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CE WORKSHOPS

CE-01

ETHICAL MEDIA INTERACTIONS IN SPORT PSYCHOLOGY: ANALYZING ETHICAL DECISION-MAKING IN MODERN MEDIA

Required CE Area: Professional Ethics

*Michele Kerulis, Northwestern University, USA;
Harold Shinitzky, Principle Sport Psychologist,
Harold Shinitzky, PsyD, USA*

Experts in sport psychology are often called on to provide commentary about the impact that high-pressure competitions, mental health issues, and sociopolitical climates have on athlete performances and wellness. The purpose of this high-energy and interactive workshop is to help attendees learn how to interpret ethics codes (AASP, ACA, APA), utilize ethical decision making models in a media context, and create content to share in the media that (1) complies with ethical guidelines and (2) provides accurate depictions of sport psychology in practice. During this workshop, presented by two award-winning professionals who have extensive experience in the media, attendees will learn how to ethically engage with the media, decide whether or not to accept media interviews, and understand the intersection of ethics codes and the media (namely confidentiality, competence, and cultural awareness). Attendees in this workshop will be given the opportunity to practice media mock-interviews and will be provided with an outline about how to write white papers and digital media posts. Attendees are encouraged to bring their computers to this session as they will gain insight and inspiration from the presenters and other attendees to share their ideas and help the public learn more about sport psychology. All levels and disciplines of practitioners are welcome and will benefit from attending this workshop.

Learning Objectives

- Define common ethics codes utilized in the profession including Association for Applied Sport Psychology (2011), American Counseling Association (2014), and American Psychological Association (2017).
- Understand the purpose and application of ethical decision-making models (AASP, n.d., Forester-Miller & Davis, 2016; Wheeler & Bartram, 2015).
- Understand ethics codes as they relate to participating in media (AASP, 2011; ACA, 2014; APA, 2017).
- Examine the different ways sociopolitical, cultural, and individual factors impact athletes in the media (Mastro, et al., 2012; Hu & Jane, 2018; Kaufman & Wolf, 2010; Kuznick, et. al, 2008; Sanderson, et. al. 2016) and learn ways to express culturally competent commentary (Sue & Sue, 2015).
- Identify common ways people in our profession participate in the media including assessing newsworthiness (Strombak, Karlsson, & Hopmann, 2012), preparing ethical public statements (AASP, 2011; ACA, 2014; APA, 2017), and preparing digital and television interviews.
- Practice and develop strategies for creating ethical media content that can be utilized in the future including white papers, live interviews, taped interviews, social media, and blog posts.

CE-02

PSYCHOPHYSIOLOGY, BIOFEEDBACK, AND MINDFULNESS APPLICATIONS IN OPTIMAL PERFORMANCE

CMPC Knowledge Areas: K2: Sport Psychology; K3: Sport Science; K5: Helping Relationships

*Tim Herzog, Reaching Ahead Counseling and Mental Performance, USA;
Inna Khazan, Harvard Medical School, USA;
Margaret Dupee, Good to Great, Canada*

This workshop will explore applied psychophysiology, biofeedback, and mindfulness applications in optimal performance. Sport and performance psychology approaches often center on enhancing mind-body awareness and self-regulation. Emphasis on performers' psychophysiology is greatly enhanced through the incorporation of biofeedback (Dupee, Forneris, & Werthner, 2016). And while building awareness has long been the focal point of mindfulness training (Crane, Brewer, Feldman, & Kabat-Zinn, 2017), there has been an increased emphasis on applying mindfulness to the field of sport psychology in recent years (Pineau, Glass, & Kaufman, 2014). Further, biofeedback and mindfulness can be synergistically interwoven to enhance performance (Khazan, 2013). The workshop's objective is to demonstrate how biofeedback (specifically heart rate variability) and mindfulness techniques can be used to improve self-regulation, manage competitive stress, and optimize performance. Biofeedback, mindfulness, and combined biofeedback-mindfulness techniques train athletes' and other performers for optimal physiological activation and resilience during stress, and faster recovery post-stressors. The target audience for this workshop is practitioners and graduate students interested in expanding their optimal performance conceptualization and intervention skills. Methods will include lectures, demonstrations, assessments, practical group exercises, and hands-on use of biofeedback equipment. Emphasis will be placed on ethical delivery of services, illuminating pathways and standards associated with establishing competence.

Learning Objectives

- Discuss the theory and application of heart rate variability (HRV) biofeedback training in the context of optimal functioning and performance.
- Learn at least 2 ways of utilizing HRV biofeedback with an athlete or other performers.
- Learn how to conduct a resonance frequency r espiration assessment.
- Explain how mindfulness and biofeedback are complimentary and may be integrated into optimal performance practice.
- Gain practical experience in delivering mindfulness exercises with and without biofeedback.
- Develop an appreciation for how an alliance with clients is a pre-requisite for the effectiveness of any psychophysiological technique, whether aimed at improved well-being or performance.
- Concretely understand how continuing education, BCIA (biofeedback) mentorship, and CMPC mentorship can be interwoven into your practice, for development of competence and ethical service delivery.

CE-03

INCLUSION FOR ALL: PROVIDING SPORT PSYCHOLOGY SERVICES FOR ATHLETES WITH HIDDEN DISABILITIES

Required CE Area: Diversity

*Robyn Braun Trocchio, Texas Christian University, USA;
Kara Rosenblatt, University of Texas Permian Basin, USA*

The term hidden disability (HD) refers to conditions or disorders that are not obvious to the casual observer, meaning the individual has no obvious physical characteristics of a disability, such as Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Disabilities (SLD), or Autism Spectrum Disorder (ASD) (Bodey, 2010). Among individuals with disabilities, approximately 50% are considered HD (McFarland et al., 2017). Sport psychology consultants (SPC) can play a pivotal role in facilitating psychological skills training for athletes with HD (Braun & Braun, 2015). However, SPC may not have the training to recognize and provide appropriate support to meet the needs of athletes with HD. The purpose of this workshop is: (1) to introduce participants to those disabilities that are not obvious to the observer, specifically, ADHD, SLD, and ASD and (2) to offer strategies and techniques that promote inclusive practices and positive sport experiences for individuals with these disabilities. The workshop presenters will utilize a variety of learning tools to facilitate the attainment of the workshop objectives. These techniques will include simulation activities, case study analyses, and group discussions. A handout with a summary of the information presented will be shared to attendees.

Learning Objectives

- Introduce participants to hidden disabilities (HD), those disabilities that are not obvious to the observer, specifically, Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Disabilities (SLD), Autistic Spectrum Disorders (ASD).
- Describe the current prevalence of individuals with ADHD, SLD, and ASD.
- Demonstrate evidence-based strategies and techniques that promote inclusive practices and positive sport experiences for individuals with these disabilities.
- Discuss implications for practice with athletes with HD.

CE-04

DON'T SPREAD YOURSELF TOO THIN: TIPS FOR SUPERVISION AND MEETING THE NEW CMPC REQUIREMENTS

Required CE Area: Mentorship/Supervision

*Leilani Madrigal, Long Beach State University, USA;
Tiffanye Vargas, Long Beach State University, USA*

To effectively manage a large group of students while allowing the proper guidance and growth these students are seeking at the Master's level, it is important faculty, and those mentoring students, utilize the most effective strategies for locating consulting opportunities and for providing supervision. This workshop will provide an overview of a model of a Sport and Exercise Psychology Master's program which will emphasize creating and facilitating relationships with NCAA athletics, building a presence in the community, incorporating supervision in course programming, and establishing structures for mentorship and supervision for large student cohorts. The objectives of this workshop are for attendees to gain an understanding on (a) regulations of consulting with NCAA athletic teams and how to effectively work with athletic departments on campus, (b) ethical considerations for students working with teams and individuals on off-campus sites (e.g., high schools, organizational clubs, etc.), and (c) strategies to properly supervise large student cohorts. The structure of the workshop will be a mixture of presentation, small group discussions, handouts, and case study scenarios. Although the focus of this workshop is for faculty, those in supervision roles outside of academia may benefit from strategies and content we provide directly related to supervision considerations.

Learning Objectives

- Learn mandated regulations of consulting with NCAA athletic teams, and discuss in small groups how to effectively work with athletic departments on campus, specifically training and supervising students. The learning outcomes of this objective relate specifically to K1 Ethics and Standards.
- Demonstrate an ability to recognize and apply reporting policies when presented with scenarios depicting various ethical considerations for students working with teams and individuals on off-campus sites (e.g., high schools, organizational clubs, etc.). The learning outcomes of this objective relate specifically to K1 Ethics and Standards.
- Apply new meeting strategies, such as peer and electronic mentorship for supervising large groups of students with minimal time resources into existing techniques and curriculum. The learning outcomes of this objective relate specifically to K5 Helping Relationships Standards and supervised practicum situations.
- Analyze new ideas for incorporating in-class consulting opportunities, peer modeling, and peer feedback into their existing course assignments for improved student consultant growth. The learning outcomes of this objective relate to K2 Sport Psychology Standards as it relates directly to psychological techniques and strategies.

FEATURED SESSIONS

FEA-01

DEEP SHADES OF GRAY: EVERYDAY ETHICS

Ceci Clark, Cleveland Indians, USA;
Jessica Bartley, University of Denver, USA;
Adrian Ferrara, Auburn University, USA;
Laz Gutierrez, Boston Red Sox, USA

This lecture has assembled a panel of four mental performance consultants to discuss the gray areas of ethical issues we deal with daily in an applied practice. The panel has diverse cultural and educational backgrounds working in vastly different professional positions from supporting Olympians to bull riders, from professional baseball to D1 college sports. Given their different populations, education and past experiences, the panel will address the complexities of everyday ethical issues and how to navigate them successfully. The panelists will address specific ethical issues in the following topics: operating in athletic systems and understanding who the client is, managing personal space (e.g. hugging, distributing personal cell phone numbers and locations for meetings), confidentiality and injury. The panelists will speak genuinely and succinctly about how ethics were managed around these topics and “the why” behind those decisions.

FEA-02

JOURNAL OF APPLIED SPORT PSYCHOLOGY: SCIENCE TO PRACTICE SYMPOSIUM

Stephen Mellalieu, Cardiff Metropolitan University, UK;
Nicole Gabana, Florida State University, USA;
Alessandro Quartiroli, University of Wisconsin at La Crosse, USA;
Christopher Wagstaff, Portsmouth University, UK

One of the key criteria underpinning the credibility of any profession is the ability to demonstrate theoretically as well as practically grounded expertise (Winter & Collins, 2016). Indeed, the adoption of a theory-research-practice approach (Smith & Smoll, 2011) ensures that the actions of practitioners are derived from firm theoretical and research findings. The aim of this symposium is to share recent work published in the past 12 months in the Journal of Applied Sport Psychology which embody the ‘science to practice’ philosophy. The three presentations have been purposefully selected to reflect contemporary applied sport psychology practice by considering themes in relation to the perspective of the athlete, practitioner, and professional practice environment, respectively. For each of the three presentations the speakers have been asked to consider their original published work in the Journal of Applied Sport Psychology, outline the main aspects of the publication, and draw out the ‘science to practice’ aspects to illuminate to the audience. First, Nicole Gabana will describe and discuss the impact of a gratitude-based intervention upon the mental health and wellbeing of NCAA college athletes. Next, Alessandro Quartiroli will present his work examining the self-care experiences of internationally-based experienced, senior sport psychology practitioners. Lastly, Christopher Wagstaff discusses his investigation into the organisational environment within which sport psychology practitioners operate, the impact upon emotional labor, and subsequent implications for professional

training and development. As current Editor of Journal of Applied Sport Psychology, Stephen Mellalieu will chair the symposium, introducing each of the three speakers, and acting as a discussant on completion of the session to reflect on the key ‘science to practice’ messages arising from the respective presentations.

FEA-03

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

Robin Vealey, Miami University, USA;
Vicki Tomlinson, John F. Kennedy University, USA;
Brandonn Harris, Georgia Southern University, USA;
Nick Galli, University of Utah, USA; Robert Harmison, James Madison University, USA;
Jack Lesyk, Ohio Center for Sport Psychology, USA;
Betsy Shoенfelt, Western Kentucky University, USA;
Damien Clement, West Virginia University, USA;
Charles Maher, Cleveland Indians, USA;
Jerry Reeder, Human Kinetics Coach Education, USA

The eligibility requirements for new candidates (including students) and the recertification procedures for current Certified Mental Performance Consultants® will be discussed. The standard application for CMPC certification requires a graduate degree clearly related to sport science or psychology, and coursework or educational experiences to fulfill eight knowledge area requirements (Professional Ethics and Standards, Sport Psychology, Sport Science, Psychopathology, Helping Relationships, Research Methods and Statistics, Psychological Foundations of Behavior, and Diversity and Culture). A 400-hour mentored experience includes a minimum of 200 hours of direct client contact and a minimum of 50 hours of mentorship, including 10 hours of direct knowledge of services. All mentors must be current CMPCs or on the Registry of Approved Mentors. Experienced candidates may seek CMPC certification through the Experienced Practitioner Pathway, which requires an appropriate graduate degree, professional experience in applied sport psychology, knowledge of and contributions to the field, and evidence of having received mentorship or peer consultation while delivering sport psychology services. Once candidates have received approval from the Certification Council that they have fulfilled all requirements, they can sit for the CMPC certification exam. Successful completion of the exam results in candidates receiving certification as a Certified Mental Performance Consultant® or CMPC. Recertification is required every five years to maintain certification as a CMPC, including required continuing education activities. Seventy-five continuing education hours are required over each 5-year recertification period, including 6 CEUs in Professional Ethics, 6 CEUs in Diversity, and 6 CEUs in Mentorship/Supervision (required for mentors only). Examples of acceptable CE activities are provided, and the prorated system of CE requirements for CMPCs recertifying between 2019 and 2021 are explained. Questions and discussion will be invited from attendees throughout the workshop, and Certification Council members will be available for specific questions related to their areas of responsibility.

FEA-04

CASE STUDY WORKSHOP

Chelsea Wooding, National University, USA;
Greg Young, IMG Academy, USA

This year the Case Study Workshop is open to everyone - CMPC and non-CMPC attendees. The workshop is specifically designed to encourage the process of collaboration, networking and peer consulting among practitioners. One case at two different time points will be presented in a workshop format to facilitate a guided dialogue in terms of case conceptualization, challenges, intervention design, and results. Attendees will have the opportunity to discuss their own conceptualization and possible intervention strategies for each case presented in small groups before hearing from two CMPC professionals - one who worked on the case, and one who will share a different theoretical perspective.

FEA-05

FROM SCIENCE TO PRACTICE: USING CUTTING-EDGE RESEARCH TO ENHANCE APPLIED SPORT PSYCHOLOGY WORK

Alexander Cohen, United States Olympic and Paralympic Committee, USA;
Kensa Gunter, Gunter Psychological Services, LLC, USA;
Rob Owens, University of Western States, USA;
Shameema Yousuf, Empower2Perform, UK

Athletes and performers are routinely looking for strategies and techniques to give them an “edge” in competition and performance with well-being. Similarly, applied sport psychology consultants can look to the latest findings in research to give themselves an “edge” in their work. Cutting edge research, within and outside of the world of sport psychology, can be used to inform current practice with elite performers & organizations, expand our understanding of the intersections between diversity, social justice & sport, inform teaching & mentorship activities, reiterate the necessity of providing culturally competent consultation and much more. In this session, panelists will summarize information about recent studies that have influenced them and share how they’ve integrated the findings into their own applied sport psychology practice.

FEA-06

STUDENT WORKSHOP: SAY WHAT? SELF-TALK IN SPORT

Judy Van Raalte, Springfield College, USA;
Katrina (McTeague) Steady, Springfield College, USA

Rationale: A 2016 AASP student survey revealed a majority of student members, 78.6%, agreed or strongly agreed that there was a need for AASP to provide specific student programming targeted at consulting. Additionally, 78.1% rated intervention techniques to enhance sport performance in athletes as their highest consulting priority. However, only 24.1% of respondents were satisfied (satisfied or very satisfied) with the opportunities provided by AASP to develop their consulting skills. One particular consulting skill that has been a consistent

part of performance enhancement from a psychological perspective is self-talk (Andersen, 2009).

Framework: This presentation will bring a combination of theory, research, and application skills designed to help practitioners deliver theoretically informed self-talk interventions for (Van Raalte, Vincent, Brewer, 2016; 2017). The purpose of the workshop is to help students gain a more complete and evidence-based understanding of self-talk as a tool, as well as practical tips for how to convey self-talk information and interventions to athletes.

FEA-07

THE BURT GIGES WORKSHOP: THE SPIRIT AND TRADITION OF EXPERIENTIAL LEARNING

Mark Aoyagi, University of Denver, USA;
Shannon Baird, KBRwyle/1st Special Forces Group, USA;
Dolores Christensen, University of Oklahoma, USA;
Stephany Coakley, Maximum Mental Training Associates, USA;
Courtney Hess, University of Massachusetts - Boston, USA;
Al Petitpas, Springfield College, USA

Dr. Burt Giges, MD, has been a central figure in the field of clinical sport psychology for the better part of the past three decades. His notable contributions include articles on psychodynamic concepts in sport psychology, the sport psychologist-athlete relationship, and helping coaches meet their own needs and book chapters on topics such as becoming a sport psychology practitioner, mindfulness, and understanding athletes’ psychological needs. Dr. Giges has 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, *My work in sport psychology* (2nd ed), and his videos (“Three Approaches to Sport Psychology Consulting,” “Brief Contact Interventions in Sport Psychology,” “Self-Awareness in Sport Psychology Consulting”). Dr. Giges is especially known for his experiential workshops that centered on role playing with a chosen “client” to offer the audience real-time insight and feedback into his process as it was happening in front of them. The inaugural Burt Giges Workshop seeks to emulate this approach to learning the “how” of sport psychology consulting just as Dr. Giges has done at previous AASP conferences.

Three expert sport psychology practitioners with experience in college, elite, professional, and military domains will each role play with a “client” that encompasses performance and clinical concerns, as well as pertinent elements of intersectional multiculturalism. The client will be the same for each practitioner, thus providing a “one case, three approaches” format where each practitioner will demonstrate their specific consulting approach/theoretical orientation and allow the audience to compare these different methods to the same case. At the conclusion of these role plays, the three practitioners will participate in a robust panel discussion and Q&A with the audience to delineate in detail their respective approaches, reactions to the client, and the overall consulting process. In the true spirit of Dr. Giges, themes of consultant self-awareness, eclectic consulting approaches, and brief contact interventions will be highlighted in this process-oriented and experientially based workshop.

FEA-08

GRADUATE PROGRAM SPOTLIGHT: UNIVERSITY OF WESTERN STATES

Conrad Woolsey, University of Western States;
Wendell Otto, University of Western States;
Vince Lodato, University of Western States;
Robert Owens, University of Western States;
Russell Flaten, University of Western States;
Stephen Walker, University of Western States;
Bridget Smith, University of Western States;
Mathew Condie, University of Western States;
Jaime Sawchuk, University of Western States;
Michelle Cox University of Western States

Looking for the right graduate program for you? Come to this special session just prior to AASP's Graduate Program and Career Fair in Portland to learn more about the University of Western States' Sport and Performance Psychology (SPP) program. UWS Faculty and CMPC supervisors will be on hand to work one-on-one with students and walk them through pathways to completing a degree. Learn how to set up a clinical mental health counseling internship as well as important details about the SPP practicum and the dissertation. Hear how UWS provides students valuable opportunities to work with established applied practitioners who have positions with the military, special forces, college teams and professional organizations. Interested in becoming certified? UWS curriculum is geared toward preparing students for the Certified Mental Performance Consultant ® exam.

This session is sponsored by the University of Western States.

FEA-09

A GOLD MEDAL PARTNERSHIP: THE ROADMAP TO SUCCESS FOR USA WOMEN'S ICE HOCKEY

Colleen Hacker, Pacific Lutheran University, USA Women's Ice Hockey, USA;
Reagan Carey, Former USA Women's Ice Hockey General Manager, USA

Over the past decade, the US Women's National Ice Hockey Team has won 5 World Championships, an Olympic Silver and a dramatic and historic Olympic Gold Medal in 2018. A primary reason for this success is the utilization of an integrated, consistent and sustained performance enhancement program, led in tandem by the team's general manager and mental skills coach. This session will provide a detailed look into that partnership, including: integrating sport psychology into an elite sport organization, insights into organizational decision-making, talent identification and development, team management, creating organizational and team culture, hiring and developing staff, vertical integration of performance enhancement at younger ages, and targeting specific player growth opportunities. The presentation will also highlight the elements of an essential post event autopsy and offers a blueprint for mental performance consultants working to improve entry, gain access and provide positive performance impact for elite athletes and teams.

FEA-10

INSERTING IMAGERY INTO PRACTICE- HOW TWO APPLIED MENTAL PERFORMANCE COACHES CONDUCT IMAGERY SESSIONS FROM START TO FINISH

Brian Miles, Cleveland Indians, USA;
Lindsey Hamilton, IMG Academy, USA

Imagery has long been established and utilized as a mental skill in sport and performance psychology (Feltz & Landers, 1983; Weinberg, 2008). As a tool, imagery can be used to improve performance through skill acquisition, error correction, motivation enhancement, arousal regulation, and thought management (Martin, Moritz, & Hall, 1999; Simonsmeier & Buecker, 2017). Imagery can also allow for the practice of physical skills without the physical workload demand associated with actual performance (Post, Young, Simpson, & Parker, 2014). Furthermore, various factors affect athletes' imagery use, including competitive level, type of sport, time of season, age, and gender (Post, Simpson, Young, Samson, & Grindstaff, 2017).

Given the breadth of benefits to performance that imagery affords and the many factors that influence imagery use and ability, the purpose of this session is for two applied mental performance coaches to demonstrate how they conduct imagery sessions from start to finish. Specific learning objectives include (1) understanding the organization and decision-making process prior to the sessions, (2) determining how to make necessary adjustments during the sessions, and (3) implementing 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 imagery activities by participating in interactive exercises. Attendees will leave with handouts summarizing the core messages and ways to implement evidence-based imagery interventions into their practice.

FEA-11

STUDENT WORKSHOP - THE PATH TO PUBLISHING YOUR WORK: UNDERSTANDING ACADEMIC PUBLICATION PROCEDURES

Monna Arvinen-Barrow, University of Wisconsin-Milwaukee, USA;
Amanda Visek, The George Washington University, USA;
Stacy Gnacinski, Drake University, USA;
Travis Scheadler, University of Kentucky, USA;
Carra Johnson, West Virginia University, USA;
Julia Cawthra, Indiana University, USA;
Courtney Hess, University of Massachusetts - Boston, USA

With the mentorship from the establishing Editor-in-Chief and Associate Editor, AASP Student members have established a new journal, which will be AASP's first student-led peer-review journal. The purpose of this workshop, therefore, is to provide students with a didactic, interactive learning experience that will provide them with a better understanding of each aspect of the academic publishing process using the new AASP student-focused journal as a guiding framework. Specifically, this workshop will cover six main topics that will provide students with a clear understanding of the publishing process,

both from the perspective of an author going through the submission process and as an administrator in the reviewing and editing processes. From start to finish, this will include the following steps: (a) selecting a best-fitting journal to submit a manuscript to for peer-review; (b) receiving a manuscript as an editor; (c) reviewing and editing as a peer reviewer; (d) making decisions about a manuscript as an editor; and (e) publishing a manuscript. To conclude, opportunities for becoming involved with the journal will be shared.

FEA-12

TAKING THE CMPC EXAM: PREPARATION + STRATEGY = SUCCESS

Traci Statler, Cal State Fullerton, USA

For any endeavor to produce a successful outcome, effective preparation must be a key component. As the old adage states, "Give me six hours to chop down a tree, and I will spend the first four sharpening the ax." This 60 minute session will provide guidance on effective preparation for the CMPC® exam by reviewing the 15 fundamental sport psychology Knowledge Groups and the percentage of the test each will comprise. Strategies and general tips for successful completion of multiple choice exams will be shared. Using sample test questions, participants will gain an understanding of how effective exam questions are structured as well as learn important skills for maximizing their odds of correct responses.

AASP is conducting this session independent of the CMPC Certification Council

FEA-13

DISTINGUISHED INTERNATIONAL SCHOLAR PRESENTATION: THE ROLE OF MOTIVATIONAL FACTORS IN PREDICTING PHYSICAL ACTIVITY, WEIGHT MANAGEMENT, AND PHYSICAL/MENTAL HEALTH IN DIFFERENT LIFE SETTINGS

Nikos Ntoumanis, Curtin University, Australia

In my talk I will provide an overview of studies that I have conducted over the last 10 years in an effort to understand the role of personal and contextual motivational factors in promoting (or undermining) physical activity engagement, weight management, and psychological well-being. I will be drawing primarily from Self-Determination Theory, but also from other motivational frameworks (e.g., self-regulation), to illustrate how significant others (e.g., fitness instructors, physical education teachers, healthcare professionals) can impact on decisions to engage in physical activity and healthy diet. Evidence from survey and experimental work will be presented. I will also reflect on practical issues with regard to the implementation of self-determination theory-based interventions for delivering optimal motivational strategies.

FEA-14

KEYNOTE DISCUSSION WITH GEORGE MUMFORD & TOBIAS LUNDGREN

George Mumford, Mindfulness & Performance Expert, USA, Tobias Lundgren, Karolinska Institute, Sweden

After Saturday's keynote session with Drs. Mumford and Lundgren, spend more time with them discussing their presentation and asking questions.

LECTURES

LEC-01: Coaching

LEC-01A

PERCEPTIONS OF COACH CARING AMONGST ELITE WOMEN'S RUGBY SEVENS ATHLETES

Sierra Morris, University of Tennessee, USA;
Leslee Fisher, University of Tennessee, USA;
Matthew Moore, University of Tennessee, USA;
Jordan Schools, University of Tennessee, USA;
Susannah Knust, Walter Reed Army Institute of Research, USA

Previous researchers have explored the effects of caring (see Noddings, 1992) on self-efficacy, motivation, and, ultimately, performance in physical activity contexts (e.g., Gano-Overway et al., 2009). However, the construct of caring coaching has only recently been explored with coaches at the U.S. National Collegiate Athletic Association (NCAA) Division I (DI) level (Fisher et al., 2017a, 2017b; Knust & Fisher, 2015). Results suggest that DI coaches define caring as fostering strong relationships, providing athletes with everything they need to succeed, and developing the whole person for life outside of sport. Since DI coaches believe that coach caring can lead to greater performance, a logical next step is to explore coaches' and athletes' perceptions of coach caring at the elite level. Therefore, the purpose of the current study was to use Consensual Qualitative Research (CQR; Hill, 2012) to explore elite women's rugby sevens athletes' perceptions of coach caring. At this level, each athlete is striving to become a member of the USA women's rugby team. Ten elite sevens rugby athletes participated in semi-structured interviews that lasted 45-60 minutes. Six domains were constructed by a five-member research team – including an external auditor – and were: (a) learning about coach caring; (b) definition of coach caring; (c) demonstration of coach caring; (d) definition of lack of coach caring; (e) relationship between coach caring and athletic performance; and (f) additional influences, such as power dynamics, unethical behavior, gender differences, and different parts of the season and level of competition. Practical implications for certified mental performance consultants as well as coach education and future research directions are also given.

LEC-01B

APPLICATION OF THE MOTIVATIONAL AND CARING CLIMATES BY A SUCCESSFUL COLLEGIATE COACH

Lori Gano-Overway, Bridgewater College, USA;
Sarah Carson Sackett, James Madison University, USA

Over the years, multiple theoretical frameworks, i.e., achievement goal theory (Ames, 1992; Nicholls, 1984), self-determination theory (Ryan & Deci, 2017), and the ethic of care theory (Noddings, 1992; 2003), have provided insight into the type of climate coaches are encouraged to create to foster positive athlete outcomes. Based on this work, researchers and practitioners have identified strategies for coaches to implement the task-involving, structured, autonomy supportive, relatedness supportive, and caring climates. However, there is only limited work that has explored how coaches apply aspects of the climate into coaching practice

and how these strategies intersect (Hodges et al., 2014; Keegan et al., 2014). Therefore, the purpose of this study was to retrospectively explore one exemplar female coach's team environment to understand what climate components emerged and how they were enacted and/or incorporated into coaching practice. A constructivist grounded theory approach was used. Intensive interviews were conducted with a Division III coach and 12 former athletes regarding their experiences of the team climate. Interviews were analyzed throughout the data collection process and began with initial coding, followed by more focused coding as emerging categories and themes became apparent. To ensure the accuracy of the developing categories and grounded theory, researchers engaged in additional interviewing, member checking, and use of a critical friend. Six categories emerged including having clear expectations, fostering a code of personal excellence, being a role model for her philosophy, helping athletes reach their potential, building a sense of community, and developing personal relationships. Additionally, two underlying themes, effective communication and a caring environment, appeared to ensure the consistency and positive impact of the climate over her 35 years of coaching. These findings provide specific approaches of how one coach authentically developed a team climate for her coaching context and how the motivational and caring climates might work synergistically.

LEC-01C

"IT'S MORE THAN JUST A GAME": NCAA DIVISION II ATHLETES' PERCEPTIONS OF COACH CARING

Jordan Schools, University of Tennessee, USA;
Leslee Fisher, University of Tennessee, USA;
Matthew Moore, University of Tennessee, USA;
Sierra Morris, University of Tennessee, USA;
Trevor Egli, Johnson University, USA;
Susannah Knust, Walter Reed Army Institute of Research, USA

The construct of care in the sport psychology literature has been informed by Noddings' (1992) ethic of care theory. Noddings (1992) defines care as a caring relationship between the carer and the cared-for, in which the cared-for recognizes that they are receiving care. Caring within the coach-athlete relationship has only recently been examined, with findings suggesting that coaches conceive of caring for athletes as providing whole-person development, building relationships, and having open communication (Fisher et al., 2016; Fisher et al., 2017; Jowett, 2003, 2005; Knust & Fisher, 2015). However, researchers have yet to include athletes' perceptions of coach caring. Thus, the purpose of the current study was to explore National Christian Collegiate Athletic Association (NCCAA) DII athletes' perceptions of coach caring; a secondary purpose was to explore whether a Christian context makes a difference in athletes' perceptions of coach caring. Using Consensual Qualitative Research (CQR; Hill, 2012), 11 NCCAA male and female athletes participated in semi-structured interviews lasting an average of 45 minutes. A six-person research team – including two external auditors – then constructed seven major domains to represent athletes' perceptions of coach caring: (I) how Christians university athletes learned coach caring; (II) how Christian university athletes define coach caring; (III) how Christian university athletes described the demonstration of coach caring: Athlete-centered coaching; (IV) how Christian university athletes defined a lack of coach caring; (V) how Christian university athletes described the embodiment of Christian coach caring; (VI) how Christian university athletes described the relationship between coach caring and athlete performance; and (VII) additional influences,

including: Metaphor of team as family, gender differences, and questionable coach behavior. Practical implications for certified mental performance consultants are given along with strategies for developing coach education programs and future directions for research.

LEC-02: Social Justice, Equality, and Inclusion

LEC-02A

“EVERY DAY WAS A CONSTANT BATTLE”: A PHENOMENOLOGICAL STUDY OF FEMALE ATHLETES’ EXPERIENCES OF COACHES’ BULLYING

Lindsey Miossi, University of Tennessee, Knoxville, USA;
Tanya Prewitt-White, University of Illinois-Chicago, USA

Athletes are at risk of being bullied by their coaches in our American society that prizes winning over well-being. When this win-at-all-cost mindset is adopted it typically results in unfavorable coaching methods (Martens, 1987; Smoll & Smith, 1989), leading to unnecessary harm. While previous research has explored elite Canadian athletes’ experiences of being emotionally abused by their coach (Stirling & Kerr, 2007, 2008, 2009, 2014), no United States-based studies to date examine the experience of being bullied by a coach. Moreover, female athletes may be of particular risk of being bullied because of their long history of facing oppression in sport, a microcosm of American society founded on patriarchy (Hargreaves, 1994; Kane, 1996; Messner 2007). In this light, the present study sought to extend current literature by unveiling the essence of female athletes’ experiences of being bullied by their coach. Eight former female athletes were interviewed utilizing phenomenological in-depth, unstructured interviews (van Manen, 1990). The co-participants competed in various levels of sport (e.g., recreational to elite) in the United States and were bullied anywhere between the ages of 10 and 22 ($M = 16$). Three major themes emerged: (1) experiencing intimidation and fear, (2) receiving only negative feedback, and (3) navigating a lack of agency. Interviews revealed that coaches abused their authoritative positions by employing power-filled and controlling tactics. The former female athletes discussed feeling a lack of agency which caused them to believe the bullying-behavior was acceptable and normal, further entrapping them in the oppressive relationship. Ultimately, the female athletes suffered an array of consequences including a decrease in self-confidence, self-esteem, and performance as well as life-long trauma. The presentation will expand on the findings of the study and provide recommendations for athletes, parents, stakeholders and practitioners suspicious of, exposed to and/or experiencing bullying behavior.

LEC-02B

USING SPORT FOR HEALTH PROMOTION WITH YOUTH IN AFRICA

Adam Hansell, West Virginia University, USA;
Giacobbi Peter Jr., APHA, USA;
Dana Voelker, West Virginia University, USA

According to the World Health Organization (2016), Africa has the highest rates of disease and child mortality in the world. Research suggests sport is an effective way to enhance health knowledge and behaviors among at-risk youth. Scoping

reviews are designed to explore both the breadth and the depth of a research topic, which allows researchers to conduct a detailed analysis and synthesis of studies to understand how, why, and under what circumstances interventions are effective. The purpose of this scoping review was to analyze and synthesize the methods, theoretical foundations, and measured outcomes observed in previous studies examining sport as a platform for health promotion with youth in Africa. A total of 916 articles were retrieved from ten widely used electronic bibliographic databases; 28 studies met inclusion criteria. Of these studies, one was a randomized controlled trial while the remaining were open trials with pre-posttest assessments, both with comparison conditions ($n = 17$) and without. Ten studies included a theoretical framework that guided the described sport-based intervention. Targeted health outcomes included knowledge and behaviors related to HIV and other medical conditions, essential health practices such as clean water use and vaccinations, physical and mental health, physical activity, and fitness. Statistically significant improvements in health outcomes were observed in 23 of the 28 studies examined. These results suggest sport-based interventions may be effective in improving health knowledge and behaviors among youth in Africa. However, studies with more rigorous research designs and methodological procedures would help to establish a stronger evidence base, and theoretical frameworks should be used to maximize intervention impact and sustainability. Recommendations for stronger alliances and global partnerships between governmental and non-governmental organizations, scientists, and practitioners to support these efforts, including finding the balance between ethical field-based research and scientific rigor, will be discussed.

LEC-02C

EXPERIENCES OF HIGH SCHOOL OFFICIALS IN THE UNITED STATES: A GENDERED PERSPECTIVE

Meghan Halbrook, Randolph College, USA;
Stefanee Maurice, California Polytechnic State University, USA;
Elizabeth Holt, California Polytechnic State University, USA;
Katrina Hayek, California Polytechnic State University, USA;
Jenna Riggs, California Polytechnic State University, USA

Sport is a microcosm of society that values competition, success and conformity, often without concern for equity, equality, or discriminatory practices (English, 2017). In the professional sporting world, white, male administrators are the face of athletics in the United States most popular sports (e.g., football, men’s basketball, hockey) (Bruening, 2005; King, 2007). Title IX allowed women to progress further in sport than ever before (Lovett & Lowry, 1988), however, the system remains biased. The current study investigates the gender differences in one aspect of the athletic environment: officiating. In a post-Title IX world, it is worth exploring how women perceive their experiences and opportunities for advancement in an officiating career that is supposed to be based on merit. Researchers explored similarities and differences in male and female officials’ experiences in sport, specifically at the high school level. Data were collected via self-report surveys from 3,509 (male = 3,081, female = 428) high school officials in the United States. The survey provided researchers with information on years of experience, number of playoff games officiated, and type of sport involvement. The researchers were also able to qualitatively identify aspirations for the male and female officials. As anticipated, male officials reported officiating statistically significantly more postseason

contests, despite only an incremental difference in years of experience (males = 19.79, females = 15.60) (Baldwin & Vallance, 2016; Forbes, Edwards & Fleming, 2015; Jones & Edwards, 2013). Conversely, female officials reported stronger concerns surrounding fan behavior as well as time constraints due to family obligations (Nordstrom, 2016). Future research will include semi-structured interviews to explore the perceptions and lived experiences of female officials, from both a male and female perspective. It is with this information that the researchers hope to increase professional development opportunities, beneficial performance psychology tactics, and overall retention rates, for officials at all levels.

LEC-02D

SPECIAL OLYMPICS STRONG MINDS: TEACHING ADAPTIVE COPING SKILLS TO ATHLETES WITH INTELLECTUAL DISABILITIES

Samantha Engel, Special Olympics, USA;
Jamie Valis, Strong Minds, USA

Research suggests that transitioning to adulthood can be a stressful time for individuals with intellectual disabilities (ID) as they are faced with stressors such as bullying, lack of social support, and lack of friendships (Forte, Jahoda, & Dagnan, 2011). Hartley and McLean (2010) investigated the use of coping strategies in stressful social situations for adults with ID and found that psychological distress was negatively correlated with active coping strategies and positively associated with avoidant coping strategies. With fewer opportunities to practice good coping skills in multiple settings, adults with ID more commonly use passive strategies, such as avoidance (Smith Myles, Trautman, & Schelvan, 2004; Hartley & MacLean, 2008).

Special Olympics sought to address this problem by providing an environment to practice these skills through Strong Minds, a Healthy Athletes discipline. This presentation will explain the Strong Minds discipline and present preliminary data supporting its effectiveness.

The Special Olympics Healthy Athletes program provides free health screenings and information to address common health disparities for people with ID at local and international competitions, with Strong Minds being one of seven Healthy Athlete disciplines. Strong Minds was developed using evidence-based models of self-regulation (Gross & Thompson, 2007), social-emotional learning, (Catalano et al., 2004) and mindfulness-based stress reduction strategies (Kabat-Zinn, 1979). Strong Minds is an interactive learning activity with six stations that provides athletes with an opportunity to develop adaptive coping strategies through positive thoughts, techniques to reduce stress, and connecting with others through competition. Pilot results conducted at the 2017 Special Olympics World Games indicated that 93% of athletes had a positive response for all the stations, and over 82% of athletes were interested in using a strategy from the stations in the future. Implications for its continued use with Special Olympics athletes will be discussed.

LEC-03: Diversity & Culture

LEC-03A

EXPLORING THE "OTHER": EXPERIENCES AND SELF-PERCEPTIONS OF ASIAN AMERICAN COLLEGIATE ATHLETES

Sharon Ku, John F. Kennedy University, USA;
Megan Byrd, Georgia Southern University, USA;
Gily Meir, John F. Kennedy University, USA

Although Asian Americans have been residents of the United States since as early as the 1700s (Takaki, 1998) and are the fastest minority group (U.S. Census Bureau, 2012), they continue to be underrepresented in sport. Media portrayals typically depict Asian Americans as the "Other" (Eaglemann, 2011), a model minority (Won, Lai, Nagasaw, & Lin, 1998), and a perpetual foreigner (Chou & Feagin, 2015; Wu, 2002). Due to these stereotypical depictions, the emphasis strays from their athletic ability to their physical and behavioral differences. With the knowledge that stereotype threat can impact an individual's performance (Steele & Aronson, 1995; Stone, Lynch, Sjomeling, & Darley, 1999), it is imperative to conduct research within this minority group, so sport psychology professionals are better able to assist Asian Americans in overcoming performance barriers in a culturally competent manner. The purpose of this qualitative study was to gain a better understanding of how Asian Americans perceive themselves as athletes and their lived experiences dealing with stereotypes about their race. Eight collegiate Asian American athletes participated in interviews that lasted approximately 40-minutes. An inductive analysis was used to identify the commonalities between the athletes' experiences in various sports. Results expressed the athletes were not only aware of Asian stereotypes (e.g., model minority, lack of athleticism), but also discussed their experiences facing microaggressions and racial remarks from their opponents, teammates, and coaches. Salient themes pertaining to feeling invisible, needing to work harder than their peers, and pride in their ability to represent Asian Americans in athletics were found. The presentation will illustrate the importance for sport psychology professionals to better understand the influences of race and racism on Asian American athletes and discuss implications for working with an Asian American sport population based on the findings.

LEC-03B

COACHING OPENLY LESBIAN, GAY, AND BISEXUAL ATHLETES: HIGH SCHOOL COACH PERSPECTIVES

Meghan Halbrook, Randolph College, USA;
Jack Watson II, West Virginia University, USA;
Dana Voelker, West Virginia University, USA;
Ed Etzel, West Virginia University, USA

Although research (Griffin, 2012) suggests the perception and treatment of lesbian, gay, and bisexual (LGB) individuals is increasingly positive, sport remains a hostile, discriminatory, and physically violent environment for LGB athletes (Krane & Mann, 2014). Coaches are integral to cultivating safe and inclusive team environments in which LGB athletes can participate without fear of harm (Viel & Demers, 2013). However, education designed to help coaches effectively foster a safe environment and counter the homonegativity ubiquitous in sport is extremely rare, especially for those coaching high

school athletes. To address this grave concern, ten U.S. high school head coaches (Mage = 49.7 years) were interviewed to explore their experiences coaching openly LGB athletes, including perceived strengths and weaknesses, and the influence of diversity training, or lack thereof, on supporting LGB athletes. Using a social constructivism-interpretivist paradigm (Creswell, 2007), data were analyzed using phenomenological open coding (Creswell, 1997). Most coaches reported that sport should be void of sexuality and instead promote “being a team player.” Coaches described characteristic and environmental factors that fostered acceptance of LGB athletes on their teams, such as being a highly talented player or engaging in stereotypically less masculinized sports (e.g. swimming and diving). Only two coaches reported participating in structured LGB diversity training. These findings suggest that, despite the coaches’ beliefs, perceptions, and experiences, their true understanding of the fears and concerns still felt by today’s LGB athletes is lacking. Future research directions and implications for coaching education, specifically with regard to the experiences of LGB athletes and how to foster safe and inclusive sport environments, will be discussed.

LEC-03C

FLIP THE SCRIPT: CHALLENGING THE CULTURAL NARRATIVE OF AGING AND SPORTS THROUGH VIDEO PORTRAITURE

Jessica Kirby, University of Northern Colorado, USA;
Megan Babkes Stellino, University of Northern Colorado, USA;
Maria del Mar Chavarría-Soto, University of Northern Colorado, USA

When considering cultural diversity in sport discourse, the ability for an older adult to view themselves as capable of competing successfully in sport in older age is difficult in a media saturated society dominated by images of young athletes at peak performance. This is especially true for older women who have historically had fewer sport opportunities than older men. The aim of this project was to create a video series featuring diverse older women actively competing in sport that could be shared with community organizations to encourage increased participation in sport for women age 50 years and older, from diverse cultural backgrounds. Sport experiences of older (50 years <) women (n= 9) were video-recorded and synthesized through in-depth interviews, observations of competitions/practice, and participant selected sport artifacts. Using portraiture methodology and digital video technology, we created powerful sport narratives of older women that rebuke the dominant aging narrative that older adults lose social capital as they age through unwanted physical decline. Portraiture combines the scientific rigor of traditional research with the aesthetic appeal of the human spirit to simultaneously inspire and educate others. The video portrait series that resulted challenges, and broadens, the cultural view of aging and may encourage increased sport participation of older women through viewing diverse peer experiences within sport. Project results demonstrate how these older women arrived in sport from diverse backgrounds and with varying participation motives. Through a culturally rich presentation of older women competing, the resulting portrait series expands the framework of what ‘competitive sport experiences’ can look like beyond traditional mainstream team sports, as well as offer empowerment for what is possible for women in the later years of life. We will present this unique methodology, along with examples of the final video portrait series, and discuss implications for future research and practice.

LEC-03D

THE STATE OF DIVERSITY IN THE ASSOCIATION FOR APPLIED SPORT PSYCHOLOGY: GAINING MOMENTUM OR STILL SWIMMING UPSTREAM?

Matthew Bejar, Mount Mercy University, USA;
Terilyn Shigeno, Adler University, USA;
Leslie Larsen, California State University, Sacramento, USA;
Sae-Mi Lee, California State University, Chico, USA

The Association for Applied Sport Psychology (AASP, 2019) brands itself as “an international, multidisciplinary, professional organization” with a commitment to diversity enconced in its ethical code. Nonetheless, in a content analysis of AASP conference abstracts from 1986 to 2007, Kamphoff, Gill, Araki, and Hammond (2010) found that a mere 10.5% of presentations addressed a cultural diversity issue, while only 31.9% of studies included a diverse sample. Since 2007, however, there has been a growing body of literature focused on traditionally underrepresented populations, marginalized topics, and cultural competence advocacy within the sport psychology field (e.g., Gilbourne & Andersen, 2011; Ryba, Stambulova, Si, & Schinke, 2013; Schinke & Hanrahan, 2009). Still, some AASP members have questioned whether the organization’s practices have mirrored this progress (Fisher & Roper, 2015). Therefore, the purpose of this study was to determine if AASP has made significant changes in the past decade (i.e., 2008-2017) regarding diversity in conference programming. Through a content analysis (Neuendorf, 2002) of 3,466 abstracts, it was found that 34.7% of presentations included a diverse sample, while 15.3% addressed a diversity issue. Chi-square analyses revealed significant increases between 1986-2007 and 2008-2017 for both diverse samples ($\chi^2 [1, n= 8,680] = 44.45, p < .01$) and diversity issues ($\chi^2 [1, n= 8,680] = .79, p < .01$). While there were some notable improvements (e.g., disability issues [0.6% to 3.7%]), multiple aspects of diversity (e.g., sexual orientation samples [0.3%] and issues [0.8%], older adult samples [1.4%] and issues [0.5%], and race/ethnicity issues [2.2%]) remained strikingly sparse. Furthermore, it was found that 47.5% of oral presentations addressing a diversity issue were scheduled during unpopular times (i.e., in the early morning or in the afternoon on the last day of the conference). Practical implications for centralizing and cultivating diversity in AASP will be discussed.

LEC-04: Youth Sport

LEC-04A

UNITED STATES ELITE YOUTH TENNIS ATHLETES’ USE OF PSYCHOLOGICAL STRATEGIES DURING COMPETITION

E. Earlynn Lauer, Western Illinois University, USA;
Rebecca Zakrajsek, University of Tennessee, USA;
Larry Lauer, USTA Player Development, USA

Young athletes are routinely faced with pressure and stressful situations in organized youth sport (Lauer, Zakrajsek, & Lauer, 2017). Though psychological skills training (PST) programs have been implemented with young athletes to help them cope with these stressors and influence sport performance (e.g., Munroe-Chandler, Hall, Fishburne, Murphy, & Hall, 2012), little is known about how young athletes apply specific psychological strategies during competition. To date, the only

investigation of in-competition experiences of youth athletes focused on athletes' (16 to 18 years of age) audible self-talk (i.e., Van Raalte, Brewer, Rivera, & Petitpas, 1994). In this study, 12 elite early adolescent tennis athletes (age 10 to 14 years) who trained within a Player Development program in the Northeastern United States and had been exposed to a PST program participated in post-match interviews about their match experiences and in-competition mental strategy use. As a result of the thematic content analysis (Braun & Clark, 2006), eight themes (19 subthemes) emerged: (a) pre-match feelings, (b) pre-match preparation, (c) competition was used to practice skills and strategies, (d) in-match feelings, (e), in-match use of and rationale for mental strategies, (f) athletes' thoughts and behaviors during changeovers, (g) frequency of mental strategy use, and (h) mental strategy learning process. Athletes reported experiencing both positive (e.g., confident, focused) and negative (e.g., nervous, anxious) fluctuating emotions during competition and used strategies (e.g., self-talk, breathing, routines) to maintain confidence, be calm and focused, think and plan, and manage fatigue on the court. In addition, athletes reported using psychological strategies more often in "tight" matches, and some discussed abandoning psychological strategy use when matches were one-sided (e.g., winning easily, losing badly). Practical strategies for mental performance consultants to help youth athletes develop psychological skills will be addressed.

LEC-04B

THE ROLE OF PASSION AND ATHLETIC IDENTITY IN REPORTING SPORT-RELATED CONCUSSIONS

Eric Martin, Boise State University, USA;
Adriana Amador, Boise State University, USA;
Megan Byrd, Georgia Southern University, USA

Timely concussion reporting and treatment is critical as concussions can lead to short and long-term neurocognitive deficits (Mihalik et al., 2013), and negatively influence both cognitive (Collins et al., 1999) and behavioral outcomes (Kroshus et al., 2014). Previous research (e.g., Delaney et al., 2002) has indicated that approximately half of all concussions go unreported. To better understand causes of underreporting, the current project measured high school athletes' knowledge, attitudes and behaviors concerning concussions. Additionally we investigated if concussion symptom knowledge, attitudes toward concussions, athletic identity, and sport passion predicted a willingness to report symptoms. For the project, 185 high school student athletes completed surveys that addressed concussion perception, athletic identity (AIMS; Brewer, 1993), and sport passion (Passion Scale; Vallerand, et al., 2003). Overall, participants concussion knowledge was relatively low (18.9/27) and attitudes toward concussions varied depending on various contextual factors including time of season when injured and importance of sport outcome (e.g., regular season vs championship game). Athletes cited a number of significant others they would seek out if they suspected they had a concussion (e.g., family, friends, athletic trainer, coach) and stated three primary reasons for why they would seek those individuals; expertise of the individual, relationship with individual, and appropriateness of the resource (e.g., location, ease of access). Finally, athletes with high athletic identity, high levels of obsessive passion, previous concussion history, and low seriousness in how they viewed concussions were least likely to report concussion symptoms. Implications from the study include identifying high risk athletes and better understanding what characteristics high school athletes look for in confiding injury to a significant other.

LEC-04C

BODY IMAGE STORIES: PERSPECTIVES OF MIDDLE SCHOOL GIRLS IN A BOXING PROGRAM

Karisa Fuerniss, Northern Illinois University, USA;
Jenn Jacobs, Northern Illinois University, USA

Body image is a multifaceted issue that adolescents consistently struggle with (Neumark-Sztainer et al., 2006). Prior research suggests that sport participation may help girls improve body image perceptions (Koff & Bauman, 1997); however, an intentionally designed sport program is critical to address these challenges. Based on this, we implemented a body empowerment curriculum into our sport-based afterschool program, "She Hits Hard." This afterschool program serves as an action-based research site where graduate students teach counselor-referred middle school girls body empowerment strategies and other life skills through the sport of boxing. The program is guided by the sport-based youth development (SBYD) framework (Holt et al., 2017) where sport is a vehicle for teaching important skills (e.g., leadership, self-control, etc.). Program aims include creating an environment where youth are empowered as leaders and can also safely share body image struggles and strategies.

Adapted from Johnson's (2016) physical activity stories method, the purpose of this study is to explore body image stories of middle school girls. Participants include five female youth (M =12.6 years old) who identify as Caucasian (n=2), African American (n=2), and Hispanic (n=1) and have attended the program biweekly for at least six months. Data sources include three participant interviews and numerous body image-based artifacts (e.g., art projects, written questions, stories). An inductive analysis of data suggested that youth 1) have discrete perceptions of their bodies in school, home, and boxing club contexts and 2) experience generalized body size dissatisfaction related to weight. Future research should explore how body image is impacted by empowering environments such as SBYD programs along with how participation in specific sports may influence body image. Overall, this study offers a unique method for capturing the experience of youth in thinking about the complex concept of body image.

LEC-04D

A PHENOMENOLOGICAL EXPLORATION OF MENTAL TOUGHNESS IN ADOLESCENT YOUTH SPORT

E. Earlynn Lauer, Western Illinois University, USA;
Johannes Raabe, West Virginia University, USA;
Matthew Bejar, Mount Mercy University, USA

In the current youth sport culture, many young athletes are exposed to rigorous training and competition schedules as well as high performance expectations (Gregory 2017). Athletes equipped with the psychological skills to cope with the stressors inherent to this high-performance, high-stakes environment are more likely to not only achieve better competitive outcomes but also have positive overall sport experiences. Mental toughness is an attribute that enables individuals to thrive in demanding situations (Gould, Dieffenbach, & Moffett, 2002); however, current models of mental toughness are primarily based on research with elite, adult athletes (e.g., Connaughton, Hanton, & Jones, 2007). While these conceptualizations provide some insight into mental toughness at the youth level, they may fail to consider

important developmental differences related to children and adolescents. Thus, the purpose of the current study was to explore coaches' perceptions of mental toughness in adolescent athletes with whom they had worked. Fourteen youth sport coaches (nine male, five female; mean age = 37.7 years) from a variety of sports participated in phenomenological interviews to gain an in-depth understanding of their conceptualization of mental toughness. Using a hermeneutic process (Thomas & Pollio, 2002), a thematic structure comprising six themes was developed: mentally tough young athletes (a) overcome and persist through obstacles, (b) are highly self-determined with respect to their sport participation, (c) possess an acute self-awareness, (d) have the ability to control their emotions in competition, (e) focus on aspects that facilitate their performance, and (f) are good teammates. These findings complement existing conceptualizations of mental toughness but also highlight several important distinctions related to youth athletes. Most notably, coaches expressed that athletes do not have to be extremely talented or successful to display mental toughness. Recommendations for mental performance consultants to develop youth athletes' mental toughness will be addressed.

LEC-05: Injury/Rehabilitation

LEC-05A

CAN PRE-INJURY ADVERSITY AFFECT POST-INJURY RESPONSES? A FIVE-YEAR PROSPECTIVE, MULTI-STUDY ANALYSIS

Ross Wadey, St Mary's University, UK;
Lynne Evans, Cardiff Met University, UK;
Sheldon Hanton, Cardiff Metropolitan University, UK;
Mustafa Sarkar, Nottingham Trent University, UK

Informed by the integrated model of response to sport injury (Wiese-Bjornstal, Smith, Shaffer, & Morrey, 1998) and biopsychosocial model of challenge and threat states (Blascovich, 2008), this study examined whether pre-injury adversity predicts post-injury responses. Study 1 employed a longitudinal methodological design. Non-injured participants (N=846) completed an adversity measure (Petrie, 1992); 143 subsequently became injured and completed measures of coping strategies (Carver, Scheier, & Weintraub, 1989) and psychological responses (Evans, Hardy, Mitchell, & Rees, 2008) at injury onset, rehabilitation, and return to sport. MANOVAs identified significant differences between groups of participants categorized as low, moderate, and high pre-injury adversity at each time phase. In contrast to low or high pre-injury adversity groups, injured athletes with moderate pre-injury adversity experienced less intense psychological responses and used more problem- and emotion-focused coping strategies. Study 2 explored these differences by interviewing a purposeful sample (N=18) of injured athletes from each of the three groups. Based on thematic analysis of the transcripts, findings suggested that injured athletes with moderate pre-injury adversity responded more positively to injury by fostering a challenge state and having greater coping resources as a result of their prior adversities. Practical implications are forwarded that outline how to optimise adversity.

LEC-05B

OPTIMISM IN MTBI REHABILITATION: HOW DEPRESSION IN ATHLETES AFFECTS FMRI DIRECTED CONCUSSION TREATMENT AND RECOVERY

Brittany Prijatel, Armed Forces Services Corporation (AFSC), USA;
Alina Fong, Cognitive FX, USA;
Rachel Heinze, Cognitive FX, USA;
Paige Moore, Notus Neuropsychological Imaging, USA;
Mark Allen, Cognitive FX, USA

Research has shown that there is substantial coexistence between post-concussion syndrome (PCS) and depression and/or anxiety in individuals who have been diagnosed with a concussion (Yang et al., 2015). As such, it is important to determine if a dual diagnosis of PCS and depression and/or anxiety impacts PCS treatment efficacy. The current study seeks to ascertain the differences in mild traumatic brain injury (mTBI) pathophysiology, symptomatology, and treatment outcomes between athletes with and without clinically diagnosed depression and/or anxiety. 207 athletes (71 with depression and/or anxiety and 136 without) with a history of mTBI were evaluated and treated. Participants that developed mental health issues before the mTBIs or after as part of PCS were included. Prior to treatment, patients were administered an fMRI-adapted neuropsychological evaluation to generate a Severity Index Score (SIS). The SIS identifies variation from normal brain function in five concussion biomarkers associated with attentional ability, visual processing, verbal reasoning, executive functioning, and subcortical processing. Following a week-long multifaceted treatment plan incorporating cognitive, neuromuscular, and occupational modalities, patients were again evaluated and assigned post-treatment SIS scores.

Following t-test analysis for differences in SIS improvement rates of depressed and/or anxious and non-depressed and/or non-anxious athletes, it was determined that there were no significant statistical differences in PCS severity improvement between the two groups of athletes ($p = 0.418$). The lack of disparity emphasizes that the cognitive treatment given to patients is effective for athletes, regardless of mental health diagnosis. Our results indicate that depression and/or anxiety does not adversely affect mTBI treatment success and that depressed/anxious athletes will improve in mTBI symptomatology similarly to athletes without depression or anxiety. In summation, both groups of mTBI patients experienced substantial improvement in mTBI symptomatology following treatment at Cognitive FX and should be treated with similar therapy to yield comparable results.

LEC-05C

PSYCHOLOGICAL READINESS TO RETURN TO SPORT AFTER INJURY

Scott Donald, Wilfrid Laurier University, Canada;
Jill Tracey, Wilfrid Laurier University, Canada

Athletes are often cleared to return to sport with little emphasis on psychological readiness in relation to physical readiness (Forsdyke, Gledhill, & Ardern, 2017). This is a considerably important issue because athletes who lack psychological readiness, despite being physically cleared to play, may lack motivation to compete, lack confidence in abilities (Podlog, Banham, Wadey, & Hannon, 2015), drop out of sport (Ardern et al., 2014), or experience further injury (McCullough et al.,

2012). Remarkably, there is no definition of psychological readiness consistently used in the literature. It is imperative to understand this construct more accurately before practitioners over-rely on Glazer's (2009) Injury-Psychological Readiness to Return to Sport Scale (IPRRS).

The purpose of this qualitative phenomenological study was to understand the perceptions of injured university student-athletes pertaining to psychological readiness to return to sport after injury. By exploring athletes' affects, behaviours, and cognitions with a specific focus on coping strategies surrounding the return-to-sport process, this study extended research of Podlog et al. (2015) who proposed three dimensions of psychological readiness: confidence in returning to sport, realistic expectations of sporting capabilities, and motivation to regain previous performance standards. Thematic analysis across 15 student-athletes, interviewed once before and once after return to competition, revealed five major themes contributing to injured athletes' psychological readiness, including confidence in physical capabilities, motivation to compete and meet previously attained performance levels, realistic appraisal of the injury, ability to not think about the injury, and a positive mindset. A definition of psychological readiness to return to sport is proposed. This research will facilitate contemporary scholars' abilities to further refine the I-PRRS and aid athletic therapists, coaches, and athletes in the utilization of more practical return-to-play protocols.

LEC-05D

NEUROPLASTICITY IN CORTICOLIMBIC BRAIN REGIONS IN PATIENTS AFTER ANTERIOR CRUCIATE LIGAMENT RECONSTRUCTION

Shelby Baez, University of Kentucky, USA;
Anders Andersen, University of Kentucky, USA;
Richard Andreatta, University of Kentucky, USA;
Marc Cormier, University of Kentucky, USA;
Brian Noehren, University of Kentucky, USA;
Phillip Gribble, University of Kentucky, USA;
Johanna Hoch, University of Kentucky, USA

Injury-related fear has been cited as the primary barrier for return to sport (RTS) after anterior cruciate ligament reconstruction (ACLR) (Arderm, 2015). No effective intervention to decrease fear after ACLR is currently known. Understanding the underlying neural factors that contribute to fear after ACLR may help identify effective interventions for this patient population. The purpose of this study was to describe and characterize the underlying neural substrate of injury-related fear in patients after ACLR versus healthy matched controls during a visually-based picture imagination task (PIT) consisting of sports-specific and neutral images (Taylor et al, 2015). We hypothesized that ACLR participants would exhibit increased activation in corticolimbic regions during the PIT when compared to controls. A total of 24 right-hand dominant participants (12 left-sided ACLR and 12 controls) were enrolled. All participants underwent full brain functional magnetic resonance imaging in a Siemens 3T PRISMA scanner.

Data processing were completed using Analysis of Functional NeuroImages. Functional data were acquired with Blood Oxygen Level Dependent (BOLD) echoplanar imaging. T-tests were used to identify significant between group differences in BOLD. Increased activation in the inferior parietal lobule (IPL) and the mediodorsal thalamus (MDT) were observed during PIT in the ACLR group when compared to controls. The IPL and the MDT are associated with emotional processing.

Additionally, less deactivation was present in the default mode network (DMN) in the ACLR group when compared to controls. Reduced DMN deactivation has been associated with depression, anxiety, and chronic pain (Taylor et al, 2015). This finding suggests that ACLR patients may be more disposed to processing fear, anxiety, and/or pain. Together, these results suggest that psychological interventions to decrease anxiety and/or pain after ACLR, such as graded exposure therapy and relaxation training, may be warranted to reduce injury-related fear, mitigate potentially maladaptive neuroplasticity, and improve RTS after ACLR.

LEC-06: Elite/Pro Sport

LEC-06A

BASIC PSYCHOLOGICAL NEED SATISFACTION: A CASE STUDY OF AN ELITE-LEVEL FEMALE SPORTS TEAM

Warrick Wood, Massey University, New Zealand;
Gary Hermansson, Massey University, New Zealand;
Andrew Foskett, Massey University, New Zealand

Basic psychological needs theory (Deci & Ryan, 2000) is an accepted theory within which we can consider and understand human motivation and wellbeing. Moreover, there appears to be consensus throughout the literature (e.g., Frøyen & Pensgaard, 2014; Occhino, Mallett, Rynne, & Carlisle, 2014) that coaches play a significant role in providing an environment for psychological need satisfaction (for relatedness, competence and autonomy) to occur. The purpose of this phenomenological case study was to deepen understanding of the meanings that elite-level athletes attach to basic psychological need satisfaction (e.g., "What does it feel like and allow when you experience a strong connection with your coach?"). Furthermore, the researcher pursued athletes' interpretations of how their coaches contributed to such needs (e.g., "can you describe how your coaches influenced your sense of competence?").

Given the objectives, the researcher employed a qualitative approach that involved embedding himself within an elite-level female sports team throughout an eight-month period. Data were collected through individual interviews and observations, and interpretative phenomenological analysis illuminated ways through which participants experienced psychological need satisfaction/dissatisfaction. Furthermore, coaching qualities and behaviors perceived as being supportive/neglecting of each need were identified, going beyond the provision of autonomy-support (Mageau & Vallerand, 2003), which has received significant research attention.

The current study contributes to the literature through an investigation into participants' lived experiences and provides rich data that can enhance coach education and performance. Audience members will gain insight into the significance of elite-level athletes experiencing basic psychological need satisfaction, the high degree of interplay between needs, and coaching behaviors and interactions that were perceived as being need-supportive and need-neglecting. Finally, some essential antecedents that affected how participants interpreted coaching behaviors will be identified and discussed; for instance, exploring why some participants perceived freedom as need-supporting whilst others viewed it as need-neglecting.

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LEC-06B

INTEGRATING A MINDFULNESS-BASED INTERVENTION (MSPE) INTO A PREMIER LEAGUE ACADEMY

Keith Kaufman, Keith A. Kaufman, Ph.D., PLLC, USA;
Amy Spencer, Southampton Football Club, UK;
Carol Glass, The Catholic University of America, USA;
Timothy Pineau, Private Practice, USA

Mindful sport performance enhancement (MSPE) is a mental training program for athletes and coaches (Kaufman, Glass, & Pineau, 2018) that can be tailored for use with any sport, and is applicable for all ages and levels of sport performers, from recreational to elite. The empirical base for this program continues to grow, as does the number of its applications in sport settings worldwide. A useful complement to MSPE, for applied and research purposes, is the FAME Profile (flow, anxiety, mindfulness, emotion regulation). The goal of this lecture is to discuss a recent application of MSPE and use of the FAME Profile with the under-16 boys' team of an elite English football (Premier League) academy by one of the academy's sport scientists. The protocol was adapted into 10 1-hour sessions that were customized within the established sport culture and developed in collaboration with the academy's psychology, strength and conditioning, medical, coaching, and analysis departments. These sessions progressed from the psychology lab to the gym and ultimately the pitch, and included a range of mindfulness and meditation exercises.

Quantitative findings showed improvements in mean scores on multiple measures of mindfulness, as well as in sport anxiety and emotion regulation. Qualitative results from post-training interviews revealed consistent themes, such as the benefits from focusing on the breath to help manage pressure on the pitch, using breathing in strength and conditioning and recovery sessions, increased awareness and management of attention and emotions, and the helpfulness of both internal and external cues as “anchors” to bring attention back to the task at hand. Finally, best-practice recommendations for offering and assessing the effectiveness of mindfulness-based training for athletes in elite-sport environments will be discussed, and continuing efforts to integrate mindfulness into the entire academy culture will be shared.

LEC-06C

COPING WITH THE TRANSITION OUT OF PROFESSIONAL BASEBALL FOLLOWING RELEASE: A SELF-DETERMINATION THEORY PERSPECTIVE

Andrew Bass, Pittsburgh Pirates, USA;
Johannes Raabe, West Virginia University, USA;
Lauren McHenry, University of Tennessee, USA;
Rebecca Zakrajsek, University of Tennessee, USA

Approximately 90% of all players in Minor League Baseball (MiLB) will be involuntarily released at some point in their career (i.e., roughly 1,500 players every year; Lastoria, 2013); most in their early- to mid-20s (Gordon, 2014). It is such non-normative – or forced – transitions that are typically associated with high levels of negative emotions (Park, Lavellee, & Tod, 2013). Ntoumanis, Edmunds, and Duda (2009) argued that the satisfaction of individuals' three innate basic psychological needs of autonomy, competence, and relatedness plays a meaningful role in their capability to cope successfully with stressful situations. However, to the authors' knowledge, researchers have yet to use self-determination theory (Ryan & Deci, 2017) as a conceptual framework to examine transitions following an undesired or unexpected release from professional baseball. Accordingly, the purpose of the current study was to qualitatively explore the role of basic psychological need satisfaction and thwarting during the release from professional baseball and throughout individuals' transition to a new career. Semi-structured interviews were conducted with 12 former MiLB players (Mage = 20.9 years). Thematic analysis (Braun & Clarke, 2006) of the resulting data revealed four themes: (a) the release resulted in immediate but temporary basic psychological need thwarting, (b) the “liberating experience” of the release allowed individuals to perceive autonomy in the transition out of affiliated baseball, (c) perceptions of competence served as the foundation for a positive transition into a new career, and (d) meaningful connections fostered individuals' perception of relatedness in the transition out of affiliated baseball. The current findings suggest that high levels of need fulfillment might act as a buffer between potential stressors in the transition process and athletes' cognitive, emotional, and behavioral response. Practical implications for sport psychology professionals will be discussed.

LEC-06D

CONCEPTUAL MODEL OF AUTOMATICITY IN EXECUTION OF SHOOTING IN BIATHLON: FROM THEORY AND PRACTICAL INSIGHTS TO CONTEXT-SPECIFIC APPLICATIONS

Artur Poczwardowski, University of Denver, USA

The concept of automaticity in execution of motor skills has received considerable attention in motor control and motor learning literature (Fitts & Posner, 1967; Gray, 2014). From an applied sport psychology perspective, Moore and Stevenson (1991, 1994) proposed the concept of trust as a critical experiential bridge from conscious control over movements to automatic execution of well-learned skills. More specifically, trust builds on freeing oneself from any kind of expectations with regard to the outcome (including positive expectations), while fully engaging with the well-learned performance protocols. In a sport such as biathlon, the shooting component (in-between highly intense bouts of physical effort [skiing]) presents special challenges in switching to and relying on

the automatic movement execution. Additional challenges include the ever-changing race dynamics that affect the athlete moment-to-moment composure. Para Nordic biathlon coaches' and athletes' requests for meaningful sport psychology interventions range from wishes for non-thinking to laser-like focus on specific elements of the shooting process. This presentation proposes a conceptual, yet very applied model of automaticity in execution of shooting in biathlon and builds on well-established motor control and sport psychology constructs. These are: (a) trust emerging from concentration-confidence-composure sequence (Moore & Stevenson, 1994); (b) mindfulness in managing one's attention in pressure situations (Haberl, 2016); (c) externally-oriented attention (Wulf, 2013); and (d) freeing oneself from fear of mistakes while pursuing most desired processes (Henschen, 2012). Examples of useful mental skills (e.g., self-regulation of "clear sustainable present focus", external focus cues) and sport psychology interventions (e.g., redefining succeeding and failing, reducing fear of making mistakes) will aim at engaging the audience in reflective practice-focused discourse. While limitations of such interventions will be outlined, complementary approaches (e.g., pre-execution routines [Singer, 2002]) will be identified to fully address complexities involved in facilitating automatic skill execution in sport.

LEC-07: Consulting & Interventions

LEC-07A

TAKE ME INSIDE THE BALL GAME: A BRIEF MINDFULNESS AND PSYCHOLOGICAL SKILLS TRAINING INTERVENTION WITH DIVISION I COLLEGIATE BASEBALL PLAYERS

Zeljka Vidic, Western Michigan University, USA;
Nicholas Cherup, Miami University, USA

Peak athletic performances often coincide with a number of key mental factors. Factors such as stress management, resilience, and effective coping are instrumental for the achievement of optimal performance states (Galli & Gonzalez, 2015; Gould, & Maynard, 2009). This is especially true for the game of baseball where managing the mental aspect of the game is of paramount importance for success. In addition, collegiate athletes face unique challenges that require them to effectively navigate the high demands of athletic, academic and personal life. While both mental skill training and mindfulness have individually shown to have a favorable effect on the factors associated with optimal sport performances (Gardner & Moore, 2012; Martin, Vause, & Schwartzman, 2005), there is scarcity of research that combined both approaches in an intervention format. In addition, due to the heavy time demands of collegiate sports, an investigation of shorter interventions may prove to be useful. This study examined the effects of a six-one hour combined mindfulness and psychological skills training intervention on a Division I baseball teams' (n=35; ages 18-22) stress, resilience, athletic coping skills, mindfulness levels and flow. The paired-sample t-test results revealed statistically significant decreases in stress, and increases in resilience, athletic coping skills and mindfulness levels following the intervention. Qualitative data obtained through the final reflective journals further revealed athletes' overall positive perceptions of the intervention. These results provide encouraging support for the utilization of brief, combined mindfulness and mental training interventions with collegiate athletes.

LEC-07B

WORKING WITH ROLLER DERBY: CULTURE, CHALLENGES, AND STRATEGIES FOR SPORT PSYCHOLOGY CONSULTANTS

Shelby Anderson, UNCG, USA;
Leilani Madrigal, Long Beach State University, USA;
Diane Gill, UNCG, USA

Roller derby is widely engaged in both nationally and internationally. WFTDA (Women's Flat Track Derby Association), the international governing body for the sport of women's flat track roller derby, includes 430 full member leagues and 39 apprentice leagues (WFTDA Leagues, 2019). This large population offers numerous opportunities for sport psychology consultants (SPC's) to engage in meaningful work. However, there is little empirical or applied literature for this specific population. The purpose of this presentation is to outline the culture of roller derby, challenges specific for this population, and strategies that SPCs can engage in when working with these athletes and coaches. Thorpe (2009) argues that knowledge about sport cultures and their members are a prerequisite for SPCs who wish to work with athletes in alternative sports. Much of the research with roller derby, which has been done from a sociological perspective (Beaver, 2012; Carlson, 2010), highlights issues of femininity and a unique sport culture driven by the do-it-yourself ethic. Roller derby athletes face specific challenges in a high-risk injury and collision sport. Even when injured, athletes risk further damage in line with a sport ethic perpetuated by the roller derby culture (Madrigal & Robbins, 2017). Additionally, resources and information on how to properly manage issues such as competitive anxiety, team cohesion, confidence-building, and effective goal setting for roller derby are limited. Both presenters have conducted research and consulted with roller derby athletes and coaches. They will draw on their findings (e.g., injury experiences and reporting) and experiences (e.g., assisting in securing non-profit grants, social justice workshops) to discuss strategies they have applied in their work with this unique population. This presentation will provide practical advice, grounded in research and experiential knowledge for consultants who have opportunities to work with such non-traditional sport populations.

LEC-07C

ATHLETE MENTAL PERFORMANCE (AMP): MENTAL SKILLS FOR STUDENT-ATHLETES AND MENTORSHIP FOR GRADUATE STUDENTS

Jill Tracey, Wilfrid Laurier University, Canada;
Melissa Pare, Wilfrid Laurier University, Canada;
Shelby Rodden-Aubut, Wilfrid Laurier University, Canada;
Scott Donald, Wilfrid Laurier University, Canada

The use of mental skills has demonstrated benefits in many realms of sport including training, competition, and through injury recovery (Behncke, 2004; Hamson-Utley, Martin, & Walters, 2008). The goal of the Athlete Mental Performance (AMP) sessions was to provide educational workshops for student-athletes (currently active, as well as specific sessions designed for injured student-athletes). Weekly themed sessions were delivered throughout the academic year centered on topics such as imagery, self-talk, goal-setting, anxiety management, athletic identity, superstitions and pre-performance planning, and retirement transition.

The AMP team consisted of a faculty supervisor and mental skills training expert, and three graduate students in sport psychology. The AMP team is a collaborative project between the faculty supervisor and the students, along with the support of coaches, athletic trainers, and the department of athletics. While the main goal of the sessions was education for the student-athletes to develop and apply the skills for personal and performance enhancement, an important aim was also to provide mentorship and knowledge development to the graduate students. The graduate students were fundamentally involved in the design, delivery, and evaluation of the AMP sessions. An integral part of professional development for the students was to conduct background research on each session topic; then collectively the team developed the session content, all of which is grounded in empirical research and sound ethical standards. The planning sessions provided opportunity for the group to share the research and best practices in a supportive learning environment.

The presentation will center on design, implementation, and evaluation of the sessions, the pros (e.g. interactive nature of the sessions) and cons (e.g. scheduling, marketing) of the project based on the evaluation given by the participants, as well as the AMP team. Lessons learned and next steps will be shared.

LEC-07D

"LOOK WHAT I CAN DO!" IS FEEDFORWARD MODELING THE NEWEST WAY FOR COACHES AND CONSULTANTS TO TAKE ADVANTAGE OF VIDEO TECHNOLOGY?

*Amanda Rymal, California State University, San Bernardino, USA;
Jenny O, California State University, East Bay, USA;
Christopher Hill, California State University, San Bernardino, USA*

Feedforward self-modeling (FF) involves viewing video of yourself executing skills or sequences of skills that you cannot yet perform in real life (e.g., Rymal & Ste-Marie, 2017). Given the advances in video software editing technology in the last decade, the ability to manipulate and edit video of athletes performing skills has become a feasible and highly accessible option for mental performance consultants (MPC), coaches, and researchers, alike (e.g., Law et al., 2018). Many video modeling experts have asserted that the greatest advantage of FF and other forms of self-modeling is a greater increase in self-efficacy for the skill being developed (see Law et al., 2017). Our preliminary discussion will focus on overviewing the advantages and disadvantages – both practical- and research-based of using FF self-modeling with athletes. We will then present data from a recent experiment which examined the effects of a FF self-modeling intervention on basketball free throw self-efficacy. Participants (n = 53) were divided into two groups: FF (n = 26) and control (n = 27) and participated in four sessions (baseline, two intervention days, and retention) over a four-week period. During each session, participants completed 10 free throw shots with their non-dominant hand and completed a self-efficacy questionnaire. FF videos were viewed during the two intervention phases. A 2 (group) x 4 (session) RM-ANOVA and subsequent post hoc analyses indicated that the FF group increased their self-efficacy over the course of the intervention (baseline self-efficacy: M = 23.23, SD = 18.45; post-intervention self-efficacy M = 32.35, SD= 24.59) whereas the control group did not (baseline self-efficacy: M = 21.07, SD = 15.65; post-intervention self-efficacy M = 19.11, SD = 15.44). We will

conclude by discussing the importance of considering both practical and evidence-based perspectives in determining appropriate use of video modeling techniques with athletes.

LEC-08: Research Design & Intervention

LEC-08A

EFFECTS OF ACUTE PSYCHOLOGICAL STRESS ON ATHLETIC PERFORMANCE IN ELITE MALE SWIMMERS

*Jacqueline Rano, Royal College of Surgeons in Ireland (RCSI, Bahrain), Canada;
Cecilia Fridén, Karolinska Institutet - Division of Physiotherapy, Department of Neurobiology, Care Sciences and Society, Sweden;
Frida Eek, Department of Health Sciences, Lund University, Sweden*

Background: While physical activity has been shown to affect psychological as well as physiological stress responses, less research has explored the effects of acute stress on athletic performance. The current study hence aimed to investigate the effect of an Acute Psychological Stress (APS) provocation on performance and plasma lactate concentration following a 200m swim race among male elite swimmers. Furthermore, associations between physiological stress responses (salivary cortisol and testosterone), and outcome measures (speed and lactate) were explored.

Methods: Twenty-three elite male swimmers participated in an experimental counterbalanced within-group repeated measures design consisting of an Acute Psychological Stress provocation followed by a 200m race and, on a separate day, a control race without prior stress exposure. Salivary cortisol and testosterone were collected prior to each race. Race time was recorded, and serum lactate were collected immediately following, and five min after completed race.

Results: Race speed was significantly slower (1.53 (95% CI: 0.08-2.79) seconds) following the APS provocation than under control conditions. Pre-race cortisol levels were positively associated with lactate response when preceding stress exposure was present ($\rho = .483$ immediately, and $\rho = .429$ five minutes post race, $p < 0.05$). Under control conditions however, both increased testosterone ($\rho = -.657$, $p = 0.001$) and cortisol ($\rho = -.491$, $p = 0.020$) levels were associated with faster race times.

Conclusions: The results indicated a negative impact of APS exposure on athletic performance. Further, potential beneficial effects on performance from physiological stress responses (as reflected by salivary cortisol and testosterone) may be diminished during performance following an APS provocation, compared with a regular non-provoked performance situation.

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NB: data was gathered after receiving IRB approval from institution

LEC-08B

TE TAHA HINENGARO: USING TALANOA TO FACILITATE AN INTERCONNECTED ANALYSIS OF PSYCHOSOCIAL DEVELOPMENT SHARED BY MĀORI AND PASIFIKA YOUNG MEN IN RUGBY LEAGUE

Sierra Keung, AUT University, New Zealand;
Sarah-Kate Millar, AUT University, New Zealand;
Julia Ioane, AUT University, New Zealand;
Lynn Kidman, AUT University, New Zealand

This presentation will contextualize psychosocial development specifically within a High Performance Rugby League (RL) context in Aotearoa, New Zealand, using an Indigenous Māori and Pasifika framework. Two focus groups (i.e. under-20s and under-18s) were established, and five sessions per age group were conducted over nine months using the Pasifika method, Talanoa (Vaioloti, 2006). Focus groups included five under-20s (aged 18-20) and four under-18s (aged 16-18) junior RL players of Māori and/or Pasifika heritage who were embedded in a professional RL club's talent development (TD) program. Data was analysed using Interpretative Phenomenological Analysis (Smith, Jarman & Osborn, 1999), as guided by the underpinning collective Māori and Pasifika framework. Given that the methodological approach utilised in this study was reflective of the targeted demographic, the findings (re)defined psychosocial as the interconnectedness of relationships, trust and energy. Essentially, the establishment of reciprocal relationships were foundational to psychosocial development and pre-requisite to the development of specific determinants of success (e.g. sacrifice, attitude, resilience etc.). Findings would suggest that to optimize the preparation and performance of Māori and Pasifika high performing junior RL players, there is a need to integrate practices throughout the TD process that facilitate opportunities to establish trusting relationships that stimulate and support an energy conducive to the reinforcement of psychosocial development. As a result, culturally responsive implications for the practitioner will also be offered and discussed to broaden current knowledge-base and practices of those practitioners, and even researchers, who may engage with Indigenous athletes in a sport performance setting.

LEC-08C

A NEED ASSESSMENT OF APPLIED SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY SUPERVISORS

Michelle McAlarnen, Minnesota State University, Mankato, USA;
Janaina Lima Fogaca, University of Wisconsin-Green Bay, USA;
Alessandro Quartirol, University of Wisconsin - La Crosse, USA;
Gily Meir, John F. Kennedy University, USA

Supervision is an important aspect of applied sport psychology practitioners' training and development (Van Raalte & Andersen, 2014). However, previous research has shown that supervision is not accessible to all developing practitioners, and that supervisors may need more training (Watson, Zizzi, Etzel, & Lubker, 2004). Important factors that should be considered to improve access to and quality of supervision are (a) overcoming barriers to delivery of quality supervision, (b) addressing best practices in supervision training, and (c) ensuring that supervisors have access to necessary resources to supervise (Fogaca et al., 2018). This study surveyed 46 supervisors (female = 27, male = 14,

missing data = 5) in applied sport, exercise, and performance psychology to assess which needs, challenges, and barriers supervisors have, and what resources could help their provision. Supervisors provided mentorship to supervisees working with a range of populations, including sport (n = 45), exercise (n = 10), performing arts (n = 9), military (n = 6), and mental health (n = 3), in academic (n = 34), private practice (n = 16), and other (n = 6) settings. The most helpful factors to deliver supervision were having a manageable number of supervisees (85%), flexibility in scheduling supervision (76%), and use of supporting assignments (65%). The most prevalent challenges were limited time (72%) and department resources (45%). Participants also showed interest in more opportunities for webinars in supervision (74%), professional development (67%), and peer mentoring (65%) opportunities. Qualitative data reinforced the need for organizational support and guidance aiming to improve delivery of supervision. These findings show that there are tangible ways in which the Association for Applied Sport Psychology can support supervisors. Possible actions to improve support to supervisors will be discussed, such as supervision training, specific certification to CMPCs who are supervisors, and a hub of supporting materials.

LEC-08D

EFFECTS OF BRIEF INTERVENTION BIOFEEDBACK ON MENTAL WORKLOAD, MOOD, AROUSAL, MOVEMENT TIME, AND BIOFEEDBACK DEVICE PREFERENCE

Seth Rose, California State University, Fullerton, USA;
Frances Cacho, California State University Fullerton, USA;
Lenny Wiersma, California State University, Fullerton, USA;
Anthony Magdaleno, California State University, Fullerton, USA;
Omar Rubio, California State University, Fullerton, USA;
Nicholas Anderson, California State University, Fullerton, USA;
Brian Stark, California State University, Fullerton, USA;
Traci Statler, Cal State Fullerton, USA

Previous literature supports the effectiveness of a 10-week standardized biofeedback training protocol, and the effectiveness of abbreviated training interventions on elite support staff and cognitive performance under stress (Gross, Shearer, BringerHall, Cook, & Kilduff, 2016; Lehrer, Vaschillo, & Vaschillo, 2000; Prinsloo, Rauch, Lambert, Meunch, Noakes, Derman, 2011). However, there is a lack of supporting evidence for abbreviated interventions using portable and smartphone biofeedback devices. Therefore, the purpose of this study was to investigate the effects of a brief biofeedback intervention protocol on mental workload, mood, arousal, and movement time. Preference of biofeedback device (desktop vs. portable) was also assessed. College students (N = 36; 20 males, 16 females) ages 18-21 were assigned to either control or experimental groups. Those in the experimental group participated in three randomized movement time tasks and a brief intervention on a desktop biofeedback device (EmWave Pro™) and one of two portable devices (EmWave2™ or Inner Balance™). Those in the control groups did not receive biofeedback training but watched neutral, non-emotional documentaries. Mental workload, mood, and arousal were assessed using the NASA- Task Load Index (Hart & Staveland, 1988), the Brunel Mood Scale (Terry, Lane, Lane, & Keohane, 1999), and the Felt Arousal Scale (Svenbak & Murgatroyd, 1985). Movement time was measured using the FitLight™ system. Upon completion of the study, biofeedback device preference was assessed. Data

was analyzed using within group ANOVAs to compare effects of biofeedback interventions on each variable. Full results will be delineated and suggestions for practical application of the study's outcomes will be provided, including brief intervention recommendations for varied performance domains and future research, differences in device features, and a full description of performer preferences.

LEC-09: Teaching

LEC-09A

EMPOWERMENT THROUGH OPEN EDUCATION PRACTICES IN THE CLASSROOM

Rebecca Busanich, St. Catherine University, USA

Open education stems from a philosophy well adhered to within sport psychology: that individuals crave autonomy, personal connection, and a sense of control in what they do. This self-determined approach is no different in a classroom setting, where students are so often stripped of those elements and told by their instructor what to learn, how to learn, and held to their (often rigid) standards. Such educational climates often deter students' natural curiosity about subjects, leaving them feeling disempowered, disconnected, and demotivated. Open educational practices, on the other hand, provide students with personal choice through hands-on significant learning experiences (Fink, 2003) that often link students' educational experiences to the broader community – teaching students personal responsibility, tolerance, critical thinking, cultural awareness, and application of knowledge. Furthermore, such practices allow students to feel a sense of connection, control, and enjoyment with the learning experience, leading to more motivated, harder working students. This lecture will provide an overview of open education as a pedagogical philosophy and provide examples of how it has been implemented in various sport and exercise psychology classes, elevating the classroom climate and providing a more inclusive environment. Suggestions will be made for other instructors interested in implementing such practices.

LEC-09B

PRACTICING WHAT YOU TEACH: GAMEFUL LEARNING AS A SELF-DETERMINED APPROACH TO THE SPORT PSYCHOLOGY CLASSROOM

*Matthew Jones, University of Tennessee, Knoxville, USA;
Lindsey Miossi, University of Tennessee, Knoxville, USA;
Jedediah Blanton, University of Tennessee, USA*

A common duty of the sport and exercise psychology professional is teaching. As such, it is important to think about ways to leverage knowledge about the psychology of performance in the classroom. Some educators have shifted to use games as guiding course framework. Traditionally, courses and curriculum have included structures and grading schemes which require students to complete every assignment, work to maintain their desired grade, and avoid punishment for incomplete or inadequate work. A gamified learning approach instead promotes autonomy and incorporates competition, cooperation, immediate feedback, and reduces the fear of failure (Shipherd & Burt, 2018) in the classroom. Gamification

uses aesthetics, mechanics, and the type of thinking involved in games to engage and motivate people to solve problems (Kapp, 2012). In many games, players often choose their own quest, complete missions to level up, and in the process become invested in their journey. One of the foundational principles guiding gameful learning is the sense of autonomy given to the students, which can improve the learning experience and ultimately enhance motivation through facilitating an increased self-determination (Deci & Ryan, 2002) in the course journey. While some sport and exercise psychology instructors may incorporate more aspects of gameful design, and even a total curriculum overhaul (see Shipherd & Burt, 2018), a complete re-write may not be required to capitalize on the advantages of a more self-determined student experience. This presentation will discuss how to utilize a gameful approach in an undergraduate sport psychology course. Specifically, how to incorporate scaffolded grading schemes, badges and leveling up, and increasing choice in assignments. Students have shared positive feedback mentioning the autonomy of "choosing what assignments we want to complete," the point system used to grade and track grades, and the interactive style promoted by the gameful approach.

LEC-09C

TEACHING SPORT PSYCHOLOGY IN AN ONLINE ERA: EFFECTIVELY CREATING AN ONLINE PRESENCE AND ACTIVELY ENGAGING ONLINE LEARNERS

*Sharon Ku, John F. Kennedy University, USA;
Alison Pope-Rhodijs, John F. Kennedy University, USA;
Gily Meir, John F. Kennedy University, USA*

In the U.S., 29.7 percent of all higher education enrollments are composed of students who are enrolled in at least one distance or online learning course (Hanover Research, 2017). Due to the continued expansion of technology worldwide, the demand for high quality education is expected to grow (Koller, 2012), and it is prudent to assume this shift will influence field of sport and performance psychology. Universities establish this method of learning primarily for financial stability, whilst offering opportunities of an education in a field that may not have previously been accessible in students' geographical area. Many educators of sport psychology have had to adapt to this exciting, yet challenging, development. Online learning allows for students to be at the center of their learning experience, to develop the capacity for self-directed learning and problem solving (Tseng & Walsh, 2016), and promotes a flexible learning environment that reinforces the student's autonomy and reflection (Tam, 2000). Even with the positive aspects online learning provides, resistance to the online learning environment and skepticism of its effectiveness still occurs. Resistance to online learning occurs due to the misconceptions that no personal relationship is formed between the instructor and the student, and quality of education is lower than tradition on-site classes (Vivolo, 2016). In order to combat the resistance towards online learning, not only do consumers need to be educated about the experience of online learning, but online instructors should also be trained to create an effective online presence to actively engage learners (Community College Research Center, 2013). In this presentation we will explore how to adapt online learning to our training field, combat the resistance towards online education, and examine utilization of skills and approaches used in the field of sport and performance psychology to visibly engage with students in the teaching and learning process.

LEC-09D

SPORT PSYCHOLOGY? NEVER HEARD OF IT: AN ANALYSIS AND IMPLICATIONS OF SPORT PSYCHOLOGY COURSES AT MINORITY SERVING INSTITUTIONS (MSIs)

Aaron Goodson, Winston-Salem State University, USA

This lecture will expand on previous research completed by Stanley and Robbins (2015) and Goodson and Holt (2016) to examine the presence, salience, and content of sport psychology courses in undergraduate and graduate curriculum at Minority Serving Institutions (MSIs). Beyond the descriptive data about the presence and salience of courses at these institutions, the lecture will include the results of a content analysis and survey that was designed to assess how career options and paths to the Association for Applied Sport Psychology (AASP) and American Psychological Association (APA), Division 47 are presented to students enrolled in the courses. The lecture will discuss implications that undergraduate and graduate courses can have to introduce students at MSIs to the professional field of sport psychology and address existing issues that contribute to a limited presence of racial and ethnic minority graduate students and professionals in the field.

LEC-10: Coaching & Teaching

LEC-10A

THE EXPERIENCE OF ASSESSING AND ADAPTING TRAUMA-INFORMED SPORT PROGRAMS IN A NATIONAL COMMUNITY ORGANIZATION

Majidullah Shaikh, University of Ottawa, Canada;
Lou Bergholz, Edgework Consulting, USA;
Bruce Scott, Boys and Girls Club of Kawartha Lakes, Canada;
Maren Rojas, Edgework Consulting, USA;
Corliss Bean, the University of British Columbia, Canada;
Tanya Forneris, the University of British Columbia, Canada

Youth from disadvantaged circumstances (e.g., low socioeconomic status, from under-resourced communities) are disproportionately at risk to exposure to traumatic experiences, such as family violence, abuse, and neglect. Left untreated, these experiences can lead to cognitive and emotional dysregulation and impairments to social relatedness. With the popularity of sport as an avenue for engaging youth, sport program leaders can be trained in trauma-informed approaches that leverage sport as an opportunity to build youth resilience: the ability to overcome adverse experiences and orient oneself toward healing. The purpose of this study was two-fold: (a) to explore the implementation experiences of the pilot phase of trauma-informed sport programming in a national community organization that serves at-risk youth and (b) understand the knowledge gained from this implementation that can inform program expansion. Program implementation involved having twelve program leaders (i.e. supervisors, managers, and coaches) from three sites attend three two-day training workshops throughout the development and implementation of the trauma-informed sport programming to youth aged 8-12 years old at their respective sites. Data were collected from program leaders through interviews,

focus groups, and program observations over the 1-year pilot study. The data analysis drew upon personal narratives of the leaders along with themes that were constructed from the program leaders' shared experiences. Results indicate that program successes (e.g., staff training, session delivery, youth receptivity) were limited by program constraints (e.g., recruitment, retention, staff inconsistency). These results then helped inform proposed refinements to programming (e.g., greater program lengths), and proposed solutions for expansion (e.g., training peer facilitators, integration with existing programming). Study implications shed light on the strengths and challenges in program implementation, and how this knowledge can be used to improve current practices of program leaders and optimize the processes and impact of trauma-informed sport programming for youth.

LEC-10B

COMMITMENT IN SPORT: THE ROLE OF MOTIVATIONAL CLIMATE AND NEED SATISFACTION/THWARTING

Ken Hodge, University of Otago, New Zealand;
Graig Chow, Florida State University, USA;
Matteo Luzzeri, Florida State University, USA;
Tara Scanlan, Psychology Dept, UCLA, USA;
Larry Scanlan, USA

The purpose of this study was to examine whether motivational climate (i.e., autonomy-supportive; controlling) and basic psychological need satisfaction/thwarting (i.e., autonomy; competence; relatedness) were related to commitment (i.e., enthusiastic; constrained) and commitment outcomes (i.e., behavioral effort; intention to persist/continue) in sport. Participants were 229 competitive athletes from a range of sports (Mage = 19.70 years). Path analyses revealed positive associations amongst autonomy-supportive coaching climate, need satisfaction, enthusiastic commitment, and commitment outcomes. Similarly, positive links were found amongst controlling coaching climate, need thwarting, constrained commitment, and, to a lesser extent, commitment outcomes. We also examined potential mediation effects with respect to commitment outcomes: (a) the relationship between need satisfaction and behavioral effort was partially mediated by enthusiastic commitment; while (b) the relationship between need satisfaction and future intentions was fully mediated by enthusiastic commitment; on the other hand (c) no significant mediation effects were found for need thwarting, commitment dimensions, and commitment outcomes. Our results highlighted the role of enthusiastic commitment as an important psychological construct mediating the relationship between athlete need satisfaction and positive commitment outcomes. Further, the findings support the importance of integrating two well-established motivation perspectives to understand behavioral persistence: Sport Commitment Model and Self-Determination Theory. Adopting a scientist-practitioner approach, practical recommendations are offered for coaches and sport psychology practitioners aiming to strengthen athletes' commitment (i.e., enthusiastic commitment) to their sport.

LEC-10C

EVIDENCE-BASED PRACTICE IN APPLIED SPORT PSYCHOLOGY: A TRAINING MODEL FOR GRADUATE PROGRAMS AND MENTORS

Terilyn Shigeno, Adler University, USA;
Teresa Fletcher, Adler University, USA

While the changes in certification requirements align with AASP's objective to "promote the highest standards of applied sport psychology practice" (AASP, 2018, p. 3), they pose new challenges for academic programs as well as mentors. As a result, faculty members have begun to evaluate curriculum and best practices to meet the new certification standards within graduate programs. AASP has worked diligently to streamline the certification process; however, a model for restructuring graduate training appears to be missing. This challenge is exacerbated by the fact that faculty members often come from a variety of educational fields (i.e., sport science, counseling, psychology), as well as the lack of attention to supervision/mentorship. Currently, within the applied sport psychology literature, there does not appear to be a supervision/mentorship model for those who are training graduate students to follow. Within the total 400 required hours for certification (i.e., Certified Mental Performance Consultant [CMPC]), hours spent in mentorship have increased and changed, requiring further attention and adaptation toward different modes (e.g., individual, dyadic, triadic, group) of supervision to meet each category. In this way, supervisor/mentor roles, student development, and mentor training can be informed by counseling theory and practice (e.g., Bernard & Goodyear, 2018). Thus, given the need to systematize/standardize best practices in graduate training and prepare students to be eligible for certification, the purpose of this presentation is twofold. First, we will introduce and describe a dynamic graduate training model using an evidence-based approach that follows a theory-research-practice model (Winter & Collins, 2015). Secondly, we will introduce a comprehensive mentorship model that fills a gap in the current literature while also describing how supervision/mentorship corresponds to best practices for graduate training.

LEC-11: Mental Health

LEC-11A

FEMALE INTERUNIVERSITY ATHLETES' PERSPECTIVES ON PEER-TO-PEER BULLYING PREVENTION AND INTERVENTION

Rachel Jewett, Ryerson University, Canada;
Gretchen Kerr, University of Toronto, Canada;
Ellen MacPherson, University of Toronto, Canada;
Ashley Stirling, University of Toronto, Canada

Peer-to-peer bullying occurs on sports teams across a range of age groups and competitive levels (Gendron et al., 2011; Kentel & McHugh, 2015). Recently, researchers have explored the nature of bullying in interuniversity sport contexts, as well as the negative impact that bullying victimization has on university student-athletes' psychological well-being and sport performance (Kerr et al., 2016). The purpose of the current study was to explore the roles and responsibilities of various individuals in interuniversity sport communities in

bullying prevention and intervention. We conducted semi-structured interviews with eleven female university athletes who had personal experience witnessing or being victims of bullying on their teams. The study methodology was informed by an interpretivist paradigm and interview data was analysed using an inductive thematic analysis. The athletes identified bullying victims, team captains, coaches, and the general team culture as having specific roles in bullying prevention and intervention. Bullying victims adopted a silent role; they felt powerless in seeking support for fear of drawing negative attention from teammates and coaches and potentially, negatively affecting the team's performance. The athletes had conflicting views on the appropriate level of coaches' involvement in their teams' social dynamics. On the one hand, when coaches were perceived as being genuinely interested in athletes' well-being, their involvement in bullying intervention was considered appropriate. On the other hand, the athletes who perceived their coaches as being primarily interested in sport performance did not feel comfortable involving them in bullying prevention or intervention. Based upon these findings, future research may address coaches' roles in monitoring and intervening in bullying situations on university teams, and potential preventative strategies. Practical implications are addressed that highlight the critical importance of other influential individuals on university sports teams, such as captains, proactively establishing a culture of respect between teammates and addressing bullying when it occurs.

LEC-11B

A CASE OF CAREER ENDING DEPRESSION IN ELITE SPORT: BEYOND SELF-RATED SYMPTOMS OF "MENTAL HEALTH DISORDERS"

Carolina Lundqvist, Swedish Olympic Committee & Linköping University, Sweden

The study of mental health disorders (MHD) in sport is in its infancy and MHD is lacking an established definition. Conclusions in studies are generally based on self-rated symptoms using assessments that are not validated for elite athletes and without any clinical interviews performed (e.g., Lebrun & Collins, 2017). This case-report describes the theory and application of an evidence-based clinical treatment related to career-ending depression. The athlete, who has provided informed consent and is presented anonymously, had voluntarily chosen to end the elite sport career after many successful years at the Olympic level. About two months after this decision, the athlete asked for support and described "a lack of energy" and "a perceived meaninglessness in life". A clinical interview performed at Session 1, together with relevant self-ratings, (MADRS-S; Svanborg, & Åsberg, 1994; GAD-7; Spitzer et al., 2006; BBQ; Lindner et al., 2016), confirmed that the athlete suffered from clinical depression (DSM-5; APA, 2013) combined with anxiety and a low perceived quality of life (MADRS-S = 21; GAD-7 = 17; BBQ = 44). Case conceptualization and psychoeducation based on clinical CBT-models of depression was performed followed by the initiation of the evidence-based treatment of behavioral activation (Martell et al., 2010). Sessions 1-3 were performed regularly once a week with home assignments between the sessions. At Session 3, the athlete no longer met the criteria for clinical depression and reported low anxiety and substantially improved quality of life (MADRS-S = 2; GAD-7 = 7; BBQ = 60). The mental health of the athlete continuously improved and treatment ended with a boost-session (Session 5: MADRS-S = 5; GAD-7 = 5; BBQ = 84) where a maintenance plan was

established. This case-report helps to demystify “MHD” in sport by providing a nuanced example of an evidence-based treatment and its application in sport.

LEC-11C

HIGH SCHOOL SPORT COACHES' KNOWLEDGE OF STUDENT-ATHLETE MENTAL HEALTH AND WELLNESS

*Heidi Nordstrom, Gonzaga University, USA;
Karen Rickel, Gonzaga University, USA*

The mental, social, and emotional health of teenagers have been important topics in recent years. According to the National Institute of Mental Health (NIMH), 20% of youth ages 13-18 live with a mental health condition, 11% have a mood disorder, and 8% have an anxiety disorder (NIMH, 2010). More recently, data collected by Mental Health America indicated that 64.1% of youth with major depression do not receive any mental health treatment (MHA, 2017). High school sport coaches interact with students during their vital time of their growth and development. This presentation will provide a summary for an exploratory study that was conducted with high school sport coaches regarding their knowledge of mental health and wellness topics that they had seen, discussed, or heard concerning their student-athletes. In total, 925 coaches in the Northwest region of the United States responded to the survey. The results indicated that the most common mental health and wellness topics they encountered included: anxiety, aggression/anger, burnout, mood shifts, and depression. The results also indicated other mental health and wellness challenges at the high school level including homelessness, bullying, suicide, and parental pressures.

Survey responses also suggested that minimal training is provided to coaches regarding the mental health and wellness of their student-athletes, and coaches felt more instruction should be offered so they would feel prepared to assist their student-athletes in their time of need.

This presentation will provide valuable information to suggest some next steps coaches, administrators, and school staff (e.g. school counselors, psychologists, and nurses) can take to assist students regarding their mental health and wellness.

LEC-12: Tactical Populations

LEC-12A

ATTENTION TRAINING FOR SENIOR MILITARY LEADERS: THE EFFECTS OF A DAILY 15-MINUTE MINDFULNESS-BASED TRAINING DURING A PROFESSIONAL MILITARY EDUCATION COURSE

*Aspen Ankney, Special Operations Cognitive Enhancement for Performance, USA;
Ian Ankney, Special Operations Cognitive Enhancement for Performance, USA*

As a promotional requirement between the ranks of E-6 and E-7, elite military personnel must pass a 6-week course, designed to produce senior leaders, adaptable across joint special operations tasks and fully prepared to succeed in national security challenges. Soldiers completing the course return to their respective units and potential immediate

deployment. The cognitive demands of this course deplete attention and psychological flexibility, as measured by the sustained attention and response inhibition task (SART: Robertson, Manly, Andrade, Baddeley, & Yiend, 1997) and the Acceptance and Action Questionnaire-II (AAQ-II: Bond et al., 2011) respectively. In order to protect against attention degradation, a mindfulness-based attention training was developed.

Day one of the course, Soldiers (N = 94) received a 30-minute psychoeducational training on the mechanisms of attention. The trained group (TG, N = 49) received 20 days of mindfulness-based training, in four small groups, for 15 minutes. The no-training control group (NTC, N = 45) received the usual course curriculum. Attention was assessed at the beginning of the course (T1) and at the end of the course (T2). MANOVA was used to explore group differences on SART and the AAQ-II. There was an interaction effect across time and between groups, associated with the training $F(3, 82) = 2.79, p = .05$. The TG demonstrated levels of proficiency similar to day one of the course. The NTC decreased in their ability to sustain and direct attention over the 6-weeks. The training enhanced the TG's psychological flexibility from T1 to T2, while the NTC reported decreased flexibility from T1 to T2. The TG also reported increased awareness of the frequency of mind wandering at T2, compared to the NTC group. Additionally, the TG reported high receptivity to mindfulness training and conveyed an intent to utilize the concepts for operationally-relevant performances.

LEC-12B

DEVELOPING THE ARMY'S LEADERS: A SNAPSHOT OF THE MASTER RESILIENCE TRAINER PROGRAM

*Susannah Knust, Walter Reed Army Institute of Research, USA;
Laurel Booth, TechWerks contractor at the Walter Reed Army Institute of Research, USA;
Pam Kumpartana, TechWerks contractor at the Walter Reed Army Institute of Research, USA;
Alexis Rivera, Army Resiliency Directorate, USA;
Casey Olson, Army Resiliency Directorate, USA*

The Army Resiliency Directorate (ARD) is responsible for developing the training and education materials designed to enhance resilience and performance of soldiers, Army civilians, and military family members (Department of the Army, 2014). The centerpiece of the ARD program is the two-week Master Resilience Trainer Course (MRT-C). Originally developed by University of Pennsylvania experts (Reivich et al., 2011 APA) in conjunction with Army performance psychologists and the Walter Reed Army Institute of Research (WRAIR), the training was geared to address soldier resilience. At the time, there were concerns that years of combat deployments had impacted resilience, contributing to negative behaviors (e.g., suicide), and degradation of readiness. In the MRT-C, mid-level leaders learn resilience skills that they are expected to train in their units. Since the program's inception in 2009, a full program evaluation has not been conducted.

To address this gap, ARD partnered with the WRAIR to conduct a program evaluation of the current MRT-C, including unit implementation. The objectives of the program evaluation were to (1) identify the strengths and weaknesses of the course material, (2) learn about current practices in implementation, and (3) provide a foundation for iterative updates.

Surveys were completed (N = 348) and soldiers were interviewed (N = 65) at 11 Army installations, including Active and Reserve Components. Data analysis included Chi-square analysis for quantitative data and thematic analysis for qualitative data. Results suggested different stressors for the Active and Reserve Components. Soldiers found that MRT provided relevant resilience skills, and enhanced their leadership skills. However, materials provided at the unit level (in contrast to the MRT-C itself) were not perceived as effective. Based on the results, suggestions for changes to the program will be discussed, including shifting to a coaching paradigm, and revising the curriculum, MRT selection process, and course assessment.

LEC-12C

INTEGRATING ACCEPTANCE AND COMMITMENT THERAPY (ACT) WITH ADAPTABILITY TRAINING FOR PSYCHOLOGICAL AND BEHAVIORAL FLEXIBILITY FOR MILITARY MEDICS

Aspen Ankney, Special Operations Cognitive Enhancement for Performance, USA;

John Evans, Human Engagement & Adaptive Thinking, USA;

Ian Ankney, Special Operations Cognitive Enhancement for Performance, USA

Soldiers who are medical specialists are forced to grapple with serious issues on a consistent basis, both in training and deployment. These soldiers perform diverse skillsets; from addressing the immediate needs of trauma, to conducting prolonged medical procedures, operating an austere clinic, meeting with key leaders, and training partner forces. Ambiguous performance environments, coupled with dynamic performance contexts, require that medics have strategies to disentangle from their "internal terrain" to operate more effectively in the external terrain. From an Acceptance and Commitment Therapy (ACT) perspective, the primary source of performance/mental health issues stems from an inability to adapt or persist in behaviors in service of long-term, valued goals (Hayes, Luoma, Bond, Masuda, & Lillis, 2006). Increasing medics' ability to discriminate between "when the mind is useful and when it is not" (Hayes, Strosahl, & Wilson, 2011, p. 21), enables them to identify additional behavioral options to help ensure ethical treatment, mission accomplishment, and the health and safety of teammates, civilian populations, and themselves. This cognitive platform provides the avenue for adaptability training, as theorized through the eight dimensional taxonomy of adaptive performance (Pulakos, Arad, Donovan, & Plamondon, 2000). The learning objectives of the lecture are to conceptualize tactical medical performance through ACT, and to understand how adaptability training layers onto the ACT foundation to improve adaptive behavior and performance. This lecture will explain best practices from a 15-hour intervention, offered at specific time points over an 80 day training period.

LEC-12D

TAKING THE PLUNGE: A BLENDED VIRTUAL REALITY AND MENTAL SKILLS TRAINING PROGRAM FOR TOWER ENTRY AMONGST CADETS

Jen Schumacher, United States Military Academy, USA;

John Plumstead, United States Military Academy, USA

Acrophobia is a psychological disorder that affects a significant percentage of the general population (6.8%) and can have severe consequences in tactical populations

(Kapfhammer, Huppert, Grill, Fitz, & Brandt, 2015). Several treatment strategies have been demonstrated to lessen the impacts of acrophobia, such as imagery, exposure therapy and virtual reality (VR) (Arroll, Wallace, Mount, Humm, & Kingsford, 2017). Like in vivo exposure therapy, VR has been utilized as a way to increase exposure in a synthetic virtual environment and is occasionally referred to as virtual reality exposure therapy (VRET), with several studies demonstrating effects similar to that of traditional in vivo exposure therapy (Arroll et al., 2017; Coelho, Waters, Hine, & Wallis, 2009). VR and VRET are becoming more accessible as technology improves and may offer more efficient alternatives to traditional exposure therapy that is often resource-intensive and time consuming. Additionally, VR and VRET can be paired with traditional mental skills in certain tactical populations to comprehensively cope with fear of heights and enhance performance. Cadets at a military academy suffering from acrophobia face severe consequences when enrolled in the survival swimming course, which requires a 6.5-meter tower entry into water in full combat uniform, risking psychological trauma, debilitated performance across several performance domains, and in some cases, expulsion from the academy. An eight-week blended VR and mental skills training protocol that compliments physical training throughout the half-term course was developed. This intervention includes mental skills training (cognitive-behavioral skills such as self-talk, breathing strategies, and imagery), VRET, and in vivo exposure therapy. Cadets attend one or two workshops each week to train mental skills and in vivo exposure and can drop in at any time to utilize VRET (with a recommendation to engage in two 15-minute training sessions).

LEC-13: Collegiate Sport

LEC-13A

TRANSITIONING OUT OF SPORT: PERSPECTIVES OF STUDENT-ATHLETE SUPPORT OR DEVELOPMENT SERVICES

Ali Ohashi, Boise State University, USA;

Eric Martin, Boise State University, USA

A successful transition out of sport depends on the dynamic balance of transitional demands and resources (Stambulova, Alfermann, Statler, & Coté, 2009, Alfermann & Stambulova, 2007, Taylor & Ogilvie, 1994). A key resource for a smoother transition process is the availability of social support for athletes (Taylor & Ogilvie, 1994). Within the context of collegiate sports, an integral part of student-athletes' social support system is student-athlete support or development services, who typically provide programming for student-athletes' academic, career, and personal development. Given the significance of this type of social support for the success of student-athletes, the current study examined athletic retirement from the perspective of staff within student-athlete support or development services of NCAA Division I institutions. Semi-structured interviews were conducted with participants (n = 8) to explore their perceptions about the factors that lead to a successful or unsuccessful transition out of sport and how their services and programs helped student-athletes during this transitional period. An inductive data analysis was used to organize participants' responses into themes and subthemes related to the original research questions. Although programming varied by institution, participants observed that most student-athletes experienced a successful transition out

of sport as their programming helped them effectively cope with the stressors of athletic retirement. When participants cited problems with the process of athletic retirement, they reported issues surrounding a salient athletic identity, lack of career development, sudden loss of the sport environment, and mental health risks for athletes. Finally, participants believed that evidence-based programming should be implemented to meet the needs of both current and former student-athletes. Possible services and programs to support student-athletes during this transition will be discussed.

LEC-13B

EXPLORING COLLEGIATE ATHLETES PRONENESS TO SHAME

Mario Fontana, The College at Brockport, USA

Shame is a complex self-conscious emotion. People who experience shame are likely to be more withdrawn and have a lowered self-worth (Tangney & Dearing, 2002). Fontana and Fry's (2017) work with shame in sport has revealed that high school athletes' proneness to shame is multifaceted. While athletes may experience shame via outcomes (Result Shame; experiencing shame due to mistakes or poor performance), it's also possible to experience shame via mistakes in preparation (Process Shame; shame via lack of effort, preparedness, etc.). The researchers found that high school athletes' perception of the motivational climate (Nicholls, 1989; Seifriz, Duda, & Chi, 1992; Newton et. al., 2007) has a significant effect on shame proneness. However, no research to date has explored if collegiate athletes' perception of the motivational climate has a similar effect their proneness to shame. The purpose of this study was to explore how collegiate athletes are prone to shame. Division II athletes (N=278; 188 males; 20.09 years old) in the upper Midwest using Fontana and Fry's Shame in Sport Questionnaire (SSQ) and the Perceived Motivational Climate in Sport Questionnaire (PMCSQ; Duda, Likang, & Chi, 1992). Structural equation modeling (RMSEA: .05; CFI: .9; SRMR: .06) revealed that athletes perceiving ego involving motivational climates were much more likely to experience proneness to result shame while athletes perceiving caring and task-involving motivational climates were more likely to experience process shame and less likely to experience proneness to result shame. The results support Fontana & Fry's (in press) prior research exploring climate and proneness to shame and suggest that coaches who value winning, create rivalry, punish mistakes, and focus only on "star" players risk their athletes experiencing shame and having a less positive sport experience.

LEC-13C

FINDING HEADSPACE: DIVISION 1 SOCCER PLAYERS' EXPERIENCES USING A MINDFULNESS MEDITATION APP

*Cory Shaffer, Synergy Performance/Clemson University, USA;
Lindsay Shaffer, Headspace, USA*

Mindfulness-based approaches to mental training and performance enhancement in sport have increased dramatically over the last 10-15 years. While mindfulness-based approaches have yielded overall positive results in terms of performance enhancement and overall athlete well-being (Gardner & Moore, 2012; Sappington & Longshore, 2015), less is known about athlete utilization of online- and app-based mindfulness training and the perceived effectiveness of these

training methods on athletic performance. Initial research in general populations supports these mediums as a means for reducing mind wandering (Bennike, Wieghorst, & Kirk, 2017) and aiding in stress management and enhancing overall well-being (Bostock et al., 2019; Yang et al., 2018). Of the existing app-based mindfulness training programs, Headspace has been rated highest according to the Mobile Application Rating Scale (MARS) due to its user engagement, app functionality, aesthetics, information, and user satisfaction (Mani et al., 2015). The purpose of this intervention was to merge these fields by assessing collegiate student-athletes experiences with an app-based mindfulness training program (Headspace) over a 10-week period. In collaboration with Headspace, members of a men's soccer team at a large Division-1 university participated in ten weeks of mindfulness training. Their utilization and meditation experiences were captured at three different time points: pre- (prior to week 1), mid- (5 weeks) and post-intervention (10 weeks). Survey results provide insight into when and how participants integrated Headspace into their daily or weekly routines. Based on responses, student-athletes' generally felt that since using Headspace they had experienced improved focus, decreased stress, worry, and anxiety, and decreased reactivity to challenging situations or events. Additionally, 75% of respondents either 'agreed' or 'strongly agreed' with a statement that meditation can improve physical performance. This lecture will discuss the implementation and evaluation of the app-based mindfulness training program and suggestions for practical application.

LEC-13D

MENTAL PERFORMANCE CONSULTANTS' EXPERIENCES WITH SUPPORT STAFF IN NCAA DI ATHLETIC DEPARTMENTS

*Morgan Eckenrod, University of Tennessee, USA;
Rebecca Zakrajsek, University of Tennessee, USA;
Matthew Jones, University of Tennessee, Knoxville, USA;
Monna Arvinen-Barrow, University of Wisconsin -
Milwaukee, USA;
Damien Clement, West Virginia University, USA*

Mental performance consultants (MPCs) provide services designed to assist athletes in dealing with pressure (Beilock & Carr, 2011), enhancing confidence (Myers, Payment, & Feltz, 2004), managing anxiety and emotions (Lazarus, 2000; Mamasis & Dognanis, 2004), and improving focus (Orlick & Partington, 1988). Thus, MPCs can be seen as important support staff to include in National Collegiate Athletic Association (NCAA) Division I (DI) athletic departments (Bemiller & Wrisberg, 2011). McGuire and Scogin (2013) assert that the greatest impact on athletes occurs when MPCs work with all members of the athletic department support staff (e.g., athletic trainers, strength and conditioning coaches) in a holistic, interprofessional manner. In this study, 10 (7 males, 3 females) MPCs participated in semi-structured interviews about their experiences working with support staff within NCAA DI athletic departments. Using Consensual Qualitative Research (CQR; Hill, 2012) procedures, five domains were constructed: (a) holistic approach to student-athlete development; (b) role of the MPC; (c) effective ways MPCs built trusting relationships with support staff; (d) effective ways MPCs worked with support staff; and (e) factors that facilitated or undermined a collaborative approach between MPCs and support staff. Participants reported that building strong, trusting relationships was critical to working effectively with and through support staff members. Informal interactions, learning the role of support staff, respecting

support staff members contributions, and complimenting support staff members efforts were identified as ways MPCs built collaborative working relationships. Effectively working with support staff then, in turn, nurtured an understanding of MPC services and established value for the role of MPCs in student-athlete development. The presentation will highlight practical implications on how MPCs can build strong, collaborative relationships with support staff within NCAA DI athletic departments.

LEC-14: Exercise/Health/Fitness

LEC-14A

EXPLORING THE RECOVERY TRAJECTORIES OF PATIENTS DURING THE FIRST YEAR FOLLOWING MAJOR LOWER LIMB LOSS

Phoebe Sanders, St Mary's University, UK;
Ross Wadey, St Mary's University, UK;
Melissa Day, University of Chichester, UK;
Stacy Winter, St Mary's University, Twickenham, UK

The hospital-to-home transition has been highlighted as a critical phase within the rehabilitation process following major lower limb amputation (MLLA; Hodson, Aplin, & Gustafsson, 2016). However, few studies have taken a sufficiently longitudinal approach to build an in-depth understanding of patients' recovery trajectories and the role of physical activity in that journey. The aim of this study was to identify the narrative trajectories mapped by patients' stories of recovery during the first year following major lower limb amputation. This research was underpinned by interpretivism, and narrative inquiry adopted as the underpinning methodology. The researcher spent 16 months immersed within a UK-based National Health Service prosthetic rehabilitation centre. 30 adult patients undertaking prosthetic rehabilitation during the first year post-MLLA were recruited, each taking part in up to four semi-structured interviews to supplement data collected through negotiated interactive observation and the researcher's reflexive journal. Data were analysed using dialogical narrative analysis. Patients' stories mapped five narrative typologies: 1) deterioration; 2) finding a new normality; 3) the false cure; 4) muddling along; and 5) contradictions. This research has practical applications with respect to improving healthcare providers' ability to identify patients susceptible to a post-discharge decline, on the basis of the stories they tell. It also offers insight into how narratives may be harnessed to effect positive change for individuals struggling to adapt to their new circumstances following MLLA. These findings also indicate leisure time physical activity (LTPA) may be out of reach or of low importance for patients during the first year post-MLLA. Indeed, striving to engage in sport and LTPA early in the recovery journey contributed to a perceived decline in quality of life. Therefore, it may be more effective to encourage patients to focus on purposeful, functional activities that enable them to reprise valued roles and independence, rather than on sport.

LEC-14B

THE EFFECTS OF PARTICIPATION IN A SIX-WEEK EXERCISE PROGRAM ON SENIOR CITIZENS' WELL-BEING AND PARTNER PARTICIPATION ON THEIR MOTIVATION

Takahiro Sato, Western New Mexico University, USA;
Susumu Iwasaki, Fort Lewis College, USA;
Garrett Peltonen, Western New Mexico University, USA;
Rosa María Cruz-Castruita, Universidad Autónoma de Nuevo León, Mexico

The number of senior citizens in the world is increasing rapidly. Regular exercise is known to promote healthy aging by improving fitness and general well-being (Huang, Gibson, Tran, & Osness, 2005), and spousal participation is known to increase adherence (Osuka et al., 2017). In this research project, a six-week community-based exercise program was offered to senior citizens with an emphasis on basic psychological needs (i.e., autonomy support, competence, relatedness: Deci & Ryan, 2000). The purpose was twofold: investigate the effects of participation in the exercise program on senior citizens' fitness levels and multidimensional well-being; for those who participated in the exercise program with a partner, examine the influence of joint participation on their motivation. The short version of the Physical Self-Description Questionnaire (PSDQ-S: Marsh, Martin, & Jackson, 2010) and Senior Fitness Test (SFT: Rikli & Jones, 2001) were administered to 32 participants (22 females and 10 males: mean 69.19 ± 4.65 years) as pre and post assessments. Paired t-tests revealed significant improvements in PSDQ-S subscales: Activity, Sport, Global Physical, Strength, Flexibility, and Endurance. Improvements in fitness scores were also observed in: Chair Stand, Arm Curl, 8-Foot Up-and-Go, and 6-Minute Walk tests. Significant correlations were found between senior citizens' perceived and objective improvements: Endurance, Health, and Global Self-Esteem with 8-Foot Up-and-Go Test. Semi-structured interviews were conducted with five couples (five females and five males) to examine the influence of participation with their partner on motivation. Qualitative analysis revealed multiple factors that influenced motivation such as sharing experiences, having common interest, and providing encouragement. It was also indicated that partners helped overcome challenges such as waking up in the morning, overcoming social apprehension, and continuing participation. Implications for exercise program management that facilitates senior citizens' well-being through exercise participation is presented.

LEC-14C

THE FANTASTIC FOUR: SUPERHEROES OF THE SELF THAT PROVIDE PSYCHOLOGICAL ENERGY FOR SUSTAINABLE PHYSICAL ACTIVITY

Jay Kimiecik, Miami University, USA;
Elizabeth Sohns, Miami University, USA

The purpose of this lecture is to propose that four innate core tendencies serve as superheroes of the self and, if activated and nurtured, provide an essential foundation for initiating and sustaining physical activity. At its core, the self is naturally expressive and the causal agent of life experiences (Nota et al., 2012). Verstuyf and colleagues (2012) point out that sustaining health behavior change over the long-term requires a psychological energy felt at a deep personal level in congruence with all parts of the self. Where does this

psychological energy come from? Flow (Csikszentmihalyi, 1993), Biophilia (Wilson, 1984), Autonomy (Ryan & Deci, 2008), and Eudaimonia (Norton, 1976; Waterman et al., 2010) are the Fantastic Four of an expressive self that provide the natural and essential energy and vitality needed to move the body. Hunter and Csikszentmihalyi (2003) claim that nature wires us for worldly involvement, and this interest in involvement (flow) is present from birth. Biophilia is the innate urge to affiliate with nature (Orr, 2004). Eudaimonia is the inner imperative to engage in actions that express our best potentials and Autonomy is the innate need for feeling volitional and free regarding one's actions. Without the development, inclusion, and expression of these superheroes of the self, physical activity interventions across all ages will continue to be minimally effective. Specifically, this lecture will 1) provide an overview of the innate origins and development of the Fantastic Four and how they work together to shape and form an expressive self that desires movement, 2) overview data from a synthesis of studies showing that each "character" is strongly related to sustainable physical activity, and 3) explain how the strengths of each character can be activated and nurtured for individuals and communities to successfully battle powerful internal and external villains of a physically active lifestyle.

LEC-15: Collegiate Sport II

LEC-15A

AND 1? COUPLING IMAGERY AND FREE THROW SHOOTING WITH COMMUNITY COLLEGE BASKETBALL PLAYERS

Alia Alvarez, Fresno State, USA;
Jenelle Gilbert, California State University, Fresno, USA;
Stephanie Moore, NATA, USA;
John Pryor, NATA, ACSM, USA;
Wade Gilbert, USA

The basketball free throw (FT) may be the only offensive sport play where the defense steps aside (McMahan, 2017). The unobstructed nature of this task should seemingly result in near-perfect FT shooting percentages. However, teams in the NBA, NCAA Division I, and in the California Community College Athletic Association (CCCCAA) recently achieved FT percentages of 68.7-82.3% (NBA.com, 2019), 57.6-80.6% (NCAA.com, 2019) and 60.2-79.9% (CCCCAAsports.org, 2019) respectively. Strategies to help athletes mentally prepare for FTs are an appropriate area of investigation. The present study examined imagery ability and the effectiveness of different imagery conditions on a FT performance task with male community college basketball players. Athletes from two CCCCCAA teams participated: one served as the Traditional imagery group and the other as the PETTLEP imagery group. All athletes completed 20 free throw attempts and the Movement Imagery Questionnaire-Revised (MIQ-R; Hall & Martin, 1997) before and after their assigned intervention, which comprised three weekly 15-30 minute imagery sessions for a 6-week period. Participants discussed their experience in an imagery journal after each session. Dependent t-tests examined the change in FT performance and MIQ-R from pre- to posttest. FT performance did not improve from pre- to posttest in either group. The PETTLEP intervention group improved significantly in their imagery ability scores from pre- to posttest ($M = 46.73$, $SD = 4.82$, $p = 0.021$); no significant differences were found for the Traditional imagery group. Content analysis on the qualitative journal entries showed that

all athletes felt that their FT process improved. Athletes cited that they were more self-aware and focused when shooting FTs as a result of their participation in the intervention. The PETTLEP imagery group athletes reported that the physical and environment components were the most advantageous to their improvement. Findings, along with implications for mental training practitioners and intervention design will be discussed.

LEC-15B

MENTAL PERFORMANCE AND MENTAL HEALTH SERVICES IN NCAA DI ATHLETIC DEPARTMENTS

Matthew Jones, University of Tennessee, Knoxville, USA;
Rebecca Zakrajsek, University of Tennessee, USA;
Morgan Eckenrod, University of Tennessee, USA

Hayden, Kornspan, Bruback, Parent, and Rodgers (2013) identified a total of 51 sport psychology service providers within National Collegiate Athletic Association (NCAA) Division I (DI) Football Bowl Subdivision (FBS) athletic departments. Their analysis of service providers combined mental performance consultants (MPCs), licensed mental health professionals, and clinical sport psychologists. While these providers are often identified under the same professional umbrella of sport psychology services (Connole, Shannon, Watson, & Wrisberg, 2014), their training and focus of service delivery varies. For example, MPCs teach a variety of psychological skills (e.g., building confidence, dealing with pressure, improving focus) that aid athletes' mental and emotional preparation for sport performance, licensed mental health providers assist athletes in coping with emotional and personal problems (e.g., depression, eating disorders), and clinical sport psychologists may provide both mental performance and mental health services; Weinberg & Williams, 2014). The lack of distinction between these professionals does not provide a comprehensive understanding of the existence of these various services in NCAA DI athletic departments. Using content-analysis, the purpose of the current study was to identify the existence of three distinct service providers—MPCs, licensed mental health providers, and clinical sport psychologists—listed on NCAA DI FBS and Football Championship Series athletic department websites. Out of 253 NCAA DI institutions, 65 athletic departments were identified as having some form of mental performance and/or mental health services. Forty-one athletic departments employed one provider and 24 employed two or more providers. Of the 99 professionals identified, 56 provided both mental performance and mental health services, 23 provided solely mental performance services, and 20 provided solely mental health services. Characteristics (e.g., title, degree, licensure, certification, and gender) of professionals providing services will be highlighted. Implications for the growth of MPC services within NCAA DI athletic departments will be discussed.

LEC-15C

NCAA DIVISION I STUDENT-ATHLETES' PERCEPTIONS OF HOW THE COACH-ATHLETE RELATIONSHIP INFLUENCES STUDENT-ATHLETE RESILIENCE

Sara Erdner, USA;
Rebecca Zakrajsek, University of Tennessee, USA

To date, sport psychology researchers primarily have examined resilience as an individual construct (e.g., Galli & Vealey, 2008; Wagstaff, Sarkar, Davidson, & Fletcher, 2016). However, it is

also important to consider how resilience might develop and operate in relationships with important others (e.g., coaches). In this study, seven NCAA Division I student-athletes were interviewed regarding their lived experiences about how the coach-athlete relationship influenced their ability to be resilient through major stress. Participants were also asked, as influenced by the work of relational-cultural theorists (Jordan, 2010; Miller, 1976), about how power differentials and sociocultural factors influenced their respective coach-athlete relationship and in turn their resilience. Using Braun and Clarke's (2006) thematic analysis, five themes emerged: (a) Student-athlete core resilience, (b) The worst coaches of all time (W.O.A.T.) (c) The greatest coaches of all time (G.O.A.T.) (d) The W.O.A.T. and G.O.A.T. coaches effect on student-athlete resilience, (e) The relational shift: From bad to better, good to great. Ultimately, student-athletes reported that W.O.A.T. coaches used their position of power solely to achieve performance outcomes, which placed a strain on the coach-athlete relationship and negatively influenced participants overall resilience and performance. In contrast, G.O.A.T. coaches used their positions of power to help student-athletes overcome their stressors, which contributed to a quality coach-athlete relationship and helped participants bounce back stronger both personally and athletically. When coaches opened up about themselves personally as well as shared their own major stressors with athletes, it allowed for the coach-athlete relationship to shift from bad to better or good to great. This positive relational shift then served to enhance participant resilience. Generated from the themes, practical strategies will be offered to mental performance consultants for them to better understand how to educate coaches on ways to positively influence student-athlete resilience through the coach-athlete relationship.

LEC-16: Youth Sport II

LEC-16A

CONTINUED TESTING OF THE SPORT PARTICIPATION ASSESSMENT OF FUN: TOWARD EARLY ESTABLISHMENT OF ITS VALIDITY

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Heather Mannix, George Washington University, USA;
Avinash Chandran, The University of North Carolina at Chapel Hill, USA;
Sean Cleary, The George Washington University, USA;
Brandonn Harris, Georgia Southern University, USA;
Karen McDonnell, The George Washington University, USA;
Loretta DiPietro, The George Washington University, USA

Until recently, a measurement tool was not available that could assist sport science researchers in advancing an empirical understanding of fun and provide sport organizations with the requisite data to inform their program planning efforts to optimize fun. The sport participation assessment of fun (SPAF) was developed from the fun integration theory's FUN MAPS using rigorous methods including: (a) item-reduction analysis that reduced the 81 fun-determinants to 62 items, and (b) sophisticated cognitive interviewing techniques to refine the items and improve face validity. The factor structure of the SPAF was tested in a heterogeneous sample of soccer players (N = 423), ages 9-19 years old, including girls and boys participating in recreational and travel programs. In all, 48 of the 62 items loaded on a six-factor solution consistent

with the fun integration theory that accounted for 83% of the total variance and yielded strong internal consistency (0.72-0.92). The purpose of this study was to preliminarily test, from this same sample, the construct validity of the SPAF using the sources of enjoyment measure (SOE; Wiersma, 2001) to evaluate its convergent validity and the Athletic Burnout Questionnaire – Youth (ABQ-Y; Harris et al., 2014) to evaluate its discriminant validity. Results indicated Pearson correlation coefficients ranged from 0.12 to 0.61 across subscales of the SPAF and SOE, with most coefficients indicating statistically significant moderate associations; whereas coefficients ranged from -0.30 to 0.17 across subscales of the SPAF and ABQ-Y, with most coefficients observed being non-significant and around zero. These data provide preliminary evidence of the SPAF's construct validity. Updates regarding ongoing data collection using the SPAF with local and national sport organizations will be shared, including discussion of its science-practice utility and additional psychometric testing to be completed, including confirmatory factor analysis with larger samples of youth sport participants.

LEC-16B

IT'S ALL ABOUT MOTIVATION, IS IT NOT? PREDICTING YOUTH SOCCER PLAYERS' FUTURE SUCCESS BASED ON PSYCHOLOGICAL CHARACTERISTICS IN ADOLESCENCE

Oliver Höner, University of Tübingen, Institute of Sports Science, Department Sport Psychology and Research Methods, Germany;
Philip Feichtinger, University of Tübingen, Institute of Sports Science, Department Sport Psychology and Research Methods, Germany;
Florian Schultz, University of Tübingen, Institute of Sports Science, Department Sport Psychology and Research Methods, Germany;
Svenja Wachsmuth, Eberhard Karls University, Germany

Aiming to optimize talent identification and development procedures, practitioners and researchers have tried to identify factors which may predict future sporting success. Within soccer, these include players' physical, technical and tactical characteristics. Likewise, psychological dispositions seem relevant. However, limited research, problematic methodological approaches and inconsistent results do not permit sufficient conclusions yet (Murr et al., 2018). Employing a four-year prospective design, the current study therefore aimed at comparing successful with less successful adult players regarding their psychological characteristics at adolescence.

Following suit Höner and Feichtinger (2016), comprehensive psychological diagnostics were administered with German football youth academy players at the age group U17. These diagnostics included 17 scales with largely satisfactory psychometric properties ($.56 \leq \alpha \leq .97$; $Mdn(\alpha) = .76$) and assessed such characteristics as motivation, volition, self-perception and competitive anxiety. Four years later, participants' respective adult performance level was determined as a criterion variable distinguishing between N = 32 successful (1st- 3rd division) and N = 337 less successful players (lower divisions).

Overall, successful players presented more favorable scores on all psychological characteristics during adolescence compared to players who were less successful. T-tests revealed significant differences between these groups with regards to

players' achievement motivations (hope for success, fear of failure, competitiveness), self-efficacy and somatic anxiety ($0.44 \leq d \leq 0.60$), while no significant differences were found for the other characteristics.

In sum, the significant but moderate effect sizes further support the prognostic value of motivational and other psychological dispositions. As such, the results provide an empirically sound basis for monitoring youth players' psychological development and extend previous findings by which suggest that assessing players' dispositions is valuable for supporting but not selecting talented youths. Additionally, considering the malleability of these characteristics, practical recommendation can be drawn for the delivery of sport psychological services within youth academies.

LEC-16C

YOUTH ATHLETES' EXPERIENCES IN THE SPECIALIZING YEARS: A QUALITATIVE INVESTIGATION OF MOTIVATION AND PERCEIVED PRESSURES

Robin Vealey, Miami University, USA;
Alexander Bianco, Miami University, USA;
Jacob Chamberlin, Miami University, USA;
Valeria Freysinger, Miami University, USA

Within the Developmental Model of Sport Participation (DMSP), the specializing phase (ages 13-15) occurs when children move from a broad sampling of activities to focus on skill development in one or two sports (Côté & Fraser-Thomas, 2007). The DMSP was developed using junior elite athletes, and the uncritical application of an elite talent development model in youth sport has led to an increase in burnout, dropout, overuse injuries, and negative parental and coach pressure (Vealey & Chase, 2016). Therefore, it seems important to understand the perceptions and experiences of children in the specializing years, instead of assuming they wish to follow the DMSP. The purpose of this study was to examine the experiences of youth athletes in the specializing years (age 13-15) to understand their reasons for participating, the pressures they experience, and how these pressures influence the quality of their participation. Participants were nine children aged 13-15 years ($M=13.85$) who regularly participated in at least one organized sport. Semi-structured interviews were conducted by two of the investigators and a Consensual Qualitative Research perspective was adopted for the study that included constructivist and some postpositivist aspects (Hill, 2012). A thematic structure was constructed that included themes and subthemes within an overall conceptual framework representing the data. The core of the framework that emerged was the basic motivational trilogy of love of sport, competence/mastery, and peer connections. Of particular interest was the finding that competence was a key to participants' motivation and enjoyment. Additional themes included multiple aspirations and feelings, pressure as constructive and destructive, positive and negative coach influences, and recommendations for adult leaders. Discussion of the findings centers on the need to move beyond a narrow, one-size-fits-all elite talent development model to the identification of multiple pathways for youth sport participants to pursue participation in sport.

LEC-17: Mental Health

LEC-17A

STIGMA, ATTITUDES, AND INTENTIONS TO SEEK HELP IN COLLEGIATE STUDENT-ATHLETES

Robert Hilliard, West Virginia University, USA;
Jack Watson II, West Virginia University, USA

Previous researchers have found several factors that act as barriers to student-athletes seeking mental health services (López & Levy, 2013; Moore, 2017). One common factor throughout these studies is stigma, which is known to be associated with less favorable attitudes toward seeking help (Moreland et al., 2018). However, researchers have not explored how stigma and attitudes might influence intentions to seek counseling and actual help-seeking behaviors in student-athletes. Additionally, there is a dearth of research identifying the topics for which student-athletes are most willing to seek help. Therefore, the purposes of this study were to investigate predictors of mental health help-seeking as well as identify topics for which college student-athletes are most likely to seek help. The sample consisted of participants ($N = 325$) from three Division II and III universities. They completed measures on three types of stigma, attitudes toward mental health help-seeking, intentions to seek mental health services, previous help-seeking history, and a list of help-seeking topics. Using logistic regression analysis, self-stigma and attitudes were found to be significant predictors of help-seeking behavior. Specifically, both were associated with an increased likelihood of having sought mental health services in the past. Regarding help-seeking topics, drug problems, depression, and excessive alcohol use were the highest rated issues for which student-athletes were likely to seek help, whereas concerns about sexuality, difficulty with friends, and body image were rated the lowest. The results of this study can be used to help sport psychologists and other mental health staff develop programming that might lead to increased service use amongst collegiate student-athletes. Specifically, it appears that using a multifaceted approach to improving attitudes could have the most meaningful effect on encouraging service use. Suggestions for the development of such approaches will be discussed.

LEC-17B

"MAINTAINING HER WEIGHT IS PART OF HER JOB": COACHES' PERSPECTIVES ON BODY- AND WEIGHT-RELATED COMMUNICATION WITH FEMALE ATHLETES IN AESTHETIC SPORTS

Katherine Fairhurst, West Virginia University, USA;
Dana Voelker, West Virginia University, USA

Female athletes in aesthetic sports, such as gymnastics and figure skating, are subjected to sport-related pressures to maintain petite and lean physiques (Voelker & Reel, 2015). These pressures are often communicated by coaches through comments about female athletes' body weight, shape, size, and appearance (e.g., Kong & Harris, 2015), which are linked to body image concerns and eating pathology in female athletes, especially those competing in aesthetic sports (e.g., Coker-Cranney & Reel, 2015). Very little, however, is understood about coaches' views of their role in body- and weight-related

communication, which is necessary to effectively inform eating disorder prevention and coaching education. We interviewed a purposive sample of 10 coaches (6 female, 4 male; Mage=35.6) of competitive female athletes in aesthetic sports (M=16 years of coaching experience) to explore reasons for, and approaches to, body- and weight-related communication, views on athletes' responses to their approaches, and barriers and recommendations for handling the topic of body weight, shape, size, and appearance in aesthetic sports. Within a social constructivist paradigm (Creswell, 2014), 60-90-minute semi-structured interviews were analyzed using inductive thematic analysis (Braun & Clarke, 2013). Coaches described performance concerns as the primary impetus for body- and weight-related communication with their athletes, which focused predominantly on demands to lose weight and body fat. Emotional neutrality, depersonalization, careful language construction, and weight management suggestions were central to the coaches' reported approaches. Some coaches expressed helplessness due to limited coach education on body image and experienced barriers to healthy communication, including pressures to ensure their athletes maintained the established body ideal. Despite endorsing their own approaches, coaches reported negative athlete responses, including emotional distress, avoidance, and unhealthy relationships with exercise, food, and their bodies. Future research directions and implications for whether, and how, coaches may construct productive body- and weight-related communication will be discussed.

LEC-17C

RUNNING TOWARD RECOVERY: A QUALITATIVE ANALYSIS OF COLLEGIATE RUNNERS' RECOVERY FROM ANOREXIA

Jessyca Arthur-Cameselle, Western Washington University, USA

Female athletes are at higher risk for Eating Disorders (EDs) compared to male athletes (Bratland-Sanda & Sundgot-Borgen, 2013). Female athletes are at highest risk if they participate in sports that are judged, have weight classes, or are "gravitational" in that they require the athlete to propel her

body forward (e.g., distance running) because a lower body weight may enhance performance (Ackland et al., 2012). Indeed, anorexia is more common in elite runners (3.5%; Hulley & Hill, 2001) than the general female population (less than 1%; APA, 2013). Despite their high ED risk, there are no studies on treatment or recovery in track and field or cross country athletes. Therefore, this qualitative study was designed to gather in-depth information about athletes from these two sports who have experienced anorexia. The participants were eight female collegiate athletes (mean age = 20.6 years old) who participated in cross country and/or track and field. All participants had previously met clinical criteria for Anorexia Nervosa (APA, 2013), but had also achieved recovery (mean recovery = 15.25 months). Interviews were semi-structured and results were analyzed inductively through thematic analysis (Braun & Clarke, 2006). Results indicated that a desire to enhance sport performance contributed to the onset on AN; reportedly, achieving recovery was difficult while continuing to compete due to general norms within the sport, social pressure from teammates, and internal concerns about performance. Relationships with coaches and teammates provided either support for or hindrances to recovery, depending on context. Notably, reduced performance as a result of low body weight provided motivation to recover for many participants. Overall, the results indicate that the role of "athlete" was central to participants' onset as well as recovery from AN. Based on the results, recommendations for coaches and clinicians are provided, including suggestions to tailor interventions to this unique population.

PANELS

PAN-01

MENTAL HEALTH AND MENTAL PERFORMANCE: A PANEL ADDRESSING THE NEEDS OF YOUTH, COLLEGIATE, PROFESSIONAL, AND OLYMPIC ATHLETES

Duncan Simpson, IMG Academy, USA;
Valerie Valle, Johns Hopkins All Children's/IMG Academy, USA;
*Vanessa Shannon, University of Louisville Athletics/Norton
Sports Health, USA;*
Angus Mugford, Toronto Blue Jays, USA;
Sean McCann, USOC, USA

The International Society of Sport Psychology (ISSP) recently published a position stand on athletes' mental health, performance, and development (see Schinke, et al., 2017). Within the paper the authors called for sport psychology professionals "to apply a holistic view on athletes' development and their environment to be aware of all range of their current and potential distressors and risk factors" (Schinke, et al., 2017, p. 12). Answering this call to action, a panel of sport psychology experts will discuss how the mental health and performance needs of athletes are being addressed across various developmental levels and performance environments. Specifically, the panel will frame the conversation within a holistic ecological perspective, (see Henriksen, et al., 2010) which suggests that an athlete must be conceptualized as a whole person and that the environment plays a central role in their development.

In this panel discussion, five Certified Mental Performance Consultants (CMPC's) who work in Youth, Collegiate, Professional, and Olympic sport will share their perspectives of working within different population domains. The panelists include a clinical sport psychologist, and head of mental conditioning working in a youth sport academy, a director of mental performance working in collegiate athletics, a VP of high performance for a professional sport team, and a senior sport psychologist with the U.S. Olympic Committee. One of the professionals will preside as moderator of the panel. Panelists will share their perspectives on the triage between mental performance and mental health, the interdisciplinary collaborations within their work environment, the trends and needs of their specific population, and lessons learned from working with their respective population. Recommendations regarding how consultants can navigate mental health and performance issues across sport domains will be provided.

PAN-02

CONSULTING ON CULTURE: PRACTITIONER PERSPECTIVES FROM CLUBHOUSES, BOARDROOMS, AND BATTLE FIELDS

Justin Foster, AFSC/Magellan Federal, USA;
Lindsay Roberts, Westar Energy, Inc., USA;
Brian Miles, Cleveland Indians, USA;
Lauren Tashman, Align Performance LLC, USA

As Peter Drucker once said, "Culture eats strategy for breakfast." Culture underlies the prevailing attitudes, norms, and behaviors of every organization (Aarons & Sawitzky, 2006 and Schein, 1984). According to Daniel Coyle (2018), culture is, "a set of living relationships working toward a shared goal."

It affects retention (Kotter & Heskett, 1992), productivity (Rozovsky, 2015), and revenue (Heskett, 2012). Sport psychology consultants work within their client organizations' cultures to improve performance through a variety of means including: mental skills training, communication and leadership workshops, and team building. However, the impact of those services is directly impacted by the nature of a team's culture (Aarons & Sawitzky, 2006). Although many practitioners are well versed in employing interventions to improve interpersonal team dynamics, athlete-coach relationships, cohesion, and communication, some are going a step further – consulting on team culture.

The panelists' cumulative experience working with teams and organizations on team culture totals over 25 years. Their experiences include working with NCAA Division I athletics, national and professional sports teams, corporate clients, and military organizations. During the panel each practitioner will share experiences, challenges, and lessons learned from working with organizations on assessing, developing, and sustaining their cultures. Specifically, panelists will address considerations such as gaining entry and buy in, stability of personnel, and the role of the practitioner. Attendees will have the opportunity to ask the panelists questions as they share insights and recommendations for consulting on culture with clients across a variety of performance domains.

PAN-03

CULTURAL CONSIDERATIONS IN SPORT PSYCHOLOGY PRACTICE: REFLECTIONS FROM GLOBAL YOUTH ACADEMY PERSPECTIVES

Matthew Cullen, Aspire Academy, Qatar;
Duncan Simpson, IMG Academy, USA;
*Shameema Yousuf, Empower2Perform / Brighton & Hove
Albion FC, UK;*
Taryn Morgan, IMG Academy, USA

Youth student-athletes from diverse cultural and social backgrounds provide sport psychology practitioners some unique and fulfilling questions to attempt to answer in order to help meet their individual needs as people & performers. Gano-Overway and Duda (1999) in a study of African Americans and European American concluded that "athletes may come to the playing field with a tendency toward a particular motivational perspective that is in line with their cultural values (p 559)" Researchers have also shown how children from different cultural backgrounds are all motivated to participate in physical activity but have different participation motives (Yan & McCullagh, 2004). It would be remiss for the field of sport psychology to ignore the influence of culture on communication, motivation, and the process and meaning of achievement (Schinke, Hanrahan & Catina, 2009). Differences to consider in working with culturally diverse youth populations include: norms, values systems, beliefs, behaviors, identity, spirituality verses self-actualization and language.

This panel will consist of three sport psychology/mental training practitioners who work in consulting and full time roles within Youth Sports Academies on three different continents will share cultural, development, and organizational considerations in their practice with youth student-athletes, coaches & support staff. The panelists will include a practitioner who is a Head of Mental Conditioning in the USA. One professional is a Sport Psychology & Personal Development Facilitator in the Middle-East, while the other sport psychology professional works in the UK. An additional professional who has also works in youth

sport will also serve as the moderator for the panel. Panelists will share challenges, opportunities, lessons learned and the within-culture nuances of operating in culturally diverse single sport and multisport youth academies. Recommendations will be made for consultants who have ambition to (or already) work with student- athletes, coaches & support staff within culturally diverse international youth sports academies.

Gano-Overway, L.A., & Duda, J.L. (1999). Interrelationships between expressive individualism and other achievement goal orientations among African and European American Athletes. *Journal of Black Psychology*, 25, 544-563.

Schinke, R.J., Hanrahan, S.J., & Catina, P. (2009) Introduction to Cultural Sport Psychology. In R.J Schinke, & S.J Hanrahan (Eds) *Cultural Sport Psychology*. Champaign, IL, Human Kinetics.

Yan, J.H., & McCullagh, P. (2004). Cultural influence on youth's motivation of participation in physical activity. *Journal of Sport Behavior*, 27, 378-390.

PAN-04

MAKING WEIGHT: RISKS AND REWARDS

Jenny Conviser, Ascend Consultation in Health Care, USA;
Sharon Chirban, Division of Sports Medicine, Boston Children's Hospital, USA;
Michele Kerulis, Northwestern University, USA;
Caitlyn Hauff, University of South Alabama, USA;
Christine Selby, Husson University, USA;
Riley Nickols, The Victory Program at McCallum Place, St. Louis, Mo., USA

Upwardly escalating prevalence rates of Disordered Eating Behaviors (DEBs) and Eating Disorders (EDs) among athletes of diverse age, gender and ethnicity, continue to pose risk to health, well-being and sport performance. Highest ED rates are often found in sports with weight classes such as wrestling, rowing and boxing, among athletes who participate in sports having a required body related aesthetic such as diving, gymnastics, and skating (24%) and among athletes who participate in sports where body weight may impact anti-gravity performances such as cross country running (24%), track and field events (17%). Less, but substantial risk (16%), appears among those participating in ball sports (Sundgot-Borgen & Torstveit, 2014). Females having DEBs (41.5 %) and participating in aesthetic sports are 8 times more likely to suffer one or more injuries (Jankowski, 2012). Males with Anorexia have the highest risk of premature death (Mond et al. 2014). Further, evidence indicates that DEBs and EDs do not remit after leaving sport but continue into later adolescence and adulthood (Neumark-Sztainer, 2011) posing ongoing health risk and decreased health related quality of life (Styer & Conviser, 2014).

Panelists are certified (CMPC, CEDS) and represent various spheres of experience including; professional team, collegiate athletics, national governing organizations, individual athletes from novice to professional, research, writing and teaching.

Participants will hear expert opinions regarding identification and management of ED risk. Participants will improve their awareness of potential risk associated with expectations to "make weight" and/or recommending weight change. Participants will learn strategies for preserving health, promoting optimal performance and reducing ED risk. Participants are encouraged to identify and share strategies for improving safety within the sport culture. Understanding that sport perse does not "cause" EDs, audience members will be invited to participate in constructive discussion. Diverse perspectives are welcomed.

PAN-05

OUT OF THE OFFICE: THE ART AND SCIENCE OF CONSULTING ON-SITE AND IN THE TRENCHES WITH ELITE ATHLETES

Zach Brandon, Arizona Diamondbacks, USA;
Bernie Holliday, Pittsburgh Pirates, USA;
Nicole Detling, HeadStrong Consulting, USA;
Alex Hodgins, Canadian Sport Institute - Pacific, Canada;
Amber Selking, Selking Performance Group, USA

Increased acceptance and growth for the field of sport psychology has led to an expansion in its service delivery model, whereby traditional and confidential office-bound practices have evolved to include embedded and on-site consulting approaches (Haberl & Peterson, 2006). Nowadays, it is more common for mental performance consultants (MPCs) to utilize a "take it to the athletes" approach and consult while being immersed in the athlete and team's sporting environment (Haberl & Peterson, p. 27, 2006). An increased presence across competitive settings can also help athletes become more comfortable and open to working with an MPC (McCann, 2008). As a result, it is essential that MPCs develop the ability to "consult on their feet" in response to real-time performance demands by taking their practice to where the athletes and coaches are, which includes the practice field, the weight room, the athletic training room, different competitive venues, traveling with athletes and teams, staying in their hotels, and other locations unique to consulting "in the trenches".

A common challenge for MPCs operating in this model is time constraints where player, coach, and staff interactions can be limited to mere minutes. In these situations, it becomes imperative that MPCs effectively utilize "micro interventions" on the fly. Panelists will discuss this challenge along with lessons learned and effective practices when using various "micro intervention" approaches. Additionally, panelists will address topics such as (a) integrating into and advancing athlete and team culture, (b) finding effective and safe on-site work spaces, (c) consulting and collaborating with coaches in their environment, and (d) during-competition consultation considerations.

Panelists have extensive experience consulting across a range of competitive levels including with Division I collegiate student-athletes, professional athletes (i.e. MLB, MLS), and US and Canadian Olympic athletes and teams.

PAN-06

SIGNATURE PRACTICES: WHEN EXPERTS IN THE FIELD EXPERIENCE BURNOUT – LESSONS LEARNED

Stiliani “Ani” Chroni, Inland Norway University of Applied Sciences, Norway;
Sebastian Brueckner, Muenster University, Germany;
Goran Kentta, The Swedish School of Sport and Health Science, Sweden;
Elizabeth Shoenfelt, Western Kentucky University, USA

As sport psychology professionals, we often are called upon to assist coaches and athletes in coping effectively with stress (Eklund & DeFreese, 2015; Olusoga & Kenttä, 2017). Ironically, we sometimes tend to overlook the self-care that is essential to maintain our own mental health, clear mind, and stamina needed to live a balanced life and work effectively in various high-performance domains. A primary objective of this panel is to discuss, with psychological safety, the sensitive topic of mental health challenges faced by those who are experts (i.e., us as consultants) in helping others deal with these very issues. In this panel, four sport psychologists, representing four different countries, who work with elite athletes and coaches will share their own personal experiences with burnout, its antecedents and consequences, and the processes they used to cope with their own stressors. Lessons learned from these experiences will be discussed as well as “life after burnout.” As sport psychologists, we teach our students about burnout (Weinberg & Gould, 2018), we conduct research to understand the dynamics of burnout (McNeill, Durand-Bush, & Lemyre, 2019), we work to prevent burnout in clients, and we aid our clients in overcoming stress and returning to the playing field (Gustafsson, deFreese, & Madigan, 2017). In fact, our specialized knowledge, skills, and competence in this area may create a false illusion of immunity to mental health challenges. Yet, we also are vulnerable to stressors of high-performance, high-pressure environments that we help our clients deal with. The panel discussion will begin with a brief introduction summarizing theory and research on burnout. Each panel member will contribute key points from their own experience with burnout. Next there will be a discussion on the lessons learned from these experiences including openly sharing personal narratives. The panel will conclude with questions from the audience.

PAN-07

IMPERFECT CONSULTING: HOW MISTAKES AND CHALLENGES SHAPE YOUR PRACTICE

Kathleen Mellano, Michigan State University, USA;
Daniel Gould, Michigan State University, USA;
Robin Vealey, Miami University, USA;
Justin Su’a, Rays Baseball, USA

Established sport psychology professionals have identified a large number of critical factors that must be considered in order to deliver effective sport psychology services (Anderson et al., 2004; Gould & Damarjian, 1998; Petipas et al., 1999; Poczwadowski et al., 1998). This guidance, informed by research and experience, has undoubtedly contributed to sound professional practice in the field (Murphy, 2004; Sharp & Hodge, 2010). However, the recipe for perfect practice is typically void of detailed discussions regarding common mistakes sport psychology consultants make and the challenges they must spontaneously confront. In this panel, three sport psychology/mental training consultants

from varying backgrounds will share insight about consulting mistakes and challenges that consequently shaped their practice. Panelists will include individuals within and external to academia who have consulted with Military personnel, elite youth and adult athletes, as well as individuals in business and other performance-related settings. The panel will take a case study approach and will provide young professionals with applied sport psychology interests an opportunity to observe how veteran consultants navigated mistakes and challenges that not only ultimately informed their practice but also the guidance they provide to others in the field. A facilitated discussion and question and answer period will address topics such as: (1) What is a memorable challenge/mistake you faced as a young consultant?, (2) How did you respond to this challenge/mistake when it occurred?, (3) In an ideal consulting world, how should you have handled this challenge/mistake?, and (4) How did this challenge/mistake shape your consulting moving forward? Audience members will have the opportunity to interact with the panel. This panel will encourage young consultants to adopt a new perspective on the value of making mistakes and facing challenges. Attendees will leave with applicable knowledge about how to effectively manage common challenges/mistakes consultants may not anticipate.

PAN-08

FROM 50 MINUTES TO 15: EFFECTIVE BRIEF-INTERVENTIONS YOU WON’T LEARN IN THE CLASSROOM

Hillary Cauthen, Texas Optimal Performance & Psychological Services, USA;
Trey McCalla, Consultant, USA;
Bernie Holliday, Pittsburgh Pirates, USA;
Jamie Shapiro, University of Denver, USA;
Brandonn Harris, Georgia Southern University, USA;
Alexander Cohen, United States Olympic Committee, USA;
Brooke Lamphere, University of Denver, USA

An ideal setting for individual sessions for sport, exercise, and performance psychology (SEPP) practitioners would be uninterrupted, distraction-free, and in an office to assist in ensuring confidentiality (Giges & Petipas, 2000). The traditional in-office 50-minute session allows practitioners to establish rapport, develop goals, and implement a variety of interventions to assist in improving optimal performance and functioning. However, much of the applied SEPP work occurs outside the office. These “non-traditional” sessions typically occur when observing practice, competition, or on the road traveling with athletes/teams. There is an increase in the demand from clients for shorter term treatments, as well as a growing body of evidence that demonstrates the efficacy of brief interventions (SMHSA, 2012). Brief interventions may be thought of as an element on a continuum of care of one’s work with a client. The implementation and focus of these brief interventions are generally aimed at motivating a client to perform a particular action (SMHSA, 2012). In sport settings, these brief interventions often focus on performance enhancement rather than inter- and intrapersonal issues, psychopathology, or early childhood experience (Giges, 1998). The goal of the practitioners would be developing an increase in awareness of situational demands with the client and assisting in managing emotions and performance outcomes in real time/locations. The practitioner should integrate a brief intervention that could initiate a shift in the client’s perception of the situation, which may then lead to a change in the client’s experience and potentially help remove psychological barriers

to optimal performance (Giges & Petipas, 2000). Consisting of esteemed practitioners whom work with collegiate, professional, and Olympic/Paralympic athletes, this panel will discuss lessons learned, ethical considerations, and practical examples for effective implementation of brief interventions in non-traditional consulting settings.

PAN-09

NAVIGATING SPORT PSYCHOLOGY RESEARCH AGENDAS CENTERED ON EQUITY, INCLUSION, AND SOCIAL JUSTICE

William Massey, Oregon State University, USA;
Lindsey Blom, Ball State University, USA;
Leslee Fisher, University of Tennessee, USA;
Sae-Mi Lee, California State University, Chico, USA;
Ryan Sappington, University of Maryland at College Park, USA;
Leeja Carter, Long Island University - Brooklyn, USA

As part of the Ethical Code for the Association for Applied Sport Psychology (AASP), members commit to “respect[ing] the fundamental rights, dignity and worth of all people” (AASP Ethics Code, 2011, Principle D). This respect goes beyond recognizing differences to actually understanding the structures of oppression, decision-making, division of labor, and culture (Young, 1990) that effect clients, students, colleagues, community members, and sport organizations. Furthermore, Patton et al. (2010) state that social justice in higher education settings requires a “multi-faceted, holistic, and contextual approach” (p. 269). While AASP has recognized a growing need for and importance of equity, inclusion, and social justice in and through sport, how sport psychology scholars navigate research agendas centered on these topics warrants additional consideration. The purpose of this panel presentation is to bring together a group of scholars whose research agenda is grounded within a social justice orientation. Strategically, this panel was assembled to be inclusive of individuals at different stages in their research career (e.g., advanced doctoral student, early career, mid-career, and advanced career status). Panel members will discuss finding a doctoral program and job opportunities for those interested in social justice research; starting the research process; securing extramural funding and publications in high impact journals; and serving as mentors and advocates through the tenure and promotion process. Content areas in which research priorities will be discussed are inclusive of, but not limited to, youth sport, school health, racial microaggressions and sport environments, gender and sport, power and privilege within a cultural context, and athlete activism. Through this panel, we hope to encourage dialogue about promoting and supporting equity, inclusion, and social justice research in sport psychology and a vision for a future research agenda in these areas.

PAN-10

SELF-REFLEXIVE SPORT PSYCHOLOGY PRACTICE: CONSULTING THROUGH INTERNATIONAL LENSES

Tsz Lun (Alan) Chu, University of Wisconsin-Green Bay, USA;
Janaina Lima Fogaca, University of Wisconsin-Green Bay, USA;
Alessandro Quartiroli, University of Wisconsin - La Crosse, USA;
Zeljka Vidic, Western Michigan University, USA;
Sebastian Brueckner, Muenster University, Germany

One of the aims of the Association for Applied Sport Psychology (AASP) is to actively contribute to the global promotion of applied

sport psychology by involving international, established and developing professionals. However, to our knowledge, there have not been any publications or presentations that address the experience of international sport psychology consultants who work in the U.S. Considering the importance of cultural praxis to blend theory, lived culture, and social action for self-reflexivity (Ryba & Schinke, 2009), this panel will bring together four international sport psychology developing professionals, who grew up in different countries and cultural backgrounds, with unique perspectives on their consulting practices in the U.S. and adaptations in their early consulting work.

This panel will engage in a facilitated discussion on several consulting aspects that are influenced by their international background and other identities: (1) access to clients, relationship building, delivery of interventions, and supervision; (2) conceptualization of sport psychology issues and implementation of mental skill training; (3) intersection of their identities and educational background in consulting; and (4) things that they wish they had known when starting their consulting work in the U.S.

The intended audience includes international students and sport psychology professionals who have interest in working in the U.S., as well as American sport psychology professionals who may work with international consultants to form alliances. The audience will have the opportunity to ask the panel questions. Eventually, the audience will understand how cultural background can influence consulting work and take away some practical strategies to work with athletes by understanding the sport and culture contexts in the U.S.

PAN-11

NO ENGLISH? NO PROBLEM! HOW COACHES CAN SUPPORT ATHLETES LEARNING ENGLISH

Fritz Ettl, Butler University, USA;
Brooke Kandel-Cisco, Butler University, USA;
John McCarthy, Boston University, USA;
Val Altieri, Jr., Boston University, USA;
Cristina Fink, Philadelphia Union, USA;
Tanya Bialostozky, Toronto Blue Jays, USA

From youth to elite sport, coaches often work with athletes who are learning English (ALEs). As such, coaches' responsibilities may include interacting with the families of ALEs and navigating linguistic and sociocultural complexities inherent to working with athletes from diverse backgrounds. This panel aims to connect the existing research on immigrant athletes (e.g., Erickson et al., 2007; Schinke et al., 2013; Tirone et al., 2010), to that of English as a Second Language (ESL) classroom teaching practices. Our goal is to help coach developers and coaches in sport and community-based programs in their applied work with ALEs and their families. Furthermore, the provision of linguistically and culturally responsive approaches to coaching ALEs and their families aligns with SHAPE America's (2019) National Coaching Standards 10 & 22 calling for competencies to work with diverse groups of individuals and inclusive practices for all groups.

The panel consists of coach developers, sport psychology professionals, and language educators who work with ALEs and their families in a variety of sport contexts, across age groups, and at various performance levels. They will share insights, strategies, and lessons learned including:

- Strategies, such as “Spanish Thursdays,” employed to engage ALEs in a physical-activity-based youth

development (PABYD) program in a high needs urban school;

- Approaches used to help coaches engage non-English speaking family members (decision-makers) and youth soccer players in an elite academy;
- Resources provided for coaches working with ALEs in a minor league professional baseball organization;
- Language learning tools from ESL educators that help coaches provide “understandable” input and foster improved communication.

The shared insight and guidance from the panelists will offer coaches, coach developers, and sports psychology professionals ideas to integrate into their coaching toolkits. When coaches are better prepared to support ALEs, we posit that improved team cohesion and enhanced performance will follow.

PAN-12

ESTABLISHING APPLIED SPORT PSYCHOLOGY INTO DIVISION 1 COLLEGIATE ATHLETICS

Marc Cormier, University of Kentucky, USA;
Vanessa Shannon, University of Louisville Athletics/Norton Sports Health, USA;
Chelsi Day, Indiana University, USA;
Ian Connole, Dartmouth College / Vision Pursue LLC, USA

Research has consistently demonstrated a need for applied sport psychology (mental health- and performance-related) services in collegiate athletics (Connole et al., 2014; Goodwin, et al., 2018; Wilson et al., 2009; Wrisberg et al., 2012). Yet, it was only recently that the NCAA's five major conferences voted to require schools to make mental health services and resources available for student-athletes, leading some athletic departments to hire a sport psychology professional (SPP) for the first time. Even the most seasoned SPP may encounter unique challenges to establishing an applied sport psychology presence within a department.

Thus, the purpose of this panel is to provide an opportunity to share lessons learned from three SPPs who were hired to develop and establish an applied sport psychology program within their respective Division 1 athletic department. Topics of discussion will include: gaining entry and developing trust, working with administration (Connole et al., 2014) integrating services with and through others (e.g., coaches, athletic trainers, strength coaches) (Zakrajsek, et al., 2016), developing and establishing a vision for your program, destigmatizing sport psychology department-wide, and perhaps most importantly, serving as an advocate for student-athletes. A moderator with years of experience working in Division 1 athletics and an accomplished professional in applied sport psychology will formulate and engage discussion on the above-mentioned topics.

Not only will this panel allow students, early career professionals, and established professionals to gain insight into working within a major Division 1 athletic department, but it will explore the process of building and maintaining a program from the ground up.

PAN-13

TO MENTOR OR NOT TO MENTOR: THE PROCESS AND EXPERIENCE OF MENTORSHIP IN AN APPLIED SETTING

Taryn Morgan, IMG Academy, USA;
Christian Smith, IMG Academy, USA;
Lindsey Hamilton, IMG Academy, USA;
Duncan Simpson, IMG Academy, USA;
Joseph Kennedy, IMG Academy, USA;
Kerry Guest, IMG Academy, USA;
Ryan Ingalls, IMG Academy, USA

Mentorship entails the provision of guidance to develop an individual's skills and is a key cornerstone to becoming a competent practitioner (Cremades & Tashman, 2016). Recently, AASP has focused its efforts on certification, and especially on improving the overall mentorship that potential consultants receive before becoming a CMPC (Certified Mental Performance Consultant). With this, the ability to receive in-depth mentorship becomes an invaluable experience throughout the process of becoming a CMPC. Therefore, this panel will discuss a process for providing mentorship in an applied setting that focuses on developing the “total” consultant. The “total” consultant philosophy focuses on six broad criteria: knowledge, relationships, delivery, organization/management, development and leadership (Mugford, Hesse, & Morgan, 2014). These six criteria will be examined through the lens of both the mentor and the mentee. In addition, the four stages of mentee development, or the mentee maturation process, will also be highlighted. These stages are complete observation, getting your feet wet, taking the lead role, and the autonomous stage (Morgan, Mugford, & Smith, 2016). Each criterion and stage will be reviewed with specific examples highlighted from over ten years of mentorship experience from both the mentor and mentee perspectives. Also, setting mentee's up for success, the process of giving and receiving feedback, focusing on growth, and common successes and challenges will be discussed with various examples and case studies on what works and what doesn't work throughout the stages of learning. Not only will the panel focus on the mentee, but will also provide specific ways to improve as a mentor incorporating a clear process of providing mentorship that will shape the next generation of CMPCs.

PAN-14

SUPPORTING TRANSGENDER ATHLETES

Mac Brown, Keene State College, USA;
Amanda Alexander, Stretch Performance Psychology, LLC - Private Practice, USA;
Michelle Montero, Alchemy Performance Consulting, LLC, USA;
Weston Durham, LifeVesting Group, USA

Sport provides a platform for individuals to participate and compete at various levels. Historically, gender has been used as a dividing factor for who can participate on certain teams in support of “fair play” (Jones, Arcelus, Bouman, & Haycraft, 2017). How do teams, institutions, and governing bodies now approach creating an inclusive and equitable platform for people to perform while also supporting their gender identity? Furthermore, how do we as sports psychologists advocate for their needs at the level of competition as well as personally? Nationally, only 25% of the country have laws against discrimination based on sexual orientation or gender identity/expression (NCAA). In this panel, presenters will provide historical information regarding “fair play” and gender

verification that continue to have an impact on a trans athlete's ability to play on a team or compete. Personal factors such as the experience to transition and continue to compete will also be addressed.

Key learning points for attendees include: a) develop a historical understanding of the impact "fair play" and gender verification in sport has had on transgender athletes; b) increase knowledge of state and federal protections for transgender individuals; c) develop understanding of organizational policies for transgender athletes at the collegiate and Olympic levels; d) provide a case example of a transathlete's experiences, challenges, and ways in which they could be supported.

The panel format will include a psychoeducational overview of information preceding the case presentation. Audience members will have the opportunity to interact with the panel at the end of the presentation through a Q&A discussion section. Attendees will leave with a greater understanding of the challenges that face transathletes at multiple levels of competition (collegiate, Olