical and psychological health conditions such as depression, anxiety, high blood pressure, diabetes, and coronary artery disease. Regular physical activity, engaging in various mental health strategies, and a healthy diet are well-validated strategies in preventing chronic disease. Yet, a key determinant to improving health is access to health resources to advance health literacy that supports physical activity and healthy eating (Williams et al., 2002). However, a nuanced understanding of physical activity and wellness programs that support women's cultural and psychological shift to adopting healthier behaviors that may diverge from the family or community's status quo along with recognizing the environmental, community, and social challenges present within Black communities that have been historically marginalized causing sparse access to wellness resources is critical to contextualizing Black women's wellness and exercise experiences.

Through a racial liberation framework that co-created 'wellness' through community considering the social determinants of physical activity and health that impact Black women's physical health, this presentation will share the applied methods of a 20-week physical activity and nutrition community program that used an empowerment-based approach to support women's health goals and needs. Considering Black women's historical experiences in America and the generational, familial, community, and economic barriers that contribute to their health, this program provided Black women wellness groups, personal training, farm physical activity sessions, and nutrition education to improve well-being. Session attendees will learn methods for offering an empowerment-based and culturally responsive program for Black women and the operations used to implement said program to increase participant health in community and care.

SYM-04B

THE PAIRADIME PROJECT: USING AFROCENTRIC THEMES TO EXPLORE BLACK WOMEN'S PARTICIPATION IN EXERCISE AND FITNESS

Keri Kirk, Georgetown University School of Medicine, USA

Despite the multidimensional benefits of regular physical activity, Black women participate in leisure-time physical activity at much lower rates than their White counterparts, which puts them at increased risk for obesity (CDC, 2022). As many as 38% of Black women are reported to be physically inactive and not participating in insufficient intensity or duration of physical activity that promotes sustained improvement in health outcomes (Obi et al., 2022). The PAIRADIME Project utilized an exploratory sequential mixed

methods design to explore environmental affordances and Afrocentric themes related to physical activity for Black women ages 18-42. Additionally, the study explored how Black women's relationship with fitness and sport media shapes their outlook on health via focus groups. The sample (N = 21) consisted of fitness professionals, college athletes, former college athletes, as well as novice and experienced Black women exercisers. The focus groups revealed emerging themes and generated conversation around both athlete fitness and non-sport exercise when relating to Black women. Themes that applied to non-athletes were: feeling unseen in fitness and health media, feeling the literal and figurative weight of weight management as a Black woman, and participating in physical activities that "aren't considered Black enough." Themes that emerged among athletes and former athletes included: feeling pressured by family and community to maintain a larger body size, having to pioneer in "White Sports," and not being given adequate health information to make a healthy transition to leisure exercise. Session attendees will learn culturally relevant ways to discuss Black women's health in the context of sport and exercise with both athletes and non-athletes, they will gain mental health intervention support from the toolkit generated from this project, and they will gain social advocacy tips with regard to supporting Black women's health.

SYM-04C

WHO CAN I RUN TO: APPLIED APPROACHES FOR WORKING WITH BLACK WOMEN ATHLETES

Brittany Collins, University of Louisville Athletics/Developing Me! Counseling & Consulting, LLC, USA

"The most disrespected person in America, is the Black woman. The most un-protected person in America is the Black woman. The most neglected person in America, is the Black woman" (Malcolm X, 1964). Sixty years later, Black women are still fighting to be seen, acknowledged, and heard on the field, in the boardroom, and within spaces for fitness and wellness. Understanding this sentiment is imperative when working with Black women athletes. Black women athletes experience heightened challenges at the intersection of race, gender, and sport which include being held to a higher standard of perfectionism (Carter-Francique, 2020; Carter, 2019). More and more Black women athletes are taking a stand by putting their health and well-being at the forefront (Cameron et al., 2023; Tuakli-Wosornu, et al, 2022; Beachum, 2021). Simone Biles, Naomi Osaka, Sha'Carri Richardson, Raven Saunders to name a few, have prioritized their individual and collective healing and self-care (Cameron et al., 2023; Tuakli-Wosornu, et al, 2022; Beachum, 2021). Yet who do Black women turn to and where do they run for healing in sports? Essential across the field of applied sport psychology is an increase in culturally competent and proficient practitioners (Carter, 2019); greater education on applied approaches for working with Black women athletes including methods for curating safe spaces for women to speak freely and show up as their full authentic selves is needed (Collins, 2000; Carter, 2019; Evans et al., 2017); as well as strategies for practitioners to learn how to be their full authentic selves within a space that cultivates healing, growth, and safety (Carter, 2019; Evans et al., 2017).

Session attendees will learn the importance of self-awareness and authenticity when working with Black women athletes. Furthermore, session attendees will learn how to create safe

spaces that incorporate empowerment-based, feminist, and culturally responsive applied approaches when working with Black women athletes in high performing cultures.

SYM-05

DEVELOPMENTAL CONSIDERATIONS IN FEMALE HEALTH, WELL-BEING AND PERFORMANCE

Shameema Yousuf, University of South Carolina / Empower2Perform, US/UK/Zimbabwe;
Leslee Fisher, University of Tennessee, USA;
Kensa Gunter, Gunter Psychological Services, LLC, USA;
Amanda Perkins-Ball, Rice University, USA;
Kylee Schools, LeTourneau University, USA

Over the past decade, there has been growth in women's and girls' sports. Yet research that recognises the uniqueness of female physiology, and women and girls' social and psychological tendencies in sport environments, has been limited. In sport, much of the research on the physiology of athletes has focussed on white male athletes with practice implications being applied to females in sport (Scott, 2023). To consider the unique physiology of females, certain governments and international organizations such as the Australian Commission (AIS Female Performance & Health Initiative, 2019), the UK Department of Culture Media and Sport, UK Sport, Sport England, The International Olympic Committee (cf. Mountjoy et al., 2014) and Fifa (Female Health Project, 2023) have all committed to project research and investment in women's sport in the past few years. The aim is to elevate women's sport and dismantle barriers that impede females' full potential, performance, health, and well-being.

Presenters in this symposium seek to highlight the current discussion and key research that points towards education gaps in sport psychology surrounding female physiology, health, well-being, and performance. Additionally, all presenters are females who have engaged with female athletes and/or have lived experiences impacting performance and engagement. The symposium is a life span approach to acknowledge the cumulative events and physiological changes that impact participation, performance, and well-being through the course of one's life (Larkin, 2013). Presenters will provide insight on adolescent female sport participants during puberty; hormonal changes and menstruation considerations; injury considerations for female athletes; parenthood and motherhood adjustments; and physical health conditions, menopausal changes and comorbid health concerns. These all impact psychologically and emotionally on performance and well-being (FIFA, 2023). Illuminating current research, practices, and lived intersectional experiences, the symposia seek to shift the dial and empower sport psychology professionals to bridge education and practice gaps.

SYM-05A

EMPOWERING GIRLS LIKE ME: THE IMPACT OF SPORT ENGAGEMENT ON PUBERTY

Kylee Schools, LeTourneau University, USA

The transition through puberty marks a significant phase in every girl's life – including mine, currently age 14 years - characterized by physical, emotional, and social changes. Engaging in sport during this critical period not only has enhanced my physical health but has also played a vital role

in my holistic development (Elime et al., 2018). For example, sport has provided me with a supportive environment to navigate the emotional rollercoaster of puberty; team sports, in particular, have encouraged camaraderie, leadership skills, and conflict resolution, promoting my own emotional resilience and social competence (Elime et al., 2018). Furthermore, physical activity during puberty is crucial for optimizing my bone health, muscle strength, and cardiovascular fitness, laying the foundation for a healthy adulthood (Bertelloni et al., 2006). Moreover, participation in sport has fostered my positive self-esteem which promotes my own self-acceptance. There are societal pressures, stereotypes, inequality, and misconceptions coming from mainstream media that I have to navigate daily. In fact, according to research, the main reasons that girls withdraw from sport during puberty is that they are uncomfortable with their body and they have difficulty managing their periods (Women in Sport, 2019), particularly because playing with a period makes them feel ashamed and lacking in confidence (Women in Sport, 2019). However, - the real reason that most girls stop playing is because of lack of access and support, decreased quality of experience, pressure to conform and feeling unsafe (Cooky, 2009; Women in Sport, 2019). Therefore, in this presentation, I highlight the benefits and barriers pertaining to engaging in sport as a female during puberty.

SYM-05B

PERIOD TALK: TRAINING, INJURY CONSIDERATIONS AND PERFORMANCE WELL-BEING

Shameema Yousuf, University of South Carolina / Empower2Perform, US/UK/Zimbabwe

Almost 50% of the world population is female (Statista, 2022). In the National Collegiate Athletics Association female athletes account for 43.5% of all student athletes (Statista, 2022), and in the 2020 Olympics, 49% of athletes competing were female (Statista, 2020). Despite these statistics there has been sparse discussion and research on menstrual cycles and the impact on athletes performance and well-being until recently. Menstrual cycle symptoms are experienced by 83-93% of female athletes and several experience menstrual cycle dysfunctions (Armlur et al., 2020; Findlay et al., 2020) that result in increased stress related to these symptoms. Stress may result in sub-optimal training load and game load, and may impact psychologically, nutritionally, and the recovery. This can render athletes lacking in energy with subsequent impacts on performance, sexual function, uterine health, mood and anxiety, attention and cognitive measures, fertility and bone health (FIFA, 2023). There are also differences between male and females in (1) skeletal mass and sex hormones that result in rapid changes in a 24-hour window for eumenorrheic women, (2) fatigue and recovery (Laurent, 2010; Hottenrot, 2021) with menstrual cycle mediating aspects of metabolism (Findlay et al., 2020), and (3) the number of ACL, pelvic floor and breast injuries due to the increasing demands in women's sport. Best practice must therefore, consider female centered multidisciplinary preparation and support that includes individualizing, monitoring, and tracking athlete plans by a multidisciplinary team (MDT), to underpin performance and well-being in high performance environments where physical demands (intensity and density) are increasing in female sport (Scott et al., 2020). This presentation discusses some female specific training and injury prevention considerations during the menstrual cycle, and includes discussion on a sport psychology professional's role in a MDT within a professional women's sport environment.

SYM-05C

COMPETE, GET PREGNANT, OR DO BOTH? FEMALE ATHLETES' PURSUIT OF PARENTHOOD

Amanda Perkins-Ball, Rice University, USA

In 2021, there were 133.97 million live births globally and approximately 3.7 million live births in the U.S. (UN, 2022). Many factors affect birth rates, including education, economy, religiosity, cultural practices, governance, and infertility. One in five women in the U.S. experiences infertility and women in the U.S. have higher rates of adverse pregnancy outcomes than women in other developed countries (CDC, 2023). Further, Black women experience nearly four times the maternal mortality rate of white women (Petersen et al., 2019), an issue highlighted after Serena Williams' pregnancy (Coady, 2022). Child-bearing years typically coincide with athletic careers; therefore, female athletes often face difficult choices about whether to compete, get pregnant, or attempt both (Davenport et al., 2022). They face unique challenges, such as intense training volumes, physiological changes during pregnancy and the use of assisted reproductive technology (ART) that may affect performance, lack of maternity leave/pay, sport seasons/Olympic cycles, and loss of sponsorships (Davenport et al., 2022; espnW, 2023; Pullen et al., 2023). Limited research and professional practice knowledge on postpartum return-to-sport or activity exists (Jackson et al., 2022; Schulz et al., 2023), and although general guidelines have been established, many nuances have yet to be determined (Kimber et al., 2021). Given the growing number of women who participate in sport, exercise, and other performance domains, consultants are more likely than ever to provide services to clients navigating these challenging yet unique situations. Consultants should educate themselves on the challenges that these individuals face and help them build supportive networks (Davenport et al., 2023) while advocating for systemic changes affecting them. Finally, the presenter will discuss how her own experiences intersect with her work as a consultant and performer.

SYM-05D

THE UNSPOKEN CONVERSATION: THE IMPACT OF MENOPAUSE, FIBROIDS, AND OTHER HEALTH CONDITIONS ON FEMALE ATHLETES

Kensa Gunter, Gunter Psychological Services, LLC, USA

Conversations about the holistic health of female athletes have often included discussions about nutrition, bone health, menstrual health, and energy availability (Cabre et al., 2022). Rarely have these discussions focused on the physiological changes and health conditions that may emerge across the lifespan, particularly during the 30s, 40s, and beyond, that can impact physical and psychological health as well as athletic participation and performance. Health conditions including uterine fibroids, endometriosis, polycystic ovarian syndrome (PCOS), and peri/menopause can result in a host of symptoms across multiple systems within the body, ranging from mild to debilitating, that can significantly disrupt one's overall level of functioning, athletic experience including training, competition and recovery, and quality of life (Berkowitz, 2016; Brown, 2021; Dravis-Stark, 2021; Martin & Croyle, 2022). Individual cultural demographics, genetics, and other factors impact symptom presentation and severity (FIFA, 2023). Specific symptoms may include changes in hormonal levels

and other metabolic disruptions, weight gain, pelvic and abdominal pain, bladder symptoms, fatigue, and increased susceptibility to other chronic conditions such as anemia and infertility (Berkowitz, 2016; Brown, 2021; Dravis-Stark, 2021; Martin & Croyle, 2022). Additionally, the mental and emotional toll of receiving a diagnosis, processing changes in appearance, functioning and capacity, implications for family planning, and exploring treatment options can be incredibly challenging (Brown, 2021; Dravis-Stark et al., 2021). Aside from peri/menopause which tends to have an onset between ages 45-55, these conditions can occur at any point although symptoms tend to be most active during adulthood – the time when many female athletes are in the midst or height of their athletic careers. Therefore, sport psychology professionals working with athletes should be knowledgeable about these conditions, their potential impact on female athlete health and performance, and ways to support athletes navigating these experiences while maintaining athletic participation and competitiveness.

SYM-06

MAXIMIZING THE HEDONIC EXPERIENCE IN EXERCISE AND SPORT: A KEY CONSIDERATION FOR LIFETIME PARTICIPATION

*Bonnie Berger, Bowling Green State University, USA;
Frances Price, Independent Practice, USA;
Mary MacCracken, The University of Akron, USA;
Bruce Cohen, Excusercise, LLC, USA;
Michael Sachs, Temple University, USA*

This symposium explores the conundrum of so many benefits but so few participants in physical activity (PA) and the possibility that a Hedonic Paradigm can be employed to influence participation in PA throughout various stages of one's life. The hedonic experience as characterized by feeling good when participating in PA brings participants back for more (ACSM, 2022; Calado et al., 2022). Speakers will present the psychological benefits of PA in members of specific populations: the general adult population, members of clinical populations, and underserved youth. The first presenter employs the scientist-practitioner model to examine characteristics of PA that facilitate the hedonic experience as evidenced by desirable changes in mood and additional indices of the feeling good sensation (Dunton et al., 2023). These characteristics include the intensity of competition, changes in breathing patterns, and the training considerations of exercise intensity, duration, and frequency. The second presenter will employ a case study approach to explore the role of physical activity within the context of the transtheoretical model on the feeling good phenomenon and quality of life in a clinical population. A third presenter will explore the relationship between physical activity and feeling good as represented by psychological indices in underserved children. This information is designed to reduce excuses for exercise and employs the hedonic approach to enable young participants to engage in habitual, enjoyable exercise. The final presenters will focus on excusercizing: its theoretical base, design, and publication challenges of their book. Representing the practitioner-scientist model, the book incorporates a hedonic approach to PA that reframes the usual excuses for avoiding participation in PA. This symposium concludes with an opportunity for the audience to share personal and research-based findings for maximizing the hedonic experience when participating in sport and exercise.

SYM-06A

A CONTINUING CONUNDRUM OF SPORT AND EXERCISE: SO MANY BENEFITS, SO FEW PARTICIPANTS

Bonnie Berger, Bowling Green State University, USA

Despite strong research evidence supporting the physical, psychological, and cognitive benefits of exercise (ACSM, 2022), the percentages of people meeting the recommended levels of physical activity remains low in the United States (Elgaddal et al., 2022) and in the world (Guthold et al., 2018). This presentation employs the scientist-practitioner model to examine characteristics of physical activity (PA) that facilitate the hedonic experience as evidenced by desirable changes in mood and the “feeling good sensation.” According to the Hedonic Paradigm, people tend to seek pleasure and enjoyment and avoid activities that bring displeasure or pain (ACSM, 2022). In support of the Hedonic approach, exercisers and athletes need to experience exercise enjoyment, mood enhancement, and other desirable psychological parameters, rather than the discomfort/pain of exertion (Dunton et al., 2023). Thus, a paradigm shift is needed that changes a person’s response to PA from something that one “should do” towards something that one “wants to do.” Based on current research, consultants are encouraged to accommodate participants’ movement preferences and to employ an exercise taxonomy to adjust exercise parameters. These considerations are designed to maximize exercise pleasure as characterized by enjoyment, mood alteration, and subjective well-being (Berger & Tobar, 2024; Ekkekakis et al., 2011, 2018). The taxonomy parameters include exercise mode, breathing patterns, and the training considerations of intensity, duration, and frequency. Members of the audience will be invited to extend the foci on hedonic pleasure, exercise enjoyment, and adjustment of the taxonomy parameters for diverse segments of the population. Designing exercise programs that encourage multiple segments of the population to become lifetime exercisers remains a multifaceted challenge that is both a science and an art.

SYM-06B

FULL CIRCLE: A CLINICAL CLIENT’S JOURNEY AND RELATIONSHIP WITH THE ROLES OF EXERCISE AND PHYSICAL ACTIVITY ON PHYSICAL HEALTH, MENTAL HEALTH, AND QUALITY OF LIFE

Frances Price, Independent Practice, USA

Although the benefits of physical activity are well documented (e.g., Hays, 2002; Ruegsegger & Booth, 2018), only 28% of the United States population meet the physical activity guidelines for health (CDC, 2023). This presentation will chronicle the journey of a clinical client who went from working and exercising regularly, to experiencing several losses, enduring the COVID-19 pandemic which negatively impacted her physical health and exacerbated psychological symptomatology, undergoing a near-death experience, and then continuing the recovery process. The case study will examine the role that exercise/physical activity, or the lack thereof, played in various stages of the client’s life, and how her quality of life was impacted. To determine strategies that might increase physical activity participation and maintenance as well as quality of life, this case will be examined in the context of the transtheoretical model of behavior change (Pekmezi et al.,

2010; Prochaska et al., 1992, 1997), hedonism (Berger et al., 2015, 2022), and the concept of Excercise (Cohen & Sachs, 2022). This client’s circumstances challenged, and continue to challenge, behavior change models, the hedonic experience, and the concept of Excercise on several levels. Limitations as well as factors that motivated the client to change and maintain change, or negatively impacted her ability to do so, will be discussed. In addition, specific considerations with respect to the extent that certain aspects of physical activity met the client’s basic and higher-level psychological needs (Dunton et al., 2023), and how those factors impact levels of physical activity participation and maintenance, will be examined. Finally, the presenter will discuss strategies designed to increase and maintain clients’ levels of physical activity despite numerous life and health challenges.

SYM-06C

INTERVENTION PROGRAMMING TO FOSTER A HEDONIC EXERCISE EXPERIENCE: A FOCUS ON UNDERSERVED YOUTH

Mary MacCracken, The University of Akron, USA

Despite the widely disseminated benefits of exercise, many American youth do not meet the established exercise guidelines for health (ACSM, 2022). With the explosion of smart phones, children are pursuing the internet rather than riding bikes and shooting baskets as in years past (Raghuveer et al., 2020). Research from intervention programs funded by the Ohio Commission on Minority Health (2006-2018) has focused on strategies to increase physical activity, enhance self-esteem, and facilitate social interactions. Year-long, face-to-face lessons were offered at no cost to participants and focused on lifestyle intervention. In one study, participants (N=3167) used pedometers when they exercised. The boys (n=76) and girls (n=91) were in three age groups: 3-5, 6-10, and 11-14 years of age. These underserved participants represented African American (75%), Asian (10%), Hispanic (10%), and Caucasian (5%) populations. Research results indicated that fun/enjoyable physical activity was associated with increased levels of activity. At the program’s conclusion, results also showed that participants took 300% more steps in the 4th quarter than in the 1st quarter ($p < .05$). Compared with their older counterparts, children who were ages 3-5 increased their steps by 494%. The adolescent group also seemed to enjoy the pedometers. These older youth self-reported in their journals an understanding of a healthy lifestyle and that daily physical activity impacted their self-esteem and improved their ability to interact socially. In support of the hedonic approach to exercise, having “fun” seemed to help children and youth decrease their inactivity and perhaps their excuses for not exercising. Exploring factors contributing to participation in physical activity and its enjoyment in children and youth remains a critical component in solving the conundrum of so many benefits, so few participants in lifelong physical activity.

SYM-06D

EXCUSERCISE: THE JOURNEY BEGINS

Bruce Cohen, Excusercise, LLC, USA;
Michael Sachs, Temple University, USA

Excusercise began as a concept more than 20 years ago, when the first presenter was a doctoral student at Temple University. He and his mentor like to think they both have wonderful senses of humor and talked about the concept of getting exercise out of making excuses for not exercising. These conversations developed more substance and, eventually, evolved into the concept of Excusercise. We quickly identified the top 50 excuses for not exercising (eventually we identified more than 400 excuses). But that was the easy part! The challenging part was developing evidence-based strategies for countering these excuses, which obviously tied into the real goal of encouraging/facilitating a program of regular exercise. The excuses are not presented in any sort of priority order, but feature the most common ones we/practitioners have seen used by people. We employed our knowledge and backgrounds in exercise physiology and exercise psychology to develop strategies to counter the excuses, to mix in humor, as well as capture the interest of the reader. The scientist practitioner model, or perhaps a practitioner-scientist model, underlies the development of evidence-based strategies for overcoming excuses/barriers. The overarching goal of facilitating exercise adherence in the population (Berger, Weinberg, & Elkund, 2015; Kubica, Haddad, & Nigg, 2024) is foremost in our minds and in the book, *Excusercise: Inexcusable Excuses for not Exercising* (Cohen & Sachs, 2023). We want to help individuals who might otherwise skip exercise because of one or more excuses, and counter these excuses with effective strategies that incorporate increased social support and greater enjoyment. This process can result in improved self-efficacy, reduced frequency of relapses back into a sedentary lifestyle, and better exercise adoption and long-term participation maintenance.

Plans for the future of Excusercise will be presented.

SYM-07

THE FULL HOUSE APPROACH: INTEGRATING MENTAL ASSESSMENTS INTO APPLIED SPORT PSYCHOLOGY SETTINGS

Duncan Simpson, IMG Academy, USA;
Phillip Post, New Mexico State University, USA;
Christian Smith, IMG Academy, USA;
Lindsey Hamilton, IMG Academy, USA

The symposium is predicated on the understanding that with professionalism comes an inherent accountability and responsibility, underscoring the need for ethical practice in all aspects of sport psychology (Anderson et al., 2002; Rowell, 1998; Smith, 1989). It is essential that the foundation of interventions is built on solid, evidence-based principles to ensure the highest standards of care and effectiveness (Abbott & Collins, 2004). As such, psychological assessments should be integrated into applied settings. This symposium is dedicated to exploring the comprehensive framework of a mental performance assessment, highlighting its development, innovative data visualization, application

within athlete management system, and the translation of this data into actionable mental performance strategies. The first part of this symposia focuses on the development stages of a new psychological assessment for youth athletes. The second part of the symposia will focus on how the data derived from the assessment is integrated into an Athlete Management System and subsequently accessed and used by mental performance consultants and athlete alike. The symposia's third and final part focuses on how mental performance coaches utilize the data to make evidence-based mental performance plans for their athletes and to evaluate programmatic effectiveness.

SYM-07A

STACKING THE DECK: BUILDING A MENTAL PERFORMANCE ASSESSMENT FOR YOUTH ATHLETES

Phillip Post, New Mexico State University, USA;
Duncan Simpson, IMG Academy, USA

The domain of sport psychology continually seeks innovative tools to enhance the understanding and intervention strategies for the psychological, emotional, behavioral, and performance challenges faced by athletes (Taylor, 2018). Particularly in youth sports, the need for specialized mental performance assessments remains critically underserved. Addressing this gap, this symposium will discuss the development of a new mental assessment, specifically designed to assess the mental performance in competition of youth athletes across key psychological dimensions such as resilience, handling pressure, confidence, focus, and commitment. Developed through the comprehensive MEASURE Approach (Kalkbrenner, 2019), the MPA's creation is marked by rigorous empirical research and advanced statistical methodologies to ensure its precision and applicability in the youth sport space. In this symposium the authors will discuss the meticulous process of developing an empirical framework, content validity testing, theoretical blueprinting, external expert review, and pilot testing phases to validate the assessment's relevance. This symposium segment endeavors to illuminate the technical development and core objectives of the assessment, highlighting its significance in the youth sport space.

SYM-07B

JACKPOT STRATEGIES: BETTING ON DATA TO SUPPORT ATHLETE SUCCESS

Christian Smith, IMG Academy, USA

Recent advances in information technology solutions are transforming how mental performance coaches are approaching the way they directly work with and support athletes, especially pertaining to athletes' holistic development and performance enhancement (Grady, 2023). Using mental assessments in an applied setting can prove to be complex and demands that applied mental performance consultants possess a variety of skill sets ranging from data collection, data analysis, and interpretation to actionizing insights (Taylor, 2018). Athlete Management Systems (AMS) have revolutionized the way that athlete data, including psychological assessments, are utilized to optimize performance and welfare (Thornton et al., 2019).

This segment of the symposium focuses on the integration of mental assessment data within an AMS, demonstrating how advanced data visualization techniques transform metrics into user-friendly, actionable insights. Furthermore, the presentation will explore the latest advancements in data representation and analytics in sport psychology, showcasing the impact of dynamic dashboards and trend analytics on mental performance coaching through a live demonstration. The demonstration will highlight the different stakeholder views which together serve as part of the feedback process encouraging enhanced communication, engagement, and better alignment of expectations between all parties (Neupert et al, 2019; Neupert et al., 2022). The presentation underscores the significance of intuitive data visualization in deriving actionable insights from analysis before making informed decisions, planning, and acting based on psychological metrics within the sporting domain when working with youth athletes.

SYM-07C

DEALER'S CHOICE: TAILORING AND EVALUATING MENTAL PERFORMANCE PLANS WITH DATA

Lindsey Hamilton, IMG Academy, USA

While collecting the most effective data is critical in the assessment and evaluation of mental performance needs, the data is only as good as it is useful in developing the mental performance of the performers. This presentation delves into the vital process of translating mental assessment data into effective mental performance training plans, while also emphasizing the importance of systematic evaluation of these interventions and programs. By addressing both the scientific and practical methodologies involved, it explores how data impacts youth athletes across five core factors: resilience, handling pressure, confidence, focus, and commitment. This session highlights the intersection of empirical research and applied sport psychology, underlining the use of data to create personalized support strategies that cater to athletes' unique psychological needs (Luborsky, 2002; Wampold, 2015). The emphasis is on applying assessment data to bolster mental performance development and peak performance, showcasing an ongoing commitment to evidence-based practice.

Furthermore, this presentation introduces a multicomponent conceptual model designed to assist sport psychology practitioners in evaluating the effectiveness of their applied work. Evaluation practices are linked directly to client-specific objectives, informed by initial assessments, and utilize multisource methods for a comprehensive view of intervention impact (APA, 2017; Anderson, et al., 2002; Martindale & Collins, 2007). The presentation argues for the necessity of systematic evaluation to increase accountability to stakeholders and advance the profession, offering practical approaches for session, intervention, or program level assessments.

SYM-08

WHAT THE SPORT MENTAL HEALTH ASSESSMENT TOOL-1 (SMHAT-1) HAS TAUGHT US

Karen Cogan, USOPC, USA; Mike Clark, USOPC, USA; Julisa Cawthra, USOPC, USA; R. Kweku Akyirefi Amoasi (Ramel Smith), USOPC, USA; Sean McCann, USOPC, USA; Lexi Swenson, USOPC, USA

The International Olympic Committee (IOC) assembled a Mental Health Working Group in 2020 which resulted in the creation of the Sport Mental Health Assessment Tool-1 or SMHAT-1 (Gouttebauge, et al., 2021). Our National Olympic Committee (NOC) started deploying the SMHAT-1 before the Tokyo Games and has been deploying it for subsequent Games as well as pre-participation physicals since. Our NOC has more than three thousand athletes who have completed the SMHAT-1 and have started to use this data to shape service provision and other programming.

With a third of our athletes flagging on the Athlete Sleep Screening Questionnaire (ASSQ), our NOC built out a robust sleep program for the Paris Games with education, additional assessment, and intervention in four areas: sleep disorders, sub-clinical sleep concerns, sleep for performance, and sleep for travel.

And with more than half of our athletes flagging on the Brief Eating Disorders in Athlete Questionnaire (BEDA-Q), our NOC developed best practices in disordered eating and Relative Energy Deficiency in Sport (REDs) and organized interdisciplinary experts to consult on cases in this space.

Our symposia will present the USOPC's SMHAT-1 results from the Tokyo Olympic and Paralympic Games, the Beijing Olympic and Paralympic Games, the Paris Olympic and Paralympic Games as well as the Santiago Pan American and Parapan American Games. In addition, we will provide an overview of our evidence-based Sleep Programming and Disordered Eating/REDs Programming that resulted from these mental health screens.

SYM-08A

HOW THE BEST OLYMPIC AND PARALYMPIC ATHLETES ARE (OR ARE NOT) SLEEPING

Jessica Bartley, United States Olympic & Paralympic Committee, USA; Karen Cogan, USOPC, USA

With a third of our athletes flagging annually on the Athlete Sleep Screening Questionnaire (ASSQ), our NOC built out a robust sleep program for the Paris Games.

This program was built by a group of interdisciplinary experts at our NOC that include providers in sleep medicine, physical therapy, athletic training, massage therapy, mental health, mental performance, nutrition, strength and conditioning, and physiology. In addition, we have contracted with comparable disciplines across the global community.

Our programming is initiated through the ASSQ and directs athletes into one or more specific programs: sleep disorders, sub-clinical sleep concerns, sleep for performance, and sleep

for travel. Each of these programs has targeted education, additional assessment, and tailored interventions.

To maximize the influence of this pivotal programming, our NOC has provided standardized training to all Sports Medicine and Sports Performance providers on how to engage any athlete into our sleep programming.

Our symposia will share about our program and how our NOC will evolve and expand on the program post-Paris Games.

SYM-08B

DISORDERED EATING AND RELATIVE ENERGY DEFICIENCY IN SPORT (REDS) IN OLYMPIC AND PARALYMPIC ATHLETES

Jessica Bartley, United States Olympic & Paralympic Committee, USA;

Julia Cawthra, U.S. Olympic and Paralympic Committee, USA

With more than half of our athletes flagging on the Brief Eating Disorders in Athlete Questionnaire (BEDA-Q), our NOC developed best practices in disordered eating and Relative Energy Deficiency in Sport (REDS).

Our best practices includes additional screening around disordered and REDs as well as other physical and mental health conditions that often accompany disordered eating and REDs. They also include tailored interventions and return to sport protocols based on age, gender, sport type, and disability status.

In addition, we have organized a group of interdisciplinary experts including licensed mental health providers, specialized medical professionals, registered sport dietitians, and strength and conditioning coaches to consult monthly on Olympic and Paralympic athletes who present with disordered eating and REDs.

To further the reach of this programming, our NOC has been actively educate all Sports Medicine and Sports Performance providers within our NOC and across National Governing Bodies (NGBs) on disordered eating, eating disorders, and relative energy deficiency in sport (REDS).

Our symposia will share about the disordered eating/REDS program and how we hope to continue to engage more athletes and other key stakeholders in the program.

WORKSHOPS

WKSP-01

HEART AND SOUL: INFUSING AND INTEGRATING DIVERSITY, EQUITY, INCLUSION, AND BELONGING IN A SPORT & PERFORMANCE PSYCHOLOGY TRAINING PROGRAM

Mark Aoyagi, University of Denver, USA;
Iman Hassan, University of Ottawa, Canada;
Breigh Jones-Coplin, University of Denver, USA;
Jamie Shapiro, University of Denver, USA

Diversity, Equity, Inclusion, Belonging, and Justice (DEIBJ) has had a growing presence within AASP, although was largely absent from sport psychology research and practice for far too long (Gill, 2023). In the early 2000s “the cultural turn in sport psychology” (Ryba et al., 2010) began to take root and scholarship related to DEIBJ saw a sharp uptick (e.g., Ryba et al., 2013; Schinke & Hanrahan, 2009; Schinke & Moore, 2011). While there is evidence that this work has resulted in more culturally aware and informed practice (Hacker & Mann, 2017), there has been little scholarship or professional contributions discussing and demonstrating the integration of DEIBJ into academic training programs preparing the next generations of practitioners. The purpose of this workshop is to share the successes, failures, and lessons learned from faculty members implementing and infusing DEIBJ into an applied sport psychology training program over the last 15+ years.

Specific learning objectives of this workshop include: (a) participants will gain concrete examples of how to infuse and integrate DEIBJ into an applied sport psychology program, (b) participants will learn from the challenges and successes of the presenters’ lived experiences of DEIBJ, (c) participants will be better prepared to design and implement DEIBJ into their professional endeavors, with a focus on academic training programs and also applicability to sport psychology service delivery and research/scholarship. These objectives will be accomplished through teaching methods centered on group learning based on the experiences and materials shared that will include: (a) philosophy and structure of how DEIBJ is integrated into an applied sport psychology program, (b) description of a diversity immersion project, (c) modeling of DEIBJ-centered conversations related to current events, and (d) infusion of DEIBJ into all elements of academic training including a capstone project, applied training and supervision, and readings and course materials.

WKSP-02

ACES AND TRAUMA-INFORMED CARE OF COLLEGE ATHLETES: A CULTURALLY SENSITIVE PSYCHOEDUCATIONAL WORKSHOP

Keely Hayden, University of North Texas, USA;
Cami Barnes, USA;
Rebekah Sears, University of North Texas, USA;
Taylor Casey, The Edge: Performance Psychology Consulting, LLC., USA;
Scott Martin, University of North Texas, USA

Adverse childhood experiences (ACEs) can influence college athletes’ health and well-being (Brown et al., 2009). Student-athletes transitioning from adolescence to young

adult college students have unique experiences that put them at increased risk for various biopsychosocial health concerns (Bryant et al., 2003; Yang et al., 2007), especially those with a history of ACEs. The consequences of ACEs can have a lasting impact, affecting their own well-being, and the well-being of their coaches, teammates, family, and friends. These consequences include potential loss of scholarship or Name, Image, and Likeness (NIL) funding, aggressive or antisocial behavior toward players or coaches, decrease in athletic and academic performance, suspension from their sport team or university, and more. Therefore, the goal of this workshop is to equip sport psychology professionals and athletic department personnel (athletic directors, coaches, etc.) with the skills to recognize college athletes’ ACEs and provide information on culturally sensitive psychoeducational trauma-informed care. Specifically, this psychoeducational workshop will address the: (a) nature of ACEs and their influence on short- and long-term health; (b) common ethical guidelines for reporting suspected abuse and neglect; (c) steps involved in making informed decisions for referrals; and (d) guidelines for providing culturally effective and equitable trauma-informed care to those affected by ACEs. As a result of attending the workshop, professionals will likely be better equipped to provide supportive and nurturing care that allows individuals with ACEs the opportunity to improve their performance and well-being.

WKSP-03

MAKE IT STICK: MAKE SURE CLIENTS APPLY WHAT YOU TAUGHT

Melinda Gilbert, Magellan Federal, USA;
Elizabeth Beaubrook, Meliora Performance; US ARMY, USA

Sport and performance psychology (SPP) programs generally follow three phases: education, acquisition, and practice (Weinberg & Gould, 2023). Each phase can take many forms to match clients’ individual needs and should be systematically delivered over time (Henricksen et al., 2019). Formal training programs in SPP focus heavily on content knowledge and applied SPP skills. Yet, implicit in the three-phase model for effective SPP programs is the ability to design appropriate interventions based in sound educational principles and instruct them effectively, which is an often-overlooked skillset in training programs. For example, recent research exploring the use of the popular educational technique of debriefing has highlighted the lack of training in this skill (Byrd et al., 2022) despite its frequent use in applied sport psychology interventions (Maurice et al., 2023). To be most effective, it is essential practitioners appropriately utilize best practices and theory on adult learning to enhance outcomes and transferability of skills for clients. Therefore, the learning objectives for this workshop are threefold: (a) explain adult learning theory principles that can enhance SPP work; (b) differentiate situations that require teaching versus coaching/consulting; (c) apply principles learned in the workshop to real life case studies. Modeling the principles covered in this workshop, participants will have the opportunity to collaboratively solve real-world performance and consulting challenges they face working with their populations, expand knowledge in and apply pedagogical skills, and integrate new techniques into their consulting process. Participants will receive real-time coaching and feedback from the moderators, both of whom are seasoned applied practitioners and have additional formal training in instructional design and curriculum development.

WKSP-04

EMBRACING DIVERSITY IN SPORT PSYCHOLOGY: NAVIGATING SOCIOCULTURAL CONSIDERATIONS FOR EFFECTIVE PRACTICE

*Brittany Williams, IMG Academy, USA;
Jasmine Newsome, University of Georgia, USA*

The significance of culturally relevant interventions in sport psychology is paramount, especially when addressing the unique experiences and challenges encountered by Black athletes across their lifespan. From youth development programs to elite-level competition, interventions that align with the cultural backgrounds of Black athletes are crucial for their holistic development and success (Kontos & Breland-Noble, 2002).

This workshop seeks to empower practitioners, with a particular focus on those who are non minority, by providing insights and strategies to navigate sociocultural considerations when working with athletes from diverse backgrounds. Acknowledging that traditional theories may carry specific cultural biases, we will explore the importance of cultural competence in sport psychology. Our approach emphasizes the necessity of embracing culturally relevant interventions across all facets of assessment and intervention. Drawing upon insights from Black psychology, our presenters will introduce participants to information elucidating the pervasive influence of biases in the field. Through collaborative activities, including case study analyses, participants will apply this knowledge to develop culturally competent interventions. We will highlight the valuable contributions of Black practitioners and sport psychologists, underscoring the significance of representation and relatability in fostering positive athlete-practitioner relationships.

Participants will be invited on a journey of critical self-reflection, challenging assumptions and biases while actively learning how to implement culturally relevant interventions. By the end of the workshop, practitioners will have gained a comprehensive understanding of cultural competence in sport psychology, equipped with practical strategies to enhance the efficacy and applicability of their practices for athletes from diverse backgrounds, particularly those belonging to marginalized communities.

WKSP-05

“IT TAKES A VILLAGE”: ADVANCING SAFE, HEALTHY AND INCLUSIVE SPORT

*Gretchen Kerr, University of Toronto, Canada;
Anthony Battaglia, York University, Canada;
Joseph Gurgis, Ontario Tech University, Canada; E
rin Willson, University of Toronto, Canada*

Public and scholarly attention on the occurrence and organizational concealment of maltreatment in sport, including neglect, psychological, sexual, and physical abuse, has grown in recent years. In response, Safe Sport initiatives such as education, policies, and independent reporting mechanisms have been developed and implemented (MacPherson et al., 2022). In Canada, such initiatives include Coaching Association of Canada Safe Sport Training, the Universal Code of Conduct to Prevent and Address Maltreatment in Sport, and the establishment of a national reporting mechanism

– the Office of the Sport Integrity Commissioner. Despite these advancements, cultures that enable the occurrence and concealment of maltreatment persist. Like the Nassar case in the U.S., Hockey Canada has been found to have known of incidences involving sexual abuse and actively concealed them. Further, Hockey Canada used recreational membership fees to cover legal fees associated with sexual abuse claims and implemented non-disclosure clauses (Burke, 2022). Drawing on the Bioecological Systems Theory (Bronfenbrenner, 1979), the objectives of this workshop are to engage participants in critically reflecting upon the cultural, organizational, and individual level contributors to maltreatment in sport and discussing strategies at each level for advancing Safe Sport. This workshop will begin with a comprehensive overview of the recent Hockey Canada scandal and, using a problem-based learning approach, will engage participants in small group discussions (Trullàs et al., 2022) to identify recommendations for sport psychology researchers and practitioners to advance Safe Sport. Upon completion of the workshop, participants will gain further knowledge and skills to prevent and address maltreatment and advance positive and inclusive sport experiences. Participants will receive access to a comprehensive resource identifying information to advance Safe Sport at all levels of the bioecological systems model.

WKSP-06

MY CLIENT IS INJURED - NOW WHAT?: USING EXPERIENTIAL IDENTITY EXPLORATION AND OTHER INTERVENTIONS TO PROMOTE SPORT INJURY RELATED GROWTH (SIRG)

*Timothy White, White House Athletics, USA; R
achel Shinnick, University of Massachusetts Boston, USA;
Alexander Bianco, Indiana State, USA;
María Cabané, Berklee College of Music, USA; F
rancesca Principe, University of Toronto, Canada*

Injury can drastically impact the psychological well-being of athletes and other performers (Kolaja et al., 2022; Macdonald, et al., 2022; Mainwaring & Finney, 2017; Soundy & Lim, 2023; Trainor et al., 2020). Loss of purpose and identity-related concerns are often associated with injury, however, some research suggests that athletes can also experience positive changes following injury (Roy-Davis et al., 2017; Trainor et al., 2020; Wadey et al., 2019).

Athletes who engage in meta-cognition, positive reappraisals, positive emotions, and facilitative responses after injury can experience improved psychological, social, behavioral, and physical functioning, and ultimately Sport Injury Related Growth (SIRG; Roy-Davis et al., 2017). Mental performance consultants (MPCs) can promote SIRG by helping athletes contextualize and reappraise their injury experience as an opportunity to learn and grow, both athletically and personally. In addition to contextualizing and reappraising their experience, injured athletes can also strengthen their psychological well-being and self-efficacy by reconstructing the narrative regarding their injury experience (Trainor et al., 2020).

This workshop will demonstrate how MPCs can facilitate SIRG by guiding injured athletes to contextualize, reappraise, and reconstruct the narrative of their injury experience. The learning objectives include: 1) Understand the theoretical underpinnings of SIRG, 2) Learn how to effectively implement

identity exploration and other interventions contributing to positive reappraisals, positive emotions, and facilitative responses, and thus SIRG, and 3) Practice identity exploration (e.g., identity bubbling; Hansen et al., 2019) and other strategies (e.g. cognitive reframing, examining sources of motivation, goal setting within rehabilitation settings, etc.) with other workshop attendees. Beyond didactic content and group discussion, attendees will engage in role-play activities to practice implementing specific interventions. Attendees will also have access to a worksheet booklet to guide learning, discussion, and their practice of applied skills.

WKSP-07

IN THE TRENCHES: APPLYING SPORT PSYCHOLOGY TO TACTICAL POPULATIONS

*Valerie Alston, R2 Performance Center, USA;
Michelle Lloyd, Magellan Federal, USA;
Fallon Berry, Magellan Federal, USA*

“In the Trenches: Applying Sport Psychology to Tactical Populations” is a workshop that immerses participants in the dynamic intersection of sport psychology and the unique challenges faced by tactical populations. Delving into gripping case studies ranging from team dynamics to combat preparedness, attendees will navigate the complexities of real-world scenarios. Through small-group sessions, participants will strategically apply sport psychology principles to devise solutions, fostering a collaborative environment where diverse perspectives converge. The workshop culminates in a riveting exchange of ideas, as groups unveil their insights, offering a comprehensive understanding of how theoretical approaches adapt to the ever-changing landscape of tactical environments. Discover the transformative power of sport psychology in enhancing performance, resilience, and mental agility for those who operate in high-stakes situations. Join us for a journey into the trenches, where theoretical knowledge meets the challenges of tactical populations in a workshop designed to elevate expertise and inspire innovative solutions.

WKSP-08

FOSTERING TRAUMA-INFORMED SPORT ENVIRONMENTS: EXAMINING THE ROLE OF POWER AND CONTROL

*Majidullah Shaikh, The University of British Columbia - Okanagan, Canada;
Aaron Seligson-Goldman, PLAYfree, USA;
John McCarthy, Boston University, USA;
Val Altieri, Jr., USA; Sierra Cordova, California State University, Los Angeles, USA;
Bob Diehl, Private Practice, USA;
Tanya Forneris, UBC Okanagan, Canada*

Trauma can be associated with bodily dysregulation, difficulty maintaining relationships, and may stem from experiences of abuse, neglect, racial discrimination, and structural inequities that produce social vulnerability (e.g., low income status, food insecurity, housing instability; Dye, 2018; Felitti et al., 1998; Matheson et al., 2019). The structures and practices employed in some sporting environments continually occupy athletes in team activities, closely monitor their off-field behavior, and demand that they prioritize sport above everything (Barker-Ruchti & Tinning, 2010). These practices reduce athletes’

access to power, safety, belongingness, and control which can result in retraumatization. Mental performance consultants are positioned to help athletic leaders (e.g., sport coaches, strength and conditioning coaches, athletic administrators, captains) better understand how controlling approaches contribute to mental health issues and consider alternative trauma-informed approaches.

First, we will present how sport environments may reproduce feelings of previous trauma (e.g., punitive coaching styles, exclusionary systems, misuse of technology), those impacts on athletes, and alternative trauma-informed sport principles and strategies drawing from scientific-, policy-, and practice-based literature (e.g., Bergholz et al., 2016; SAMHSA, 2014; Quarmby et al., 2022). Second, through scenario-based learning and the facilitators’ observations and feedback, attendees will practice helping athletic leaders consider applying trauma-informed strategies, which may include mindful observation, curiosity-driven questioning, positive cultural norms, and shifting from authoritative or leader-centered towards more athlete-centered environments. Third, attendees will co-generate ideas in group discussions, on how to apply trauma-informed strategies in their own contexts, considering the cultural diversity and needs of their settings and populations served.

WKSP-09

EVEN MORE FLEXIBLE PSYCHOLOGICAL FLEXIBILITY: AN ADVANCED ACT WORKSHOP

Eddie O’Connor, Dr. Eddie O’Connor, PLLC, USA

As an evidence-based approach, acceptance and commitment therapy (ACT) continues to extend its vision. Led by a focus on processes of change and the development of methodological tools needed to support that focus, a new vision for evidence-based therapy has emerged: process-based therapy (PBT; Hayes et al., 2022). Psychological flexibility is central to both and can be broadly defined as the ability to be willing to experience internal stimuli (e.g., thoughts, sensations) in the here-and-now in the service of pursuing actions aligned with personally chosen values (Hayes et al., 2006). PBT goes beyond the traditional focus on inter-individual psychological processes and extends to both biological and social processes, as well as a more inclusive utilization of techniques from other therapies. Because ACT is functionally defined, technically any intervention that increases psychological flexibility can be considered ACT (Hayes et al., 2011). Hence, methods from theoretical orientations such as cognitive behavioral therapy (CBT) and interventions such as mental skills training may be considered under the ACT framework. To illustrate, this workshop explores recent research (Ong et al., 2024) with the objective of expanding the psychological flexibility model from the hexaflex to the extended evolutionary meta-model (EEMM) of PBT. Emphasis will be placed on expanding cognitive flexibility beyond defusion, considering both biological and social factors, expanding emotional flexibility beyond acceptance, and expanding psychological inflexibility beyond avoidance. After didactic teaching, attendees will be broken into small groups to practice case conceptualization and treatment planning, understanding how interventions previously thought outside of ACT may now fit inside this new expanded version. Participants will be encouraged to draw from their various and diverse backgrounds to foster a constructive debate on the relative merits of each approach, helping us build a mutual understanding of when one is more appropriate than the other and under what circumstances.

WKSP-10

DEVELOPMENT AND IMPLEMENTATION OF THE LEARNING-CENTERED SYLLABUS FOR SPORT PSYCHOLOGY COURSES: CREATING COURSES THAT YOU LOVE TO TEACH AND STUDENTS LOVE TO TAKE

Ashley Samson, University of Kentucky, USA

The course syllabus is arguably one of the most important documents related to course design, student navigation, and success in SEP courses; however, we know that most students don't read the syllabus despite the large amount of effort instructors often put into its creation. One strategy for combating this often-frustrating phenomenon, lies within the Learning-Centered (LC) Syllabus. The LC Syllabus incorporates a pedagogical approach to designing syllabi that is rooted in the Learning-Centered literature and has been shown to drastically improve students' perceptions of their courses when compared with a traditionally-designed syllabus (Palmer, Bach, & Streifer, 2014).

In this workshop, participants will learn how to redesign their SEP course syllabi (and ultimately their courses) to be more learning-centered, resulting students who are more engaged, more likely to interact with the document, and ultimately, more successful in the course. They will learn about the pedagogical foundations of the LC syllabus, the five components of an LC syllabus, and be provided with ample time for hands-on work with their own SEP syllabi and course designs. Participants will leave with new ideas for redesigning their syllabi and courses to be more learning-centered, creating SEP courses that they love to teach and students love to take.

WKSP-11

ROLLING THE DICE: WINNING STRATEGIES FOR BRIEF INTERVENTIONS IN SPORT PSYCHOLOGY

Duncan Simpson, IMG Academy, USA;
Hillary Cauthen, Texas Optimal Performance & Psychological Services, USA;
Greg Young, St Louis City SC, USA

The application of sport psychology interventions is commonly characterized by their short duration and action-oriented nature (Giges & Petitpas, 2000). A key skill that mental performance consultants (MPCs) need to possess is the ability to effectively manage unplanned "teachable moments" in these brief interactions (Ravizza, 1995). These moments are typically focused on immediate performance-related concerns, lasting between 5-20 minutes, and leave other psychological issues unexplored (Giges, 2008). Although brief therapy or contact interventions can be traced back to the seminal work of Weakland, et al., (1974), there has been limited attention given to their utility in the field of sport psychology.

To address this gap, practitioners with experience at various levels of sport, including the Professional, Collegiate, and Youth levels, will present a framework for brief contact interventions. This framework includes elements such as establishing a working alliance with the athlete, following the athlete's lead, pursuing the athlete's goals, using the athlete's language, understanding the current performance and mental demands, and facilitating small changes to enhance performance (Giges, 2000; Giges & Petitpas, 2000).

The aim of this workshop is to help participants develop a clear understanding of the framework for brief contact interventions, recognize and listen for "entry-points" signaling when to intervene, and develop practical questioning and problem-solving skills to address presenting issues. The workshop will use various pedagogical approaches, including presentation, role-play, in-vivo demonstrations, discussion, and debate. Delegates will also receive a range of materials, such as slides, links to relevant applied practice materials, and online video materials, to aid in their learning.

WKSP-12

FROM BODY TO BRAIN: INTEGRATING POLYVAGAL THEORY INTO THE MENTAL PERFORMANCE LANDSCAPE

Laura Farres, Mind in Motion Consulting, Canada;
Shelbi Snodgrass, Canada

Polyvagal Theory is an essential framework for mental performance consultants, as it provides insight into the relationship between the autonomic nervous system (ANS) and human performance. Developed by Stephen Porges in 1994, this theory explains how the ANS, the body's safety mechanism, constantly scans the environment for cues of threat or safety. This evaluation is facilitated by the vagus nerve through three pathways: ventral vagal, sympathetic, and dorsal vagal, and subsequently influences thoughts, feelings, and actions (Dana, 2020; Porges, 2011; Porges, 2018). This ongoing evaluation, or neuroception, has a significant impact on one's capacity for social connection, emotional regulation, and resilience (Porges, 2022). Despite its significance in other health fields, Polyvagal theory is only beginning to be explored in mental performance consulting (Allison, 2022; Davidson, 2022; Evan, 2019). In this workshop, the presenters move beyond conventional approaches to consulting and focus on performance optimization through the understanding and management of the ANS. Participants will engage in discussions, case studies, and interactive exercises to: (a) Examine the significance of Polyvagal Theory to mental performance consulting; (b) explore and apply Polyvagal Theory techniques to enhance self-regulation, optimise arousal states, and manage cues of safety and threat; and (c) collaborate with peers to develop tailored interventions that consider diverse populations and contextual factors. This workshop equips mental performance consultants with tools to support high performers through the lens of Polyvagal Theory. As mental performance consultants' states of safety can provide a means to co-regulate others, attendees will also examine their own autonomic states, recognising cues of safety and patterns of connection and disconnection. Finally, the complex array of factors that influence perceptions of threat in high-performance environments will be explored. Ultimately, this workshop emphasises the consultant's role in fostering a sense of safety, optimizing performance, and promoting the overall well-being of high level performers.

WKSP-13

MOVEMENT TOWARDS LGBTQIA+ BELONGING IN SPORT

Aidan Kraus, Boston University, USA;
John McCarthy, Boston University, USA;
Val Altieri, Jr., USA;
Cody Sanders, The University of Virginia's College at Wise, USA;
David Walsh, San Francisco State University, USA

The claim that sport provides an opportunity for people to relate socially with others is a longstanding concept (Wayment & Walters, 2016). For many, the interpersonal elements that can be created within athletic environments is what drives them to seek out these spaces (Allen, 2006). Human beings have the fundamental psychological need for social connection, and being in a context where one feels like they belong is one way to satisfy these needs (Allen, 2003; Baumeister & Leary, 1995). Highlighted in their work on self-determination theory, Deci and Ryan (1991) depicted the human need for connection as a reinforcement of someone “striving to relate to and care for others, to feel that those others are relating authentically to one’s self, and to feel satisfying and coherent involvement with the social world” (p. 243).

Although literature has presented the positive interpersonal aspects of sport, it is important to consider the ways in which the institution of sport can improve upon creating a better sense of belonging for those who have been historically discouraged or excluded from participating. Research indicates that many LGBTQIA+ people feel pressure to choose between participating in athletics and being their authentic selves (Greenspan et al., 2019; The Trevor Project, 2020). Discrimination, safety concerns, and exclusive policies have been linked to both lower LGBTQIA+ participation in sport, and minimal numbers of “out” athletes at elite levels. In order to develop more inclusive and welcoming spaces for LGBTQIA+ athletes to participate and show up authentically, it is essential that we consider in what ways we can increase a sense of belonging for this community. Attendees will leave with: Knowledge of how to incorporate best practices for creating a better sense of belonging for LGBTQIA+ athletes; a framework for establishing belonging within their team/organization; and an individualized action plan.

WKSP-14

THREE ACTIVITIES, NINE DEBRIEFS: EFFECTIVELY DESIGNING ACTIVITY DEBRIEFS TO MEET A VARIETY OF MENTAL SKILLS NEEDS

Lindsey Hamilton, IMG Academy, USA;
Lindsay Ross-Stewart, Southern Illinois University Edwardsville, USA;
Kerry Guest, Indiana University, USA;
Cassidy Barclay, Southern Illinois University Edwardsville, USA

Mental performance consultants (MPCs) are tasked with teaching skills to develop mental strategies that facilitate successful performance (Gould et al., 2002; Hanton & Neil, 2019). Psychological skills training (PST) often includes delivering psychoeducational workshops with the intention of creating an interactive environment where athletes can experience the relevant psychological attributes or apply the skills in the moment (Hanton & Niel, 2019). However, there is a lack of confidence for MPCs in how to design such activities,

or where to find effective activities related to specific psychological skills (Maurice et al., 2022). Furthermore, experienced MPCs know that the impact of the activity is only as valuable as the effectiveness of the debrief (Hamilton & Brandon, 2023). This, coupled with the reality that 65% of MPCs indicate they want more debrief training (Maurice et al, 2022), suggests an opportunity to address how to effectively debrief an activity to maximize its impact.

Given the value of interactive exercises in PST workshops and the dearth of training designated to the skill of effective debriefing, this workshop’s objective is to demonstrate experiential activities that can be used in multiple ways to address different mental skills. Specific learning objectives include: (1) identifying practical considerations for which activity to choose, (2) learning to integrate fun and active learning activities to make session topics come to life, (3) apply the art of debriefing to connect the activity to the relevant skill, and (4) evaluate where and how activities can be adapted to address different mental training needs. Discussants will each provide one activity that can be debriefed in three different ways to highlight skills commonly taught in PST programs. Participants will leave with handouts including the theoretical support, objectives, design and debrief notes for each activity that MPCs can then apply to their own teams and groups.

WKSP-15

IT’S OKAY TO SAY THE “Y” WORD: DEVELOPING AN EVIDENCE-BASED APPROACH TO WORKING WITH THE YIPS

Jesse Michel, Deloitte, USA;
Megan Byrd, Georgia Southern University, USA;
Brandonn Harris, Georgia Southern University, USA;
Katy Johnson, Indiana University, USA

Throughout their careers, sport, exercise, and performance psychology (SEPP) professionals will likely encounter several athletes and coaches who experience the ‘yips,’ the general term used when describing the psych-neuro-muscular phenomenon of involuntary movement patterns (Smith et al., 2003). This population often has difficulty executing movements once considered automatic and natural for their sport or performance domain (Weiss et al., 2021). Examples include a catcher struggling to throw the ball back to the pitcher accurately, or a golfer losing feel for their putting stroke. Research suggests these experiences negatively impact an athlete’s cognitive, emotional, physiological, and neurological processes, resulting in irregular motor-behavioral patterns (Clarke et al., 2014; Hays et al., 2015). Considering the frequency with which these situations arise, SEPP professionals must develop a science-to-practice approach to assist clients in successfully navigating these challenges. SEPP professionals would benefit from being equipped with the knowledge and skills to positively impact these situations, as well as learning interventions to mitigate the influence on athlete performance and well-being. Thus, the learning objectives of this workshop are threefold: 1) Participants will gain a deeper understanding of the meaningful research in this area while also developing their own theoretical approach to use when working with this population; 2) Attendees will receive hands-on experience working through real-world examples and case studies of people experiencing the yips; and 3) Participants will explore best practices and receive guidance for providing optimized care based on their education, training, and applied experiences working primarily

within a SEPP client population. Three of the presenters are CMPCs®, one of whom is also a licensed mental health professional, and one is currently under supervision to become a CMPC® and a licensed mental health practitioner. All have extensive experience helping performers in this population return to play and extend youth, collegiate, and professional athletic careers.

WKSP-16

FEWER MISSING PIECES: A PERSON CENTERED APPROACH TO PSYCHOLOGICAL TESTING WITH ELITE ATHLETES

Deyanira Enriquez, Flatiron Mental Performance, USA;
Abigail Akpobiyeri, Athletic Intelligence Measures, LLC, USA;
Maria D'Ugo, Indiana University Bloomington, USA;
Jeff Ruser, University of Notre Dame, USA;
Shawn Saylor, Springfield College, USA;
Austin Rafetto, Athletic Intelligence Measures / PGA of America, USA;
Andrew Manocchio, Athletic Intelligence Measures, LLC, USA;
Jim Bowman, Athletic Intelligence Measures, LLC, USA

Cognitive measures have been used in talent identification, selection, and optimization in professional sport (Anshel & Lidor, 2012; Durand-Bush & Salmela, 2001). Not all cognitive assessments or measures are tailored to athletes, which can present cultural bias in administration, results, and feedback. There is recent evidence to support a cognitive measure tailored specifically to athletes at the professional level for the NFL (Bowman et al., 2020), MLB (Bowman et al., 2021), and NBA (Hogan et al., 2023).

In this workshop, presenters will begin by discussing their experiences with cognitive testing in professional sport including achievements and challenges, test administration, and dissemination of test results. Further, presenters will share insights on how to use a person-centered approach in test feedback and administration (Postal & Armstrong, 2013) with professional coaches and scout teams. Participants will learn about evidence-based cognitive measures and their use in professional sport leagues for draft, scouting, and player development processes. Attendees will engage with the subject matter through the interpretation of sample reports, engagement in peer consultation with other sport and performance psychology practitioners, and application of person-centered theory to test feedback for an elite athlete. Presenters and attendees will also engage in discussion around the importance of and use of cultural humility in test administration. Techniques such as mitigating power imbalances, building trust, and examining one's own beliefs will be emphasized throughout the discussion (Tervalon & Murray-Garcia, 1998).

Attendees will leave the workshop having gained an understanding of 1) the rationale for use of cognitive measures in elite and pro sports, while prioritizing the athlete, 2) the use and application of psychological measures in talent identification, optimization, and selection, and 3) how sport psychology practitioners can help optimize individual and organizational outcomes via a person-centered and culturally humble approach to psychological testing and feedback.

WKSP-17

FROM SLOTS TO BOTS: LEVERAGING ARTIFICIAL INTELLIGENCE IN SPORT PSYCHOLOGY TEACHING, RESEARCH, AND CONSULTING

Amber Shipherd, Texas A&M University - Kingsville / Next Level Mind Consulting, USA;
Andrew Friesen, Pennsylvania State University, USA;
Duncan Simpson, IMG Academy, USA

The integration of artificial intelligence (AI) into sport psychology marks a pivotal evolution in the field, mirroring the rapid technological advancements that redefine the boundaries of professional practice, research, and teaching. The advent of generative AI tools, such as ChatGPT, has sparked a significant shift, prompting educators, researchers, and practitioners to explore the vast potential of AI to enhance sport psychology's impact (Sperlich et al., 2023; Wingard, 2023). This workshop is designed to navigate the complexities of AI application within sport psychology, offering an exploration of how these technologies can be harnessed to foster innovation while adhering to ethical standards. In this workshop, participants will: 1) discuss and analyze the major strengths and limitations of using AI in sport psychology, 2) reflect on their beliefs on being an ethical professional and the role of AI in their work, to ensure responsible AI integration, and 3) practice applying AI tools and techniques into sport psychology teaching, research, and consulting. Through a blend of interactive lectures, collaborative discussions, and hands-on demonstrations, participants will learn AI tools, exploring their application in teaching, research, and applied settings. The workshop encourages active participation, facilitating small group collaborations to creatively apply AI strategies, enhancing both the theoretical understanding and practical skills necessary for effective technology integration. Attendees are encouraged to bring laptops to experiment with AI tools first-hand and access a shared Google document containing various AI tools, resources, and examples. Attendees will not only gain insight into the transformative potential of AI but also contribute to the development of innovative, ethically grounded interventions tailored to the unique needs of performers. Attendees will emerge equipped with the knowledge and tools to navigate the future of sport psychology, where technology and human insight converge to optimize performance and well-being.

WKSP-18

BRIDGING RESEARCH AND PRACTICE: HOW TO MAKE EVIDENCE-INFORMED DECISIONS IN APPLIED SPORT PSYCHOLOGY

Marie Winter, University Campus of Football Business, UK;
Ian Maynard, University of Essex, UK; Paul Freeman, University of Essex, UK;
Murray Griffin, University of Essex, UK;
Andrew Soundy, University of Birmingham, UK

The profession of applied sport psychology is underpinned by a process of evidence-informed practice, whereby the scientific and applied disciplines inform and influence each other to support advancements in human performance, holistic well-being, and social functioning (AASP, n.d.; Schinke et al., 2023). For a complementary and mutually beneficial relationship to exist between the research and practice

disciplines, practitioners need to understand and evaluate intervention publications to implement them effectively (Ely et al., 2021). Furthermore, researchers need to be aware of how they translate research into practical evidence-based guidelines. However, the connection between research and practice is inhibited by two difficulties: the complications faced by researchers in conducting interventions that are rigorous, robust, and also demonstrate real-world effectiveness, and the accessibility and implementation challenges faced by practitioners when trying to apply published research evidence to the real world (Ely et al., 2021). The purpose of this workshop is to provide professionals with a step-by-step guide on how to make evidence-informed decisions in applied sport psychology practice using the evidence-informed decision-making model published in the *Journal of Applied Sport Psychology* (2023). Specific learning objectives of the workshop include: (1) exploring methods for extracting important evidence from the athlete and their environment, (2) considering the relative merits of drawing on research-based evidence and evidence based on experience and tacit knowledge, and (3) learning techniques for integrating sources of evidence to form the most appropriate intervention to achieve the proposed intervention outcome. The session will be delivered by a researcher with a wealth of expertise and knowledge on evidence-informed decision-making for applied sport psychology practice. Attendees will be encouraged to critically reflect on their decision-making processes and will leave the workshop with a framework for ensuring practice decisions are continually based on the best available evidence to support the performance and/or wellbeing of their clients.

WKSP-19

DIVERSIFYING YOUR PROFESSIONAL NETWORK THROUGH CULTURAL COMPETENCE: WHERE ARE YOU, REALLY? AND HOW DO YOU MOVE FORWARD?

Lauren Tashman, Align Performance LLC / Valor Performance Inc., USA;

Sebastian Brueckner, Private Practice, Germany;

Andrew Friesen, Pennsylvania State University, USA

The positive outcomes gleaned from cultural diversity, such as creativity and innovation, can help organizations improve and have been shown to lead to individual personal development (e.g., VanAlstine et al., 2015). However, these benefits come with navigating inevitable challenges, such as communication difficulties, differences in beliefs and preferences, as well as conflict. The field of sport psychology has in recent years advocated for a greater focus on cultural competence, diversity, and inclusivity. Books (e.g., *Becoming a Sport, Exercise, and Performance Psychology Professional: A Global Approach*; Cremades & Tashman, 2014), journal special issues (e.g., culturally informed sport psychology; Schinke et al., 2011), research (e.g., transnational experiences of sport psychology practitioners; Quartirolí et al., 2021), and conference programming (Bejar et al., 2022) have been devoted to this important area to increase cultural competency, diversify groups, promote inclusivity and belonging, enhance the field, and improve person-centered service delivery. Yet, Quartirolí et al. (2020) found that the majority of professionals reported that their cultural competence training was only moderately effective.

In line with the ISSP position stand (Ryba et al., 2013), the learning objectives of this workshop are to: 1. Increase cultural self-awareness and reflexivity, 2. Develop knowledge and understanding of other cultures, 3. Discuss culturally appropriate communication and interventions, and 4. Explore ways in which attendees can diversify their professional network.

Attendees will engage in self-reflection activities, group discussions, and create personalized action plans to build their cultural competency and broaden their professional network to become more diverse and inclusive. Resources that will be used during the workshop include best-practice examples of culturally-informed self-reflection, communication strategies, and interventions. Additionally, a handout of references valuable for developing a sustainable, culturally-competent, diverse professional practice will be made available.

WKSP-20

A GENTLE INTRODUCTION TO R FOR THE DATA SCIENTIST IN ALL OF US

Aaron Baggett, University of Mary Hardin-Baylor, USA

This workshop offers applied sport psychologists a gentle introduction to reproducible data science using R. R is a dynamic programming language and environment designed for statistical computing and graphics. Data scientists and researchers across the world use the powerful and flexible tools built into R for data manipulation, visualization, and analysis. And it's free and open-source for all! Focusing on the transformational case of Texas Rangers shortstop Corey Seager's offensive performance data from the 2022 and 2023 seasons, participants will explore the practical applications of data analysis in evaluating athlete performance.

Learning Objectives:

1. Gain proficiency in utilizing R and RStudio for data visualization and analysis within the context of sport psychology.
2. Understand the significance of incorporating data science techniques, such as the tidyverse framework, in enhancing client interventions and team strategies.
3. Learn how to extract meaningful insights from athlete performance data, specifically focusing on metrics like exit velocity, home run distance, batting average on balls in play, and launch angle.
4. Develop skills in comparative analysis by examining and interpreting changes in an athlete's performance pre- and post-intervention, as demonstrated through Corey Seager's case study.
5. Explore the potential applications of data-driven insights in guiding athlete development, adjusting coaching strategies, and optimizing team performance.

Through a hands-on approach, participants will dive into Seager's offensive data to examine the effects of a series of swing changes he made between the 2022 and 2023 seasons. Attendees will learn reproducible methods for visualizing and analyzing data according to industry standards. This workshop empowers sport psychologists to harness the power of data science, offering practical tools to support their work with clients and teams.

WKSP-21

AI, IMAGERY, & EMOTIONS: HOW CONSULTANTS CAN LEVERAGE ARTIFICIAL INTELLIGENCE TO ENHANCE CLIENTS' IMAGERY SKILLS & EMOTION REGULATION

Megan Buning, Florida State University, USA;
Justin Stoll, NC State University, USA

The power of imagery on performance is well documented. The common uses of imagery in sports involve helping performers enhance motivation, increase confidence, and teach skill acquisition, reacquisition, and retention (Short et al., 2005). However, an emerging use of imagery in the clinical setting is to help people develop self- and emotion regulation skills particularly with individuals suffering from depression (Skottnik & Linden, 2019). Work in this area involves using imagery to help change affective states and change the context of mental processes. As imagery use crosses over to the performance field of study, there is evidence that athletes' ability to regulate emotions may influence their imagery ability (Anuar et al., 2017). Imagery ability varies between individuals, but what if modern day artificial intelligence (AI) could help performers not only improve imagery ability but also assist with emotion regulation? AI is already being used to help both adults and children improve self-regulation, and AI can detect the writer's emotional state (Bright Star, 2023; Limon & Plaster, 2022), but no research was found about using AI as a tool to enhance imagery as a strategy to assist with emotion regulation. AI can provide a tangible product to a person's mental imagery (particularly visualization) and allow for individuals to take ownership of their image. This presentation will share the journey of how AI was used by a collegiate live productions associate athletic director to build an image of an emotion and how that image helped him learn how to regulate and manage that emotion to improve work performance function and social interactions. Implications for the use of AI and imagery for mental performance consultants will be discussed.

WKSP-22

SETTING UP FOR SUCCESS: AN ASPIRING OR EARLY CAREER PROFESSIONAL'S GUIDE TO DEVELOPING INCLUSIVE TEACHING PRACTICES

Frances Dallas, Bering Global Solutions, USA;
Hannah Bennett, Augusta University, USA;
Tsz Lun (Alan) Chu, University of North Carolina at Greensboro, USA;
AJ Fallon-Korb, SUNY Cortland, USA;
Stefanee Maurice, California Polytechnic State University, USA

Students and early career professionals rarely receive formal training in effective, let alone inclusive, teaching practices prior to employment. Now, more than ever, the landscape of academia calls for early career faculty to develop a philosophy and practice around inclusivity in the classroom. Therefore, the AASP Teaching SIG, Pride SIG, and Diversity Committee have collaborated to develop this workshop aimed at helping aspiring and early-career faculty assess and develop inclusive teaching practices. Presenters working in academic climates across the country will share theory-grounded perspectives to help attendees develop an understanding

of culturally relevant pedagogy and cultural humility in teaching and learning. Additionally, attendees will learn how evidence-based frameworks (e.g., Self-Determination Theory; Deci & Ryan, 1985) can guide the creation or improvement of inclusive teaching practices and philosophies. Finally, attendees will collaboratively develop practical strategies to incorporate content and topics relevant to diversity, equity, and inclusion in various sport, exercise, and performance psychology related coursework. To fully participate in this workshop, attendees will be asked to bring copies of sample syllabi, assessments, and/or lecture material that they would like to modify. For those who have yet to create these items, samples will be provided. Through facilitated small group discussions, peer mentorship, and large group discussions, attendees will receive feedback and support in implementing inclusive teaching practices while being able to operate within their university's diversity, equity, and inclusion policies.

WKSP-23

REDISCOVERING THE LOST ART OF SPORTSMANSHIP

Dane Anderson, Refine Performance Psychology, USA

With the wide variety of competitive expressions in sport across cultures, adequately defining the term "sportsmanship" may be a difficult task (Goldstein & Iso-Ahola, 2006). Yet, there seems to be an opportunity for growth in helping athletes consistently compete with respect for their opponents and themselves. There is evidence to suggest that the basic psychological needs outlined in Self-Determination Theory must be met in order that sportsmanship be a frequent result of an athlete's behavior (Cosma et al., 2021). An athlete's ego strength is crucial to their ability to exercise high regard for the dignity of everyone involved, as well as the game itself. One vital element of such confidence is the ability to communicate effectively under emotional pressure. Caglayan, Coskun, and Yilmaz (2021) identify the positive relationship between communication skills and sportsmanship among athletes, also highlighting the role of miscommunication in violence and aggression in sport.

This workshop will equip attendees with the language and skills to help athletes cultivate sportsmanship as an integral part of their athletic identity. Learning objectives include the following: to identify a functional definition of sportsmanship applicable to a variety of issues athletes may address in mental performance consulting; to differentiate between neurobiological and psychological perspectives on the emotional experience of losing; and to develop a concrete plan for helping athletes develop emotional intelligence and maintain respect for self and others in the heat of competition.

Attendees will have the opportunity to participate in an interactive exercise to apply the aforementioned principles, through collaboration with each other, by arranging in small groups to craft poignant questions and skill lessons for lifelike scenarios in which sportsmanship is a main area of concern for an athlete seeking mental performance consulting services.

WKSP-24

BE HERE NOW: HOW TWO APPLIED MENTAL PERFORMANCE COACHES CONDUCT SESSIONS TO HELP ATHLETES KEEP THEIR MIND IN THE MOMENT

*Lindsey Hamilton, IMG Academy, USA;
Brian Miles, Cleveland Guardians, USA*

Engaging in the present moment is a skill that affords athletes an opportunity for enhanced performance to occur (Noetel et al., 2017). Being engaged in the present moment has not only been associated with greater performance, but also with the ability to navigate adverse situations, increased focus, and reduced fear, pressure, and anxiety (Gardner & Moore, 2007; Noetel et al., 2017). Athletes can develop sport psychology skills to help them access the present moment more frequently, and mental performance coaches can benefit their athletes by coaching the necessary skills for them to stay in, or return to, the present moment during performance (Zultanky, 2023). But how?

Given the breadth of benefits that engaging in the present moment affords athletes, along with the many ways in which accessing the present moment can occur, the purpose of this session is for two applied CMPCs to demonstrate how they conduct sessions that coach a team or individual toward the present moment. Following the presentation, attendees will be able to (1) understand the organization and decision-making process prior to the sessions, (2) determine various ways to explore and explain skills that engage the present moment, and (3) implement effective approaches to debriefing the experience with the athletes. The workshop will provide examples of in-session exercises and coaching techniques from the mental performance consultants' experience in working with professional and youth athletes, as well as provide attendees an opportunity to learn new activities by participating in interactive exercises. Attendees will leave with a summary of the core messages and ways to implement evidence-based present-moment interventions into their practice.

WKSP-25

TEAM FLOW: EFFECTIVE LEADERSHIP IN FACILITATING FLOW IN YOUR TEAMS

*Mitzi James Kincaid, California State University, Sacramento;
John F Kennedy University; Azusa Pacific University;
Dominican University; PerformanceGRIT, USA*

Team flow encompasses members of a group experiencing flow while pursuing a common purpose (Csikszentmihalyi, 1990; Sawyer, 2010, 2015, 2017). Leaders influence team flow individually and collectively (van den Hout et al., 2018), demonstrated in task cohesion (Mugford, 2004) and team dynamics (van den Hout et al., 2018). When leaders purposefully design environments, considering elements that facilitate flow, team flow occurrence increases (van den Hout et al., 2018). Given that the prerequisites of team flow are known, including collective ambition, common goal, aligned personal goals, high skill integration, open communication, safety, and mutual commitment (van den Hout et al., 2018), along with the characteristics of flow in general (Csikszentmihalyi, 1990; Peifer et al., 2022), consultants can facilitate the creation of flow-conducive environments. Further, consultants can assist in developing a holistic (Clapp et al., 2018; van den Hout

et al., 2018), athlete-centered approach that strengthens autonomy, belonging, and relatedness (Deci & Ryan, 2000), while optimizing performance and enjoyment of sport. This workshop has three primary objectives: first, to briefly review team flow theory supporting purposeful design for optimizing individual and collective performance. Second, attendees will utilize this knowledge to consider group dynamics of a team, applying the prerequisites of team flow and the characteristics of team flow through the framework of the Integrative Theoretical Multilevel Model of Individual Flow and Team Flow (van den Hout et al., 2018), enhancing their knowledge and skill to replicate the process professionally. Third, workshop attendees will work collaboratively using this knowledge to generate specific procedures and techniques to address the prerequisites conducive to team flow and strategize for addressing flow disruptors. Diverse cultural considerations and unique perspectives will be addressed, increasing attendees' cultural competency/humility. Active coaching and instruction by experienced leadership and flow science professionals will be present throughout the workshop.

WKSP-26

OPTIMIZING FIREFIGHTER RECOVERY: UTILIZING THE FIREFIGHTER-ADAPTED ASSESSMENT OF RECOVERY ACTIVITIES FOR ATHLETES IN RESEARCH AND PRACTICE

*Carly Wahl, Eastern Illinois University, USA;
Kyle Ebersole, National Strength and Conditioning Association, American College of Sports Medicine, National Athletic Trainers' Association, National Academy of Sports Medicine, USA;
Barbara Meyer, University of Wisconsin-Milwaukee, USA*

Inherent dangers within the firefighting occupation mean firefighters are regularly exposed to uncontrollable stressors that affect their physical, psychological, and social health and well-being (Campbell, 2023; Fahy et al., 2022). To reduce or eradicate the consequences of these stressors, it is suggested that firefighters engage in appropriate, matched physical, psychological, and social recovery activities (Sawhney et al., 2018). Yet, without knowing the specific recovery activities employed by firefighters, sustainable solutions to reduce the prevalence of injuries/fatalities, mental health concerns, and social conflicts are not possible. Within a traditional athlete population, the Assessment of Recovery Activities for Athletes (ARAA; Wahl et al., 2023) was developed to identify activities athletes engage in regularly to facilitate their overall recovery. Recently, the original ARAA was modified and validated within a firefighter population, whereby the ARAA-Firefighter (i.e., ARAA-FF) was created to provide sustainable solutions for improving firefighter health and well-being. Following an evidence-based process from data collection to intervention (Taylor, 2017), the purpose of this workshop is to introduce the ARAA-FF to attendees so that they may learn how to: (a) implement the ARAA-FF within the firefighter population, (b) score items and interpret results of the ARAA-FF, and (c) develop a potential intervention plan tailored to enhance individual firefighter recovery. During the workshop, attendees will gain applied experience completing and scoring the ARAA-FF. Firefighter case studies utilizing the ARAA-FF will also be discussed. The ARAA-FF and scoring instructions will be shared with attendees to utilize within their respective research and professional practice settings to optimize firefighter well-being, health, and performance.

WKSP-27

EXCUSERCISE: INEXCUSABLE EXCUSES FOR NOT EXERCISING

Bruce Cohen, Excusercise LLC, USA;
Michael Sachs, Temple University, USA

The overwhelming majority of individuals in the United States are sedentary (CDC, 2020). One of our primary public health goals is to facilitate motivation and adherence in the general population to engage in regular exercise and physical activity (EPA). This workshop is designed to build upon recent work on Excusercise, a play on words about obtaining exercise by making excuses for not exercising (Cohen & Sachs, 2023). However, our ultimate goal is to counter these excuses/barriers and facilitate increased EPA participation over individuals' lifetimes. After a brief overview of the concepts behind Excusercise, including perceived barriers, decisional balance scales, self-efficacy, relapse prevention, and the Transtheoretical Model of Behavior Change (Cherubini & Anshel, 2024; Weinberg & Bianco, 2024), participants will have the opportunity to work in small groups to select top excuses/barriers that they have encountered and then develop strategies for countering these excuses/barriers. These strategies will be shared with the larger group and discussed in educating participants on creatively addressing these excuses/barriers with their family/friends/clients (or even themselves!) in light of the Excusercise concepts (Cohen & Sachs, 2024). The workshop facilitators will share evidence-based strategies and use their intergalactically renowned humor to facilitate discussion of these strategies and approaches for working effectively in this critical area within applied exercise psychology. Achieving the public health goal of facilitating motivation and adherence in the general population to regularly engage in EPA will reap tremendous benefits in the future.

WKSP-28

MATCHING PSYCHOLOGICAL INTERVENTIONS TO PHASES OF INJURY REHABILITATION

Leah Washington, Bridgewater University, USA;
John Coumbe-Lilley, University of Illinois at Chicago, USA

It has been well documented that athletes experience significant negative psychological responses to an injury (Brewer, 2010, Forsdyke, Smith, Jones & Gledhill, 2016). These responses can impact many aspects of an athletes' injury process, including adherence (Fields, et al 1995; Marshall, Donovan-Hall, & Ryall, 2012), return to play (Ivarsson, Tranaeus, Johnson, & Stenling, 2017), and overall wellbeing (Gennarelli, Brown, & Mulcahey, 2020). These responses also shift as athletes progress through the rehabilitation process (Madrigril & Gill, 2014; Clement, Arvinen-Barrow, & Fetty, 2015). Therefore, it is necessary for mental skills practitioners to adjust their interventions to meet athletes' needs.

Mental skills practitioners come from a variety of educational backgrounds and may not be familiar with the physiological process of tissue repair. This understanding, even if limited, can be useful in choosing the best interventions for the athletes' circumstances and in working with sports medicine staff. The goal of this workshop is to increase both an understanding of this healing process as well as how to select appropriate interventions given the athletes' recovery status.

This workshop will educate participants on an overview of the stages of tissue healing so that they may have a basic understanding of what occurs physiologically as an athlete progresses through the rehabilitation process. Presenters will compare the physiological and functional goals of injury rehabilitation in each phase with the associated psychological goals for each phase. Presenters will then discuss the matching of appropriate psychological interventions to facilitate the rehabilitation process. Discussion will address suggestions in collaborating with sports medicine clinicians. Learning will be facilitated through small group discussion and a case study. This workshop will be beneficial to mental skills professionals who are unfamiliar with the healing or rehabilitation process and sports medicine professionals who are unfamiliar with when to incorporate mental skills into their rehabilitation plans.

WKSP-29

HELP! SELLING MYSELF FEELS SO AWKWARD! LEARN TO OVERCOME SELF-LIMITING BELIEFS FOR SALES SUCCESS

Debbie Gliner, Pivotal Mental Performance Consulting, USA;
Siana Sylvester, HigherEchelon, Inc. / Mental Flex, Inc., USA;
Andrew Toce, Deep Breaths Counseling and Sport Psychology, USA

Mental Performance Consultants (MPCs) train athletes to leverage their mind to perform their best. Yet, some MPCs struggle to sell mental performance services. AASP's 2020 compensation survey reported the third highest percentage of respondents were working in private practice. Therefore, it is important that MPCs are equipped to grow their clientele. This can be difficult for MPCs who have low self-efficacy given its impact on performance (Bandura, 1997) and those that hold self-limiting beliefs about their sales ability (e.g., "I'm not good enough" or "selling is pushy and dishonest").

Studies investigating salespeople found self-efficacy (Aheame et al, 2005) and optimism to be significant predictors of sales performance (Schulman, 2013). Optimistic attitudes are critical to success by helping the salesperson overcome adversity (Schulman, 2013) and persist for longer in challenging situations such as rejection of a sale one felt was certain (Klassen & Usher, 2010). Maher and Taylor (2015) suggest that the salesperson can operationalize this using the "3 P's" of Patience, Persistence, and Perseverance. When MPCs are serving as salespeople, they must reframe self-limiting beliefs and build self-efficacy, perseverance, and optimism so that they can sell themselves and their services to prospects.

How one sees themselves is shaped by cultural context, for example, women's hesitancy to self-promote (Lindeman et al, 2018) and other cultural considerations will be sensitively addressed. Presenters aim to share insights and will leverage their 25 combined years of consulting experience serving as CMPCs, salespeople, business owners, licensed counselors, and advertisers. Participants will (1) gain understanding of how limiting beliefs, low self-efficacy and pessimism negatively impact sales performance, (2) build awareness and recognition of one's self-limiting beliefs (3) apply mental strategies to overcome self-limiting beliefs, build self-efficacy and a growth mindset, and (4) receive opportunities to apply learning and collaborate with participants through sales scenarios.

VIRTUAL SESSIONS - AVAILABLE ON DEMAND

INTERNATIONAL SYMPOSIUM: PREPARING NATIONAL TEAMS FOR THE WORLD STAGE: A GLOBAL PERSPECTIVE

*Edgar Kazibwe, In-Training Sport Psychologist, Uganda
Cricket, Uganda*

*Nicholas Powell, Mind the Game LLC, Jamaica Track and
Field and Soccer Teams, Jamaica*

*Alina-Isabela Gherghisan, Romanian Olympic and Sports
Committee (COSR), Romania*

Moderator: International Relations Committee

This panel aims to explore the diverse methodologies employed by practitioners worldwide in preparing athletes for the global stage. As athletes represent their countries in high-stakes competition, mental skills and strategies they employ can significantly impact their performance. This discussion will delve into how these approaches vary not only by sport but also by cultural contexts, which reflect the unique challenges and expectations athletes face in different environments. Panelists will address the essential role practitioners play in helping athletes cope with the immense pressure that comes with international representation. Emphasis will be placed on fostering team cohesion and unity among athletes who hail from diverse backgrounds, each bringing their own personalities and experiences to the team dynamics. Panelists will also share insights on how their own cultural backgrounds influence their work, highlighting the importance of cultural competence in effectively supporting athletes. The conversation will also cover strategies to actively promote diversity and inclusion within national teams, ensuring that every athlete feels valued and respected. This dialogue will hopefully provide valuable perspectives on creating a supportive environment that empowers athletes to perform at their best on the world stage.

A GROUNDED THEORY INVESTIGATION OF BASIC PSYCHOLOGICAL NEEDS THEORY AS A FRAMEWORK FOR EFFECTIVE MENTAL HEALTH REFERRALS IN COLLEGIATE SPORT

Luna Ugrenovic, West Virginia University, USA;

Dana Voelker, West Virginia University, USA;

Ashley Coker-Cranney, West Virginia University, USA;

Johannes Raabe, Raabe Performance Consulting LLC, USA;

Verena Zaisberger, West Virginia University, USA

Mental health concerns remain prevalent among collegiate athletes, yet less than half report feeling comfortable seeking mental health services (NCAA, 2022). Although referral is a primary means for connecting athletes with appropriate resources, referral guidelines in sport are often limited to procedure (i.e., what to do) versus process (i.e., how to facilitate desirable outcomes). Using a multiparadigm (Bogna et al., 2020) grounded theory approach, this study: (1) explored collegiate athletes' mental health referral experiences and (2) identified mechanisms explaining those experiences based upon perceptions of psychological need fulfillment and thwarting according to Basic Psychological Needs Theory (BPNT) – a well-established theoretical guide

for successful interpersonal interactions toward future behavior (Ryan & Deci, 2017). Interviews were conducted with a purposive, maximum variation sample of 14 current/former collegiate athletes (aged 18 to 25) who were referred to mental health services by support personnel or other athletes. Analyses yielded nine theoretical categories. Key findings demonstrated some athletes' referral experiences helped them disconnect their mental health concerns from understanding their self-worth. Others conceptualized referral as evidence of mental weakness and a stable part of their identity. Referral experiences resulting in pursuing mental health services and/or hope for recovery were linked to psychological need satisfaction throughout the referral process (e.g., autonomously choosing mental health services, relating to the referrer through a similar experience, mastering skills for pursuing therapy). Despite positive referral experiences, some athletes re-internalized mental health stigma upon re-engaging with unsupportive sport and familial environments. Although referral is often understood as a reactive, isolated event, proactive understanding of athletes' pre-referral experiences affecting their relationship with mental health was central in the present study. Together, the data suggest BPNT is a promising framework for effective referral guidance, though psychological needs are met uniquely, and over time, for each athlete based upon their characteristics and context.

SHARED ZONES OF OPTIMAL FUNCTIONING: PSYCHOPHYSIOLOGICAL EVIDENCE SUPPORTING “IN THE ZONE” STATES IN TEAMS

Edson Filho, Boston University, USA;

Roos van Velthoven, University of Central Lancashire, UK

The concept of shared zones of optimal functioning (SZOF) derives from a synthesis of two bodies of literature, namely research on shared mental models and research on the individual zones of optimal functioning (IZOF; see Hanin, 200; Filho 2020, 2022). Given this background, we aimed to test the SZOF tenets by computing and comparing jugglers' IZOF and SZOF probabilistic performance curves. We hypothesized that jugglers' IZOFs, derived from a solo juggling task, would differ from jugglers' SZOFs, based on performance on a cooperative juggling task. Furthermore, we expected that different juggling dyads would show unique SZOFs as well as distinct patterns of optimal and sub-optimal performance (i.e., momentum curves) and idiosyncratic “leader-follower” dynamics. Fourteen adult skilled jugglers completed 30 solo and 30 cooperative juggling task trials. The order of the tasks was counterbalanced, and performance (trial duration in sec) served as the outcome variable. Throughout the tasks, the jugglers reported their core affective states and self- and others'-efficacy beliefs (Russel et al., 1989; Bandura, 2006), and had their heart rate and galvanic skin responses monitored using an E4 empatica wristband. A probabilistic approach for the computation of IZOFs and SZOFs was employed to derive optimal and sub-optimal performance curves, momentum curves, and leader-follower patterns (Filho, 2020; Kamata et al., 2002). The findings corroborate the SZOF model by showing that different dyads had unique probabilities of optimal performance that differed from their IZOFs, as well as unique idiosyncratic performance fluctuation trends and leadership dynamics for both the subjective and physiological input variables. Considering these findings, practitioners should identify

and then catalyse the idiosyncratic predictors of optimal performance and leadership dynamics for a given dyadic team or sub-team. To prevent downward performance spirals, practitioners should identify the idiosyncratic critical events that may disrupt positive momentum in dyadic teams and sub-teams.

STRENGTHENING MULTIDISCIPLINARY HUMAN PERFORMANCE TEAMS THROUGH THE APPLICATION OF PERFORMANCE PSYCHOLOGY INTERVENTIONS

Gloria Park, Consortium for Health and Military Performance, USA;

Nikki Barczak-Scarboro, Consortium for Health and Military Performance (CHAMP), USA

Performance psychology professionals increasingly work within interprofessional and multidisciplinary Human Performance Teams (HPTs), alongside athletic trainers, strength and conditioning coaches, dietitians, injury prevention specialists, to name a few. HPTs are becoming the modality of performance enhancement service delivery for the military (Park, Lunasco, Chamberlin, & Deuster, 2020) modeled after structures in professional sports, collegiate athletics, and many other domains. Performance psychology practitioners can be a force multiplier within HPTs by supporting the internal development of individual and team-based competencies that enable effective and integrated care.

This workshop begins with describing findings from an exploratory study which utilized Grounded Theory (Straus & Corbin, 1990) methodology to identify and analyze themes relating to team success, integration, collaboration, and personal qualities. Data were captured across multiple focus groups composed of multidisciplinary HPT professionals working in support of Warfighter performance development across three military branches (Army, Air Force, and Navy) including both conventional and special operations forces. Characteristics of a successful HPTs centered on practices like communication, shared notions like common vision or goals, and clear understanding of your own role, and the roles of other teammates.

The second half of this workshop will enable participants to learn new strategies and tools that can be applied to bolster multidisciplinary collaboration and support the development of team-based competencies. Attitude-based interventions include activities focused on building psychological safety, trust, cohesion, and collective efficacy. Approaches to engaging in productive disagreement and conflict will be explored. Finally, strategies to navigate the unique context and culture of groups and organizations will also be shared and discussed. Access to a team-building resource guide will be provided to all participants of the workshop.

THE PSYCHOLOGICAL AFTERMATHS OF CHOKING UNDER PRESSURE: A PRELIMINARY EXPLORATION OF MENTAL HEALTH ISSUES USING QUALITATIVE RESEARCH

Christopher Mesagno, Victoria University, Australia;
Denise M. Hill, Swansea University, UK

Choking under pressure (i.e., choking) in sport can be humiliating, especially for elite athletes who aspire to forge a sporting career. Researchers have investigated the antecedents of choking, but limited research has investigated the negative mental health consequences of choking. Recently, through a quantitative, anonymous survey, researchers (Mesagno et al., in review) found that of the 165 athletes who completed the survey, 24.4% and 7.1% stated that as a result of choking, they missed at least one training session or competition, and/or had suicidal thoughts, respectively. Furthermore, high-level athletes were more likely to engage in maladaptive behaviors, such as binge (alcohol) drinking, illicit drug taking, and drunk driving after choking compared to low-level athletes. More research into the effect of choking on mental health are essential to understand why certain athletes experience such difficulties after choking. Thus, the purpose of this study was to explore the negative mental health effects of choking through qualitative methods. Three current or (recently) retired elite athletes (over 18 years old) from various sports shared their experiences of negative mental health consequences from choking through semi-structured interviews. Overarching themes included high athletic identity/ low self-complexity, self-presentation concerns, shame/embarrassment after choking, depressive symptoms (including suicidal thoughts), and risk-taking behaviours (including almost quitting sport, restrictive eating, and social isolation) after choking. Hence, the three high-level athletes had varying degrees of mental health issues after choking, which ranged from low self-esteem to depressive symptoms (and suicidal thoughts). Given our limited sample size, difficulties with accessing participants willing to share their mental health stories related to choking through qualitative research will also be discussed.