



## 2021 Northwest Student Sport and Exercise Psychology Symposium – An AASP Regional Conference

April 9, 2021



### Conference Itinerary

9:00 AM – 9:30 AM: Welcome – History of NWSSEPS – Dr. Collin Fehr, Lewis-Clark State College

9:30 AM – 10:15 AM: Keynote Presentation – Ogie Shaw, Ogie Shaw Fitness  
**Winning the Mental Battle of Fitness and Obesity in Your Clinic, Classroom, and Community**

10:15 AM – 10:35 AM: Student Presentation – Zach Willis, Western Washington University  
**Qualitative Analysis of the Career Transition Experiences of Intercollegiate Athletes with High Athletic Identity: A Comparison of Athletes with High or Low Religiosity**

10:35 AM – 10:55 AM: Student Presentation – Greg Sun, University of Idaho  
**Destination Gold: An Exploratory Study on the Perceived Goal Setting Strategies of Olympic Champions**

10:55 AM – 11:10 AM: Brain Break

11:10 AM – 11:30 AM: Professional Presentation – Dr. JoAnne Bullard, Rowan University  
**The Impact of the COVID-19 Pandemic on the Well-Being of Division III Collegiate Student-Athletes**

11:30 AM – 11:50 AM: Student Presentation – Kelly Zwicker, Western Washington University  
**Exploring Social Physique Anxiety, Ethnic Identity, and Gender Identity in Exercisers**

11:50 AM – 12:10 PM: Student Presentation – Shelanda Kujala, Boise State University  
**The Effects of Mental Training on Acute Psychophysiological Stress Responses in Endurance Athletes**

12:10 PM – 12:40 PM: Lunch Break

12:40 PM – 1:00 PM: Student Presentation – Seth Rose, University of Idaho  
**Enduring Stress: A Quantitative Analysis on How Coping Can Improve Sport Well-Being in Amateur Endurance Athletes**

1:00 PM – 1:20 PM: Student Presentation – Kallan Campa, Pacific Lutheran University  
**Mental Skills Training in Physical Education: Goal Setting**

1:20 PM – 1:40 PM: Student Presentation – Marisa Fernandez, Western Washington University  
**Exploration of Dancers' Post-Injury Psychological Experiences**

1:40 PM – 2:25 PM: Keynote Presentation – Dr. Anne Cox and Dr. Sarah Ullrich-French, Washington State University  
**The Role of Mindfulness in Physical Activity Motivation: Theory to Practice**

2:25 PM – 2:40 PM: Brain Break

2:40 PM – 3:00 PM: Student Presentation – Augustine Herman, Seattle University  
**Using Sports Science Data in Collegiate Athletics: Coaches' Perspectives**

3:00 PM – 3:20 PM: Student Presentation – Alexandra Dluzniewski, University of Idaho  
**Development and Validation of the Sport Coach-Athlete Relationship Measure (SCARM)**

3:20 PM – 3:40 PM: Student Presentation – Dominique Mullicane, Western Washington University  
**A Comparison of the Effects of Autonomy-Supportive vs Controlling Coaching Feedback on Novice Juggling Performance**

3:40 PM – 4:15 PM – Invited Presentation – Dr. Charles Palmer, University of Montana  
**Get in the door: Consulting and providing sport psychology services to non-sport populations.**

4:15 PM – Closing Remarks

**2021 AASP Annual Conference**

**October 6-9**

**Las Vegas, NV (and virtual)**

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## Presentations & Abstracts

### Keynote Presentations/Bios

#### **Winning the Mental Battle of Fitness and Obesity in Your Clinic, Classroom, and Community**

Ogie Shaw, BA, BA, MSM, Ogie Shaw Fitness



We know more than we do. Critics of fitness point out that we research, we teach, and we validate, but we seldom apply or sustain what we've learned.

U.S. News and World Report published an article showing that of the Americans who made New Years Resolutions related to weight-loss, and fitness last year, eighty percent of those resolutions were broken by mid-February. Is it possible that knowledge learned in the labs did not translate to application on the streets?

Over 45 years of learning, teaching, and **applying fitness motivation principles** have made me, through a process of elimination, a "fitness failure expert." I now **teach three principles of fitness motivation**, that will sustain you when applied. Our patients, students, and citizens are depending on us.

