

2022 AASP PNW Regional Conference: Northwest Sport & Exercise Psychology Symposium (NWSSEPS) Schedule

April 29 & 30, 2022

CONFERENCE SCHEDULE

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Friday, April 29

Sinegal Center of Science & Innovation, 200: Oberto Commons

4:00 PM-4:10 PM

Opening Remarks

Dr. David Powers (Dean, College of Arts & Sciences)

4:10 PM-5:00 PM

Keynote Address

Completing Athletes: How Emotional Intelligence Unleashes Athletic Excellence
Dr. D'Anthony Smith

5:00 PM-6:00 PM

Networking and food

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Saturday: April 30

Sinegal Center of Science & Innovation, 200: Oberto Commons

8:50 AM-9:00 AM

Check-In/Registration

9:00 AM – 9:10 AM

Welcome

Dr. Erica Rauff, Seattle University

9:10 AM – 9:40 AM

Breakfast and Ice Breaker

9:45 AM – 10:30 AM

Invited Presentation

Dr. Nicole Martin, Pacific Lutheran University

Meeting Athletes Where They're At: Building up Youth in Sport and Keeping it Fun



10:30 AM – 10:45 AM
Break

10:45 AM – 11:00 AM
Professional Presentation
Mariel Ruiz Stasiuk, M.A, Alliant International University, CSPP-San Diego, CA
Resilience, Optimism, and Self-Efficacy in Endurance Athletes (Triathletes, Swimmers, Cyclists, and Runners)

11:05 AM – 11:20 AM
Professional Presentation
Sarah Noonan, M.S., Magellan Federal
Misogynistic Music Lyrics and Stereotype Threat in the Context of Exercise

11:25 AM – 11:40 AM
Student Presentation
Claire Henninger, Western Washington University
An Analysis of the Intrinsic Motivation and Athletic Coping Skills of Athletes on Teams with High versus Low Peer Servant Leadership

11:45 AM – 12:00 PM
Student Presentation
Lindsay Ahmann, Western Washington University
Examining the Mental Health Effects of Forced Athletic Retirement Among High School Students

12:05 PM – 12:20 PM
Student Presentation
Augustine Herman, Seattle University
A comparison of Health Behaviors and Mental Health in First-Year University Students Prior to the COVID-19 Pandemic and During the Pandemic

12:25 PM-12:40 PM
Student Presentation
Kaitlyn Andersen, Seattle University
Eye Movements and Cognitive Functioning in Adults with Attention Deficit Hyperactivity Disorder

12:40 PM – 1:10 PM
Lunch

1:15 PM – 2:05 PM
Invited Q & A Panel
Zachary Willis & Brett Sandwick, United States Army
Q&A: Mental Performance with Tactical Populations



2:10 PM – 2:25 PM

Professional Presentation

Dr. Heather VanMullem, Lewis- Clark State College

Who's Got Spirit? Infusing Play into Your Sport Psychology Class to Improve Student Engagement

2:30 PM – 3:15 PM

Movement Break! Tour of the Kinesiology Mobile Lab and Walk to Labyrinth for Guided Breathing/Relaxation

3:20 PM – 4:05 PM

Invited Presentation

Carrie Scherzer, featuring Meaghan Peters & Jeremy Trenchuk, Mount Royal University
Publish or Perish? Tales from the Crypt

4:10 PM – 4:25 PM

Student Presentation

Cady Seavey, Seattle University

Differential Effects of Dual Tasks on Unilateral and Bimanual Dexterity in Young and Older Adults

4:30 PM – 4:45 PM

Student Presentation

Becca Pierce, Western Washington University

A Comparison of Stress During the Transition Out of Sport and Into College: A Comparison of Freshmen Non-Athletes, Former High School Athletes, and Former High School Athletes Now Recreational Athlete

4:50 PM -5:05 PM

Student Presentation

Peyton Bilo, Western Washington University

The Effects of an Imagery Intervention on Self-Efficacy During Athletic Injury Rehabilitation

5:05 PM -5:10 PM

Closing Remarks

Dr. Erica Rauff, Seattle University



Presentations & Abstracts

Keynote Talk

Completing Athletes: How Emotional Intelligence Unleashes Athletic Excellence **Dr. D'Anthony Smith, Ed.D., LMHCA, CMPC, ACC**

If I only knew then, what I know now? Have you ever said this to yourself? I am pretty sure you have. I am also pretty sure that the situation in question involved emotional obstacles. How did you overcome it? Therapy? Avoidance? To be determined? Dr. Daniel Goldman has dedicated his career to finding unique forms of intelligence that have been proven to contribute to an individual's overall development and personal success. In his findings, Goldman identified twenty-five emotional competencies. Of those twenty-five competencies, Dr. D'Anthony Smith has identified the most impactful competencies that every mental performance consultant should incorporate in their work with their clients. Implementing the personal experiences he encountered in route to becoming a professional athlete, Smith uses his sports career as a blueprint for his approach in working with athletes now as a Clinical Sports Counselor. Whether it's helping high school athletes deal with the politics of sports, helping collegiate athletes to process their emotions after witnessing their head coach fight, or maybe even assisting in the return of a professional athlete from premature retirement, attendees will leave the presentation with a better understanding of the emotional competencies needed to contribute to the development of a confident athlete.



Dr. D'Anthony Smith, Ed.D., a Licensed Mental Health Counselor Associate, has been in practice since 2018 and has over 20 years of sports performance experience, athlete development, with children adolescents, adults, and families. His clinical specialties include adolescent development and dynamics, Development Trauma, and helping athletes heal emotionally. He is the founder of Unleash!, a player development platform that values athletes' emotional, social, and mental development, serves as the Director of Clinical Counseling services at the PTSD Institute in Seattle, WA, and advocates for emotional development within athletes. Smith also hosts several workshops dedicated to building leadership qualities, assertiveness, and self-acceptance. In addition, he is also an International Coaching Federation certified coach helping individuals develop the confidence to relaunch into life. Smith designed one of the first clothing lines dedicated to embracing mental and emotional health in the sporting community and developed the first class of multi-development supplements for adolescent athletes while teaching at Seattle Pacific

University. When not counseling, lecturing, coaching, training, advocating, or presenting, Smith enjoys relaxing and spending time with his wife Tambra and dog-son Louie.



Invited Presentation

Meeting Athletes Where They're At: Building up Youth in Sport and Keeping it Fun

Dr. Nicole Martin, Ph.D.

Background: We know children and adolescents have specific motives for their sport participation, that winning is not among the top 5, and that “having fun” is the number one reason athletes provide. We also know that when asked, adults and youth athletes definitions of what makes sport fun are significantly different. While youth athletes list things such as trying your best, getting playing time, and getting along with teammates, adults often believe that goofing off, not listening, or not staying on task represent reasons children and adolescents list for what equates as fun. The focus of this talk then, is to identify the ways in which youth define sport as fun, and then offer specific coaching recommendations that not only meet psychological needs youth have within sport, but also reflect coaching tenets outlined through the FUN maps concept as part of the Fun Integration Theory (Visek, 2015).



Dr. Nicole Martin earned her doctorate in Kinesiology with an emphasis in Sport and Exercise Psychology from Temple University. She is currently an Associate Professor in the Department of Kinesiology at Pacific Lutheran University, teaching courses across both the Bachelor of Arts and Bachelor of Science Programs as well as within the MSK program. Dr. Martin's work focuses on social influences of youth sport participation, social development in sport and physical activity, and lifespan physical activity adherence through a family-focused orientation. Dr. Martin's work has been presented at AASP regional and national conventions, APA conventions, and local youth sport organizations. Additionally, Dr. Martin's work has been published in Shape America's two headlining journals, the Journal of Physical Education, Recreation, and Dance (JOPERD), and Strategies: A

Journal for Sport and Physical Educators, as well as IDEA Fitness Journal. Aside from academia, Dr. Martin serves as the VP of Rec Programs for the South Kitsap Soccer club; and enjoys watching and volunteering with her daughter's soccer team.



Invited Panel Q & A
Mental Performance Q &A with Tactical Populations

Zachary Willis, M.S., CMPC, & Brett Sandwick, M.S., CMPC

Background: Many Mental Performance Consultants have the goal of working with professional sports teams or the elite at their field right after graduate school. However, as the Dunning Kruger effect (1999) illustrates, we tend to not know what we do not know. Working with the military provides many opportunities to hone your craft in the field of sport psychology. In the 2020 AASP compensation report for mental performance work, 19% of Mental Performance Consultants reported currently working with tactical populations. 46% of Mental Performance Consultants have spent time working in a military setting. Brett Sandwick, CMPC, and Zach Willis will discuss common misconceptions about working with military populations and the realities of the job. They will discuss topics such as how Mental Performance Consultants can set themselves up for the job, aspects they wish they would have known prior to working in the tactical field, the transition from graduate school, and careers after working with the military.



Brett Sandwick is the Cognitive Performance Specialist for 1st Special Forces Group in Tacoma, WA. He trains Green Beret soldiers' mental skills to perform at their best when things matter the most. He has over 9 years of experience working with the United States Army. Brett has been a Certified Mental Performance Consultant through the Association of Applied Sport Psychology since 2016. Brett is the owner of Elite Mentality LLC. He has trained thousands of athletes in his private practice over the last 10 years. Brett trains many professional athletes and consults with numerous college, high school and club programs and individuals. Brett and Elite Mentality have partnered with ProSport, a multidisciplinary sports medicine clinic in Gig Harbor, WA to provide mental skills training to their clients. Brett is an adjunct professor at Pacific Lutheran University, teaching applied sport psychology classes to graduate and undergraduate students. He received his Masters in Sport Psychology from Florida State University. In his free time Brett likes to golf, travel, paddleboard, and play with his two rottweilers.





Zach Willis was born in Richland, Washington. He graduated from Pacific Lutheran University (PLU) in Tacoma, WA with a B.A. in Kinesiology with a concentration in Health and Fitness Promotion and a minor in Sport and Exercise Psychology. Additionally, Zach completed his master's degree in Sport and Exercise Psychology at Western Washington University (WWU) in Bellingham, WA. His interest in sport psychology came from participating in sports at a young age which included football, baseball, and basketball. Zach continued his athletic career at Pacific Lutheran University where he played football for four years and he is currently an assistant offensive line coach for the PLU football program. Zach joined the Ready and Resilient Performance Center as an Army Contractor in August 2021 (Master Resilience Trainer), and he is extremely passionate about enhancing performance and providing a resource for anyone to close their potential performance gap.

Invited Presentation Publish or Perish? Tales from the Crypt.

Dr. Carrie Scherzer, Ph.D., CMPC featuring Meghan Peters & Jeremy Trenchuk

Background: Historically, tenure-track faculty members have been instructed to publish or perish, meaning that in order to gain tenure and a permanent position, one had to publish in academic journals while also maintaining teaching and service loads. As a new faculty member at a liberal arts university (with a heavy teaching load), this was a daunting task. To support my efforts to publish, I had more data than necessary and then found myself with several boxes of unpublished data as well as a pesky manuscript that had been rejected by a journal. After moving to a new university, those boxes and that manuscript sat in my office collecting dust until my sabbatical year. That year, I decided to try to clear the decks so to speak by involving my undergraduate students in an experiment. We were going to work together to update and revise the previously rejected manuscript. Over several years (thanks COVID-19 pandemic), we worked together in person and online to rewrite and refine the piece. We had the paper accepted for publication in the Journal of Clinical Sport Psychology earlier this year and we are currently working on a process piece for the International Journal of Students as Partners. Undergraduate students are often curious about the research and publication process, but few get firsthand experience with both. This opportunity to resurrect a “dead” manuscript allowed the group to learn about the effort and patience that publication requires. The students gained knowledge, experience, and writing proficiency. Publication credit as an undergraduate student will also add to the students' resumes and will enhance their graduate school admission prospects. Today I am delighted to have part of my team here with me to share our experience and provide some tips for publishing as a student.





Dr. Carrie B. Scherzer is an associate professor of psychology at Mount Royal University in Calgary, Alberta. She completed her doctorate at the University of Arizona in clinical psychology, with an emphasis in sport psychology. Dr. Scherzer received her BA in psychology (Honours) from Concordia University and her MS in athletic counseling at Springfield College. Her research interests include rehabilitation from injury, eating disorders, and professional training and development. She is a Certified Mental Performance Consultant® (CMPC) and formerly chaired the certification review committee of AASP. She currently serves on the editorial board for the *Journal of Clinical Sport Psychology*. She has done performance enhancement, injury rehabilitation, and academic counseling with intercollegiate athletes.



Professional Presentations

Misogynistic Music Lyrics and Stereotype Threat in the Context of Exercise

Sarah Noonan, MS, Magellan Federal

Background: This study investigated the effects of misogynistic lyrics (ML) in rap music on women's experience of exercise through the framework of stereotype threat. ML in rap music could result in an adverse exercise experience, particularly among women given the nature of the derogatory statements and implications about women (Adams & Fuller, 2006). **Methods:** The present study examined the effect of ML in rap music on self-reported negative affect, attentional focus, and intrinsic motivation during an exercise bout. Active female participants ($N = 30$, Mean age = 27.63, $SD = 6.88$) completed two separate exercise bouts while listening to rap music, one with ML and one with no ML. Following exercise, questionnaires measuring emotion, attentional focus, and intrinsic motivation were completed. Participants' attitudes about violent, misogynistic (VM) content in rap music were also measured and used to divide participants into two groups (positive and negative VM attitude). **Results:** Using repeated measures factorial ANOVAs, it was found that there was a significant main effect of lyric condition for negative affect, with both groups reporting more negative affect in the ML condition. In addition, there was a significant lyric condition by VM group interaction for the intrinsic motivation components of interest/enjoyment and effort. Participants with a negative VM attitude experienced less interest/enjoyment while listening to music with ML and those with a positive VM attitude reported more effort in the ML condition. **Conclusions:** women had a more negative exercise experience when they listened to music with ML. While the exact mechanisms behind the negative experience remain somewhat unclear, misogyny in rap music seems to negatively impact women during exercise. It is important for exercisers and fitness professionals to consider the effects ML in music can have on women and make informed decisions about what is being listened to during exercise.

Resilience, Optimism, and Self-Efficacy in Endurance Athletes (Triathletes, Swimmers, Cyclists, and Runners)

Mariel Ruiz Stasiuk, M.A, Alliant International University, CSPP-San Diego, CA

Background: Participation in endurance sports requires specific physical and psychological skills to successfully adapt to extreme conditions throughout the preparation for and competition in endurance events. Consistent, optimal performance and overall well-being are difficult to achieve without the necessary resources to harness challenges or stressors unique to these challenging sporting events. Previous research has concluded that athletes with higher self-reported resilience, self-efficacy, and optimism have improved psychological well-being and athletic performances (Hosseini & Besharat, 2010; LeUnes, 2008; Martin-Krumm, Sarrazin, Peterson, & Famose, 2003; Rettew & Reivich, 1995; Seligman, Nolen-Hoeksema, Thornton, & Thornton, 1990). Hence, this study examined resilience, optimism, and self-efficacy amongst adult endurance athletes such as triathletes, swimmers, cyclists, and runners during their preparation and appearances in endurance events. **Methods:** A total of 245 endurance athletes completed the 10-item Connor-Davidson Resilience Scale (CD-RISC-10; Connor & Davidson, 2003), the Life Orientation Test-Revised (LOT-R; Scheier & Carver, 1994), and the General Self-Efficacy Scale (GSE; Scharzer & Jerusalem, 1995) to assess resilience, optimism, and self-efficacy, respectively. **Results:** A Pearson correlation coefficient indicated a moderate, positive, and statistically significant correlation between resilience and self-efficacy, $r(245) = .28$, $p < .001$. Furthermore, there was a strong, positive correlation between resilience and optimism, $r(245) = .44$, $p < .001$. Lastly, a hierarchical multiple linear regression highlighted that optimism and self-efficacy are predictive psychological factors for resilience, $F(2, 242) = 43.10$, $p < .001$. **Conclusions:** It can be concluded that



resilience, optimism, and self-efficacy serve as psychological capitals for athletes throughout their training and performances during endurance events. Also, these findings suggest that optimism and self-efficacy are predictors of resilience. Therefore, the results of this study have relevance and practical implications for expanding literature and supporting the field of sport and performance psychology. There is a tremendous opportunity to assist endurance athletes in mitigating adverse psychological outcomes that arise while preparing and competing in their endurance events.

Who's Got Spirit? Infusing Play into Your Sport Psychology Class to Improve Student Engagement

Heather Van Mullem, Ph.D., Lewis-Clark State College

Background: Students actively engaged in learning often find their educational experiences to be more meaningful. Meaningful classroom experiences can help improve student understanding of course content, improve student accountability for learning, and enhance student connectedness to their classmates and the campus. One strategy to encourage student engagement and improve the meaningfulness students find in their education is to build play into course design and delivery. **Methods:** This presentation will introduce an example of an undergraduate sport psychology course designed around play and a "Team Spirit" class-wide competition. **Results:** Session participants will: (1) Explore play as a teaching strategy, (2) explore the design and delivery from the first to the last day of class of an undergraduate sport psychology course built around play, (3) engage and play with different components (i.e., activities for the first day of class, team cohesion, concentration, imagery, etc.) of the "Team Spirit" competition, and (4) discuss effective assessment strategies to measure student learning. Session participants will leave this presentation with tangible strategies to implement into their own classes. **Conclusion:** Improving student engagement, enhancing meaningfulness, and cultivating connectedness will positively impact student learning, accountability, and retention. The "Team Spirit" competition is one strategy to help accomplish these goals.



Student Presentations

Examining the Mental Health Effects of Forced Athletic Retirement Among High School Students

Lindsay Ahmann, Western Washington University

Background: The quality of one's athletic retirement depends upon the extent that athletes perceive control over the circumstances of their retirement from athletics. Four predominant reasons for retirement are presumed to be injury, deselection, age, and free choice (Taylor & Ogilvie, 1994). Given that there is considerable evidence of the psychological and social health benefits of participation in high school sports (Eime et al., 2013), forced retirement from high school sports such as injury, deselection, and the COVID-19 pandemic may be associated with poor mental health (e.g., Blakelock et al., 2016). There is no known research of high school athletes following forced retirement. The three objectives of the current study are to examine the mental health scores between high school athletes forced to retire and those who expected to retire, the difference in mental health symptoms between groups of athletes who were forced to retire for different reasons, and to assess the relationship between mental health and perceived control in one's athletic retirement. Methods: This study will include former high school athletes who retired from sport during their junior or senior years and are within 24 months of retiring. Psychological levels of distress, anxiety, and depression will be measured using the General Health Questionnaire-12 (Goldberg & Williams, 1988), the General Anxiety Disorder screener, the Center for Epidemiological Studies-Depression scale (Radloff, 1977), and the Revised Causal Dimension Scale (McAuley et al., 1992). Mental health variables of distress, anxiety, and depression will be examined among athletes forced to retire due to injury, deselection, or COVID-19, and those who expected to retire; the relationship between mental health variables and perceived control will also be assessed. The findings of this study will add to the literature on high school athlete transition out of sport and may increase awareness of the psychological effects of forced retirement.

Eye Movements and Cognitive Functioning in Adults with Attention Deficit Hyperactivity Disorder

Katy Andersen, Seattle University

Background: Attention deficit hyperactivity disorder (ADHD) is a neurological condition that negatively impacts daily function and quality of life though no established, objective diagnostic assessment for adult ADHD exists. The Trail Making Test is a commonly used, standardized neurophysiological assessment of attentional processes. Eye movements (e.g., saccades and fixations) are intimately linked to attention and saccade number has been associated with Trail Making Test performance in adults without ADHD. One study found that adults with ADHD used a greater number of saccades than controls during a measure of attention; however, no study to date has examined eye movements in adults with ADHD during the Trail Making Test. The proposed research aims to determine eye movements and the association with performance on the Trail Making test in adults with ADHD. Adults ages 18-40 with and without ADHD will be recruited. Participants will perform the Trail Making Test on a touchscreen tablet using standardized procedures. Test completion time and eye movements will be recorded. Saccade number will be calculated based on number of fixations. It is expected that saccade number will be greater in adults with versus without ADHD and this will be associated with greater test completion time. Successful completion of the proposed work will provide novel findings regarding neurophysiological changes associated with ADHD and will be a step towards future work in developing an objective diagnostic tool for this population.



The Effects of an Imagery Intervention on Self-Efficacy During Athletic Injury Rehabilitation

Peyton Bilo, Western Washington University

Background: Teaching athletes imagery during injury rehabilitation may be an effective way to positively influence physical and psychological aspects of injury outcomes (Brewer, 2010). Imagery is a mental skill athletes often use during training and competition; however, some studies have demonstrated its value during injury rehabilitation (e.g., Cupal & Brewer, 2001). Using imagery during injury rehabilitation can reduce athletes' perceptions of pain, stress, and anxiety (e.g., Cupal & Brewer, 2001) and can improve physical outcomes such as muscular endurance (e.g., Hoyek et al., 2014). Imagery has also been linked to increased rehabilitation self-efficacy (e.g., Wesch et al., 2016), which is related to improved treatment adherence, rehabilitation outcomes, and reduced perceptions of pain and stress (e.g., Somers et al., 2012). The purpose of this study is to examine the effects of imagery on the rehabilitation self-efficacy of athletes undergoing injury rehabilitation. Methods: The present study will employ a multiple baseline single subjects design and include athletes currently undergoing injury rehabilitation for a serious injury (≥ 6 weeks out of sport). Participants will complete the Athletic Injury Self-Efficacy Questionnaire (Milne et al., 2005) 3x/week for up to 6 weeks. After establishing a five data point baseline for self-efficacy, participants will receive an imagery intervention consisting of two parts: imagery education and introduction to and practice of the four types of imagery used during rehabilitation (healing, pain management, rehabilitation process, and performance). After the imagery education session, participants will be given four recordings representing each type of imagery to choose from and asked to practice imagery 4-7days/ week. The Athletic Injury Imagery Questionnaire - 3 (Wesch et al., 2016) will be used as a manipulation check and a weekly imagery log will be administered

as a social validation measure. Findings will provide sport psychology professionals with increased knowledge surrounding the relationship between imagery and self-efficacy.

An Analysis of the Intrinsic Motivation and Athletic Coping Skills of Athletes on Teams with High versus Low Peer Servant Leadership

Claire Henninger, Western Washington University

Background: A leadership style that has received attention in business, organizational, and cross-cultural contexts is servant leadership (SL); leaders who adopt this style make their primary objective fulfilling their followers' needs (Sullivan, 2019). However, sport-related SL research has mostly focused on coach leadership, leaving a gap in peer-to-peer (athlete) SL in sport (Worley et al., 2020). Positive relationships have been found between coach SL and athletes' cohesion, motivation, satisfaction, and well-being (García-Calvo et al., 2014; Olympiou et al., 2008; Jowett & Poczwadowski, 2007; Mageau & Vallerand, 2003). Given that differences exist in coach and athlete leadership behaviors (Loughead & Hardy, 2005), it is important to examine athlete SL to determine if it has similar relationships to key athlete variables. Methods: Using survey methods, the proposed study will examine potential group differences in intrinsic motivation and athletic coping skills of athletes on teams with high levels of reported peer SL compared to low levels of peer SL. The sample will consist of approximately 200 participants of all genders who compete on varsity-level team sports at universities of all competitive Division levels across the United States. The researcher will use random stratified sampling to recruit by emailing head coaches of team sports at randomly selected NCAA schools. Athletes will complete an online informed consent form, demographic questionnaire, modified-for-sport version of the Intrinsic Motivation Inventory (IMI; McAuley et al., 1989), Athletic Coping Skills Inventory-28 (ACSI-28; Smith



et al., 1995), and a version of the Revised Servant Leadership Profile for Sport (RSLP-S; Hammermeister et al., 2008) that evaluates peer leaders. Two comparison groups (athletes from high vs. low peer SL teams) will be created using tertial splits (Rieke et al., 2008) of responses to the RSLP-S. Results: Analyses will determine potential group differences in intrinsic motivation (IMI) and athletic coping skills (ACSI-28).

A Comparison of Health Behaviors and Mental Health in First-Year University Students Prior to the COVID-19 Pandemic and During the Pandemic

Augustine Herman, B.S., Seattle University

Background: The COVID-19 pandemic disrupted the normalcy for many universities and students, leading to a switch to remote learning, displacing students from their dorms, peers, and belongings. Given the impact the pandemic has had on students' behaviors, it is important to better understand the extent to which students' health behaviors and mental health have been influenced by the pandemic. The purpose of this study was to compare differences in health behaviors and mental health in students pre-pandemic to students during the pandemic. A survey measuring health behaviors and mental health was conducted with first-year students (N=534) at a mid-sized liberal arts university (M age= 18.3 ± 0.7, M BMI = 23.3) during the fall of 2018, 2019, and 2020. Significant multivariate effects were observed across pandemic status groups ($\Lambda = 0.8$, $F(6, 281) = 9.2$ $p < 0.0011$) when examining first-year university students' mental health and health behaviors. Univariate analysis revealed no significant differences across pandemic status groups for depression, anxiety, stress, sleep duration, or physical activity behavior. Significant differences were observed for the number of drinks consumed per sitting in the past 30 days, such that before the pandemic, first-year university students reported significantly greater alcohol consumption (M = 3.1 drinks SD = 1.9) compared to students during the pandemic (M = 1.2 drinks SD = 1.8). Findings from this study suggest a significant reduction in alcohol use and small, non-significant changes in health behaviors and mental health conditions. Reductions in alcohol consumption in this population may be related to a lack of opportunity for social activities, in turn limiting alcohol consumption during the pandemic. Contrary to the hypothesis, non-significant changes to mental health may indicate first-year students were already experiencing mental health distress. Further examination of these factors is needed to provide the necessary resources and support to first-year students.

A Comparison of Stress During the Transition Out of Sport and Into College: A Comparison of Freshmen Non-Athletes, Former High School Athletes, and Former High School Athletes Now Recreational Athletes

Becca Pierce, Western Washington University

Background: College freshman experience high levels of stress during the transition to college (Dyson & Renk, 2006; Maymon & Hall, 2021); they report many sources of stress, including feelings of unmet expectations from their parents and professors (Bore et al., 2016). Similarly, the transition out of competitive sport has been found to be stressful (Lavalley et al., 1997, Park et al., 2013), with athletes high in athletic identity (AI) appearing to have greater difficulty (Taylor & Ogilvie, 1994), and an athlete's level of satisfaction with their sporting career related to the ease of transition (Park et al.,



2013). Although researchers have examined intercollegiate and elite athletes' sport transitions, there are few studies on former high school (H.S.) athletes in their first year of college. One study found an indirect, positive relationship between high levels of AI and perceived negative stress, which was mediated by emotional coping strategies (Russell et al., 2018). The purpose of this study is to compare stress level scores of college freshman across athletic history groups while controlling for AI and athletic satisfaction. Methods: This proposed cross-sectional study will recruit first year college students who are: former H.S. athletes, former H.S. athletes who now compete recreationally (club or intramural), and currently/formerly non-athletes. All participants will complete the Depression Anxiety and Stress Scale (Lovibond & Lovibond, 1993), and former H.S. athletes will complete the retrospective version of the Athletic Identity Measurement Scale (Grove et al., 1997) and questions about athletic career satisfaction. Surveys will be distributed through the Discord online platform and SONA systems at universities across the United States. Results: The first comparison will be stress levels across all three groups; the second comparison will only be between the two former H.S. athlete groups while controlling for athletic history satisfaction and AI. Results will potentially increase researchers' understanding of high school athletes' transition out of sport.

Differential Effects of Dual Tasks on Unilateral and Bimanual Dexterity in Young and Older Adults

Cady Seavey, Seattle University

Background: Manual dexterity impairments are well-documented in older adults and are associated with difficulties performing everyday tasks of hand function. Attention is critical for motor tasks and age-related changes in attentional processes may contribute to hand motor impairments in older adults. Everyday tasks of hand function often require coordination across both hands (i.e., bimanual dexterity). However, few studies have examined the effect of unilateral versus bimanual tasks on manual dexterity in young versus older adults. The proposed study aims to examine age-related changes in manual dexterity during unilateral versus bimanual tasks and the association between attentional processes and dexterity impairments in older adults. Methods: Participants will include 20 young (age 18-40 years) and 20 older (age 65-90 years) healthy, right-handed adults. Participants will perform the Grooved Pegboard test, one of the more commonly used measures of manual dexterity, 1) based on standardized procedures and 2) while tapping with left index finger to assess unilateral and bimanual dexterity, respectively. Dual tasks ask participants to perform two tasks simultaneously and are commonly used to examine age-related changes in attentional processes. Therefore, participants will complete the Grooved Pegboard test while performing visuospatial and nonvisuospatial dual tasks. Grooved Pegboard completion time will be used to quantify performance. Results: We expect greater Grooved Pegboard completion time for the bimanual versus unilateral task. Previous research has shown that visuospatial tasks preferentially impair motor performance on tasks of locomotion compared to nonvisuospatial tasks in older adults. Thus, we expect greater Grooved Pegboard completion time for the visuospatial versus nonvisuospatial conditions. Conclusions: Results from this study will provide insight to age-related changes in motor impairments in older adults. Additionally, they will inform future work examining motor control in populations where impaired manual dexterity is well-documented.