Ogie Shaw is a native of Raleigh, NC. After 4 years in US Army Intelligence including a year in Viet Nam, he attended the University of NC at Chapel Hill. He graduated with degrees in both Speech and Physical Education. He has a Master of Sacred Ministry degree from Multnomah Biblical Seminary in Portland, Oregon. He earned a Certificate as a Health Promotion Director from The Cooper Institute in Dallas, Texas. He was recruited to the Northwest by the Portland Police Bureau where he was presented a commendation by the Chief after only two months as a police officer. He left police work to become a national fitness speaker and consultant teaching the health benefits of daily exercise lifestyles that last. He has been an author, counselor, pastor, and conditioning consultant to professional sports teams including the Seattle Seahawks and Portland Trailblazers.

Ogie has been married to his wife Julie for 33 years. Julie is a George Fox University seminary graduate and Licensed Tax Consultant. They have 3 kids; Chris earned a NASA scholarship out of high school, is a graduate of Morehouse College in Atlanta and owns an engineering company in Seattle. Tyler graduated from Azusa Pacific University in California in Film Directing. He was a part of the team that made a winning Super Bowl commercial. Daughter Lynley has been a Color Guard coach at Century High School, and graduated from George Fox University in Oregon in Elementary Education. She teaches in Sheridan, OR and is being called a gifted educator by her administrators.

## The Role of Mindfulness in Physical Activity Motivation: Theory to Practice

Dr. Anne Cox & Dr. Sarah Ullrich-French, Washington State University

A big question in exercise psychology is how to support adaptive motivation in order to promote sustained physical activity behavior. In this talk, we explore the role of mindfulness in supporting key motivational processes related to psychological need satisfaction and affective responses. Mindfulness refers to being fully present in the moment. This includes awareness and acceptance of physical sensations that arise during physical activity. We will share some of our recent research studies in the context of yoga and walking. These studies represent field- and lab-based investigations using observational and experimental designs that address different ways mindfulness may facilitate physical activity motivation. We will show how this research can be translated to application through examples of how mindfulness can be applied to enhance physical activity experiences and support motivation.



Anne Cox has been an associate professor in the kinesiology program at Washington State University (WSU) since 2013. She was a faculty member at Illinois State University from 2006-2013, received her Ph.D. from Purdue University in 2006 and her M.Ed. from the University of Virginia in 2000. At WSU, she's a member of the [Prevention Science Graduate Faculty](#). Anne Cox's research has been focused on understanding key determinants of physical activity behaviors. This has included investigating the role of physical education experiences in predicting students' leisure-time physical activity and identifying social sources of influence (i.e., teacher, peers) that optimize motivation in the physical education setting. A second area of interest has been how body image variables impact physical activity motivation and behavior in adolescents and adults. In this line of research, she is interested in examining how different aspects of body image (e.g., body shame, body surveillance) relate to physical activity behaviors, and the effect of educational programs and/or various forms of physical activity (e.g., yoga, strength training, aerobic exercise) on body image in children, adolescents and college students. Anne has completed 200 hours of yoga teacher training and is using this knowledge to examine the effects of yoga, mindfulness, and self-compassion on body image and physical activity motivation. Ultimately, her goal is to apply knowledge about motivational processes and body image to create positive physical activity experiences.



Sarah Ullrich-French is an associate professor in the Kinesiology program at Washington State University and currently serves as the Assistant Chair representing Kinesiology in the Department of Kinesiology and Educational Psychology. She received her MS (2002) and PhD (2006) from Purdue University. Sarah has been at WSU since 2008. Sarah was a visiting scholar at the University of Murcia, Spain in 2015 – 2016. Sarah presented her Masters thesis proposal at the Midwest Sport and Exercise Psychology Symposium in 2001. Sarah served as NASPSPA Sport and Exercise Psychology program chair in 2015 for the conference held in Portland, Oregon and was elected to the Executive Committee as Communication Director (2017 – 2019). Sarah's research examines social-contextual factors of motivational processes in sport and physical activity. Her research has examined positive youth development, close personal relationships within motivational processes, and most recently mindfulness and self-compassion in connection with physical self-perceptions and mental wellbeing. Sarah is on the editorial boards of Sport, Exercise, and Performance Psychology, Journal of Sport & Exercise Psychology, and Qualitative Research in Sport, Exercise & Health. She currently serves as Associate Editor for Sport, Exercise, and Performance Psychology.

## **Get in the door: Consulting and providing sport psychology services to non-sport populations.**

Dr. Charles Palmer, CMPC, University of Montana



Getting the chance to work with athletic teams represents an exciting and rewarding opportunity for practitioners in the field of sport psychology. That said, there exists many other individuals and organizations which are non-sporting in nature who can benefit from our knowledge and expertise in the area of mental performance. Based on his previous employment for nearly 20 years as a wildland firefighter and his consulting experiences with non-sport populations, the presenter will highlight what he sees as some of the key challenges when working with these individuals and their teams.

Charlie worked for nearly twenty years as a wildland firefighter, in a variety of different capacities and with three different federal agencies: the Bureau of Land Management, the Forest Service, and the U. S. Fish and Wildlife Service. He spent ten years of his fire career with the Missoula Smokejumpers, based in Missoula, Montana.

Between fire seasons, Charlie completed his BA, MA, Ed. S., and Ed. D. degrees at the University of Montana in Missoula. Dr. Palmer joined the University of Montana's Department of Health and Human Performance in August of 2006, where he continues to teach and conduct research, primarily focusing upon human factors in wildland firefighting and other high-risk occupations. As a Professor at UM, he teaches several sport/performance psychology courses and an upper division ethics course. He also serves as the director of the Grizzly Sport Counseling and Performance Enhancement program. In 2019, Palmer was named the NCAA Faculty Athletics Representative at UM. Dr. Palmer is the author of *Montana's Waldron Creek Fire: the 1931 Tragedy and the Forgotten Five*, and also *Fired Up!: The Optimal Performance Guide for Wildland Firefighters*. He also serves as host of the wildland firefighter focused podcast *On The Line*.

Charlie has worked with athletes at the high school, collegiate, and professional levels, helping them to understand how sport psychology can be of benefit to their overall performance. From 2000 to 2018, Charlie served as a consultant with Mission-Centered Solutions, helping to teach the Point of the Spear (L-380) and the All Hazard Incident Leadership (L-381) courses for fire managers around the world.

## Professional Presentations

### **The Impact of the COVID-19 Pandemic on the Well-Being of Division III Collegiate Student-Athletes**

Dr. JoAnne Bullard, CMPC, CSCS, Rowan University

Collegiate student-athletes experienced an abrupt end to their competitive season during spring 2020 due to the Coronavirus (COVID-19) pandemic. Adjustments were made for higher education institutions as education transitioned into a remote format, which for many continued throughout the fall 2020 semester, raising mental health concerns among students. Many fall sport athletes experienced cancellation of their athletic seasons similar to what spring sport athletes experienced. The conditions experienced in fall 2020 enhanced concern regarding student-athletes mental distress as education delivery continued to be remote or hybrid for many institutions, social distancing measures were in place, and additional challenges were present. This research examined the mental distress and areas of concern among Division III student-athletes during spring 2020 and fall 2020 athletic seasons ( $N=1,224$ ). Anxiety was assessed through the Generalized Anxiety Disorder 7-Item Scale (GAD-7). Significant findings were found among gender and academic year related to GAD-7 constructs. Both genders experienced anxiety related to the pandemic's challenges, including being away from teammates and having proper academic resources for success. Results showed that since the beginning of the pandemic, student-athletes mental distress was significant as feelings of anxiety, depression, sadness, worry, fear, anger, and feeling overwhelmed were reported by participants. Participants provided suggestions regarding desired resources and programming they would like to receive through their campus and athletic departments. Understanding these concerns is necessary to provide appropriate modalities while continuing to navigate through this pandemic. Athletic administration, coaches, and practitioners need to understand the pandemic's impact on student-athletes and be prepared to assist student-athletes returning to play.

## Student Presentations

### **A Comparison of the Effects of Autonomy-Supportive vs Controlling Coaching Feedback on Novice Juggling Performance.**

Dominique Mullicane, Western Washington University

Coaches tend to take on many roles with their athletes (Conroy et al., 2006). In the majority of previous studies that use the self-determination theory (Deci & Ryan, 2000) as a theoretical framework, athletes have preferred the autonomy-supportive coaching style over the controlling-coaching style; autonomy-support is correlated with key variables including autonomous forms of motivation, well-being, and enjoyment (e.g., Amorose & Anderson-Butcher, 2015; Felton & Jowett, 2013). Of course, many athletes want coaches who help increase their sport performance. Yet, the extremely limited research on the effects of autonomy-supportive coaching on participants' motor task performance were inconclusive (Mladenovic, 2015), with only some finding positive effects on performance (Manninen et al., 2020). Thus, there is a need for continued research on this topic. This proposed experimental study will measure the effects of autonomy-supportive feedback compared to controlling feedback on the performance of novice jugglers. The current study will be conducted over zoom and will include 20 adults of all genders who will be over the age of 18. The jugglers will be split into two groups: 1) controlling group, who will be provided with no choice, no rationale, and given feedback such as "This should be easy;", "Practice it like you saw in the training video". 2) autonomy-supportive group, who will be provided with choice, rationale, and given feedback that includes "You can practice however you like", "You're doing great." The novice jugglers will be tested on the number of consecutive catches they can make and how quickly they reach 5 balls both before watching a juggling instruction video (pre-test) and after a 15-minute practice period in which they receive coaching feedback (posttest). The primary researcher will provide the feedback. Two mixed ANOVAs will compare the results of the groups' performance to determine if the type of feedback affects juggling performance.

### **Destination Gold: An Exploratory Study on the Perceived Goal Setting Strategies of Olympic Champions**

Greg Sun, PhD, CSCS, University of Idaho

The occurrence of the Olympic Games every four years requires athletes to have well-defined goals and a total commitment during their lengthy preparation period. Research has generally supported the notion that elite athletes use some type of goal setting combined with various goal attributes. However, no study to date has qualitatively focused on how elite athletes set, use and implement goals and goal setting strategies. Therefore, the purpose of this study was to explore goals, goal attributes and goal setting used by a segment of athletics that research



tends to have a limited knowledge base: the Olympic champion. This deductive-inductive qualitative study used semi-structured interviews as the major data collection source. Participants were 32 Olympic champions (21 males, 11 females) from 13 Summer and five Winter sports. Mean age at their first Olympics was 24.4 years. Findings provided valuable insight into the factors that participants perceived to have contributed to their success. These champions identified the following themes: goal vision, goal support, goal proximity, goal specificity, goal difficulty, goal type and venue, goal feedback, goal commitment, goal barriers and transitional goals. These findings could assist all athletes and coaches in planning long-term talent development during their training and competitive phases.

### **Exploring Social Physique Anxiety, Ethnic Identity, and Gender Identity in Exercisers**

Kelly M. Zwicker, Western Washington University

Social physique anxiety (SPA) is defined as the concern one has about their physique being observed or evaluated by others (Hart et al., 1989). The purpose of this study was to explore the relationship between SPA and ethnic identity (the strength of one's sense of belonging or identification with their respective racial/ethnic group; Phinney, 1992), potential differences in SPA across racial/ethnic groups, and if either total ethnic identity or gender identity were predictors of SPA in exercisers. Random stratified sampling of two popular exercise chains and convenience sampling resulted in 1,765 regular exercisers who completed the Social Physique Anxiety Scale (Hart et al., 1989), the Multigroup Ethnic Identity Measure-Revised (Phinney & Ong, 2007), and the Godin Leisure-Time Exercise Questionnaire (Godin & Shephard, 1985). There was a small, negative correlation between SPA and total ethnic identity for the entire sample ( $r_s = -.063$ ,  $p = .008$ ). For White/European American exercisers, there was a small, negative correlation ( $r_s = -.093$ ,  $p = .001$ ), and for Black/African American exercisers there was a moderate, negative correlation ( $r_s = -.309$ ,  $p = .026$ ). There were no differences in SPA between racial/ethnic groups. When investigating the predictive value of gender identity and total ethnic identity, the model was statistically significant ( $R^2 = .010$ ,  $F(3, 1754) = 5.737$ ,  $p = .001$ ) and explained 1% of the variance in SPA. There was a significant, unique contribution from total ethnic identity and cisgender women towards SPA. Given these findings, it appears that there are no differences in SPA among exercisers when grouped by ethnicity or gender, but there appears to be differences when accounting for ethnic identity. Thus, researchers may consider examining ethnic identity either in place of or in addition to ethnicity in future SPA studies.

## **The Effects of Mental Training on Acute Psychophysiological Stress Responses in Endurance Athletes**

Shelanda Kujala, Boise State University

Introduction: In sports, pre-competition stress responses can influence performance. Mental skills training is a strategy used to successfully mitigate stress responses and positively impact performance. Psychological (e.g., anxiety) and physiological (e.g., cortisol) stress responses are not often measured in a single study, providing an incomplete picture of athlete experiences. When researchers have measured these constructs together, studies have excluded endurance athletes and ways to effectively buffer stress responses. Purpose: To measure the effects of mental skills training on psychophysiological stress responses of cortisol and anxiety levels in endurance athletes. Hypothesis: Athletes participating in mental skills training sessions, compared to a control group, will have lower levels of anxiety and salivary cortisol pre-race and will experience improved race performances. Methods: Endurance athletes will be recruited and randomly assigned into a control or an intervention group. Cortisol and anxiety testing will occur on three occasions (Baseline, Time 1, and Time 2). Participants will complete four mental training sessions between Time 1 and Time 2. Mental skills training will include relaxation and breathing, imagery, goal setting and self-talk. Anxiety will be quantified using the Competitive State Anxiety Inventory (CSAI-2R). Salivary cortisol levels will be analyzed using the AgileReader Elisa Plate reader. Statistical Analysis: A mixed model repeated measures ANOVA (Time X Group X Gender) will assess anxiety, cortisol levels, and individual race performance times. Expected Outcomes: Mental skill training will lead to lower levels of anxiety and cortisol, as well as improved race performances.

## **Enduring Stress: A Quantitative Analysis on How Coping Can Improve Sport Well-Being in Amateur Endurance Athletes**

Seth Rose, M.S., CMPC, University of Idaho

Endurance athletes experience physical and psychological stress that can inhibit performance and promote negative health implications (Sakar & Fletcher, 2014). Recent research highlighted demands faced during training and competition (see McCormick et al., 2018). Despite associations between coping and well-being, inconsistencies in the literature indicate a lack of understanding of sport well-being and personality factors that influence sport performance (Lundqvist, 2011; Secades et al., 2016). However, these athletes that train at an amateur level have received limited attention regarding coping with stress and how it impacts overall well-being (McCormick et al., 2018). Therefore, the purpose of this study is to (a) examine coping strategies used when stressed, (b) understand the relationship between well-being and coping strategies, and (c) find how sport related personality factors mediate stress and coping responses. Amateur endurance athletes who have trained at least three days per week within the last three months will be recruited to complete a Qualtrics survey. Stress, coping, and sport

well-being will be assessed using a stress recall question, the Modified COPE (Crocker & Graham, 1995), and the Sport Mental Health Continuum – Short Form (Foster & Chow, 2019). Resilience, sport enjoyment, and growth mindsets will be assessed using the 10-item Connor-Davidson Resilience Scale (Campbell-Sills & Stein, 2007), the sport enjoyment subscale of the Sport Commitment Questionnaire - 2 (Scanlan et al., 2016), and the Conceptions of the Nature of Athletic Ability Questionnaire - 2 (Biddle et al., 2003). Practitioners aspire to help athletes achieve peak sport performance, but even more importantly, help performers experience positive well-being related outcomes (Didymus & Fletcher, 2017). This research will inform educational support to this group (i.e., workshops), and enhance intervention effectiveness to improve coping skills to better equip athletes to manage stressors, enhance sport enjoyment, and increase their overall physical and psychological well-being.

### **Mental Skills Training in Physical Education: Goal Setting**

Kallan Campa, Pacific Lutheran University

A goal has been defined as “an objective or aim of action that attains a specific standard of proficiency on a task usually within a specified time limit” (Locke & Latham, 2002, p. 705). That standard of proficiency is variable from person to person, depending on the task they are performing and their skill level. Research on SMART (Doran, 1981), Open (Hawkins, et al., 2020), and Do-your-best goals (McEwan et al., 2016) has been conducted, indicating effectiveness for a variety of individuals. Generally, with a more specific goal, research suggests that individuals benefit when they are more advanced and knowledgeable of the task. Conversely, a vague goal might allow a novice to continue learning the task and to define their own levels of success (Latham & Locke, 1991; McEwan, et al., 2016). Taken together, findings indicate that each student can succeed when they formulate a goal based on their own individual, and current skill, whether that be in physical education, other classes, or life pursuits (Swann et al., 2019; Hawkins, et al., 2020; Gould & Carson, 2008).

This presentation will offer an overview of a lesson plan with supporting instructional materials for the teacher on how to teach goal setting in middle school physical education. Students should understand the uses of different types of goals, like SMART and Open goals, in order to apply this knowledge towards enhancing their performance, gaining experience with tasks, and increasing general self-management (Latham & Locke, 1991; Liu, et al., 2017; Collaborative for Academic, Social, and Emotional Learning, 2019). The positive outcomes from goal setting can occur in school settings and other areas of students’ lives (Gould & Carson, 2008). It is also imperative that teachers equip their students with the knowledge necessary to use appropriate psychological tools such as goal setting to engage and perform in order to do well in their classes, and then to transfer these strategies to other areas of life.

## **Exploration of Dancers' Post-Injury Psychological Experiences**

Marisa K. R. Fernandez, Western Washington University

Approximately 95% of dancers suffer from musculoskeletal pain, and rates of musculoskeletal injury in professional dancers range between 20% to 84% (Hincapié et al., 2008). In addition to the mechanical disturbances that injuries have on physical functioning, athletic injuries often trigger psychological and emotional distress (Anderson et al., 2004; Wiese-Bjornstal et al., 1998). Sport athletes have reported emotions including frustration, depression, fear, and anger post-injury, among other psychological responses (Johnston & Carroll, 1998; Macchi & Crossman, 1996; Tracey, 2003). Dancers, like other sport athletes, face inherent risks for injury due to the artistry and physicality of dancing (Hincapié et al., 2008), yet there is limited research on the psychological responses to dance-related injuries, particularly within modern dancers (Thomas & Tarr, 2009). Thus, the purpose of the present study was to qualitatively explore the post-injury psychological experiences of adult modern dancers. Participants included 8 adult modern dancers (7 women, 1 man;  $M_{\text{age}} = 31$  years; 75% white) who had suffered a serious injury ( $\geq 6$  weeks recovery time) within the past five years. Data was collected via semi-structured interviews, and all interviews were transcribed verbatim and coded line-by-line through an inductive analysis process. All open codes were originally sorted into 41 themes, which were reduced to 35 after an interrater reliability meeting of three researchers. The 35 were reduced to 24 themes after pairing similarities (e.g., loss of independence, sadness/grief, interpersonal trust/support, enhanced motivation). Final themes were organized into seven higher order categories: emotional reactions, behavioral responses, growth/awareness, sociocultural influences, loss, acceptance, and other/miscellaneous experiences. Future dance injury research would benefit from including a larger sample size of participants with a greater representation in terms of race/ethnic identity, gender identity, dance level, and dance style.

## **Using Sports Science Data in Collegiate Athletics: Coaches' Perspectives**

Augustine Herman, B.S., Seattle University

Limited research has been conducted examining American collegiate coaches' perceptions of collecting data for informing their training practices. From the limited research available, coaches perceive data science as important for improving both mental and physical sport performance, yet data translation into practice is currently lacking in many American collegiate settings. The purpose of this study was to conduct focus groups with collegiate coaches to examine their perspectives and needs for collecting data with their athletes. Four focus groups were conducted with Division 1 coaches ( $N = 12$ ) of men's and women's soccer, basketball, track and field, golf, swimming, baseball, softball and women's volleyball and rowing at a mid-sized liberal arts university. Principles of thematic analysis were used to analyze the interviews. Most coaches (66%) felt that collecting data would provide evidence needed to support training

methodologies, and that they would benefit from monitoring progress in their athletes over time. Coaches (25%) were most interested in assessing biomechanical movements, as well as the mental and emotional states of their athletes during games, practices, and outside of sport. The primary questions that coaches (17%) wanted to answer through data collection procedures related to monitoring athletes' levels of fatigue, recovery, mental health states, and related health behaviors (i.e., sleep, diet). Coaches (25%) expressed concerns over finding an optimal time of the year to test their athletes, how to coordinate testing with other sport teams on campus, how to effectively present data to their athletes regarding data utilization for changing training practices and lifestyle behaviors while limiting assessments of body composition due to athlete discomfort. Findings from these focus groups suggest that coaches would like to collect data to learn more about athletes' physical and mental states, but several logistical and practical concerns still exist regarding how to efficiently collect and utilize the data.

### **Development and Validation of the Sport Coach-Athlete Relationship Measure (SCARM)**

Alexandra Dluzniewski, M.S., University of Idaho

Coaches are undoubtedly the most influential aspect of most athletes' sport experience. One of the ways to capture how coaches influences their athletes is by measuring key aspects of the coach-athlete relationship (CAR). The Coach-Athlete Relationship Questionnaire (CART-Q; Jowett et. al, 2004) is the only instrument that quantitatively measures aspects of the CAR. While Jowett's and colleagues' work is robust, there are several dimensions of the CAR that the CART-Q does not measure, including: team dynamics, leadership, and training/instruction. Therefore, the purpose of the current study is to develop a more comprehensive CAR measure that can provide quality data for research and applied practice. Deci & Ryan (1985) have documented self-determination theory (SDT) can be used as a theoretical framework for understanding interpersonal relationships. Relationship Motivation Theory, a mini-theory within SDT, proposes that a relationship can provide the social context needed to support individuals' psychological needs (Deci & Ryan, 2014). Therefore, it is proposed that a strong CAR will result in more intrinsically motivated athletes. Development and validation of the Sport Coach Athlete Relationship Measure will include three studies: (a) Study 1 will create an initial 80-item pool and evaluate the fit using an expert panel. Data analysis will also include an exploratory factor analysis to help refine the item pool, (b) Study 2 will establish factor validity using a refined item-pool of the SCARM that will undergo confirmatory factor analysis to examine overall model fit as well as invariance testing across sub-groups, and (c) Study 3 will establish construct validity by documenting that the SCARM shows consistent relationships with related constructs from other instruments, such as motivation, mindset, and passion.

## Qualitative Analysis of the Career Transition Experiences of Intercollegiate Athletes with High Athletic Identity: A Comparison of Athletes with High or Low Religiosity

Zachary S. Willis, Western Washington University

Transitioning out of sport is inevitable. There is evidence that athletes with high athletic identity experience psychological difficulties with organizing their life following competitive athletic retirement (Erpič et al., 2004). Spiritual well-being appears to be positively related with adaptive coping (Hammermeister & Peterson, 2001; Ridnour & Hammermeister, 2008); however, spirituality is a variable that has rarely been investigated within sport transition literature. Thus, the primary purpose of this qualitative study was to better understand the experiences of intercollegiate athletes with high athletic identity, who recently transitioned out of competitive sport. An additional purpose was to determine if there are differences in the reported experiences and coping methods of athletes with higher religious faith compared to athletes with lower religious faith. Participants included 75 former intercollegiate athletes (66.7% female;  $M_{age} = 22.6$  years; 85.3% White), who completed anonymous online surveys, including the Athletic Identity Measurement Scale (Brewer et al., 1993), the Santa Clara Strength of Religious Faith-Short Form (Plante et al., 2002), and three open-ended questions about transition, coping methods, and (possible) utilization of prayer. Qualitative responses were inductively coded line-by-line, then condensed into themes and higher-order categories. Analysis of the transition experience led to two higher order categories (losses; difficulties). Coping strategies used during transition were organized into three higher order categories (e.g., filling the void; managing mental/emotional challenges; focusing on one's career). Lastly, themes were used to convey athletes' purpose of prayer during transition. When comparing results by religious faith grouping, similarities and differences were noted. For example, the top theme describing challenges faced during transition for both high and low religious faith groups was *Loss of Sport*. However, the top coping method differed between the high religious faith group (*Physical Activity*) and low religious faith group (*Maintaining Sport/Competitor Identity*). Results are discussed in terms of application for practitioners.

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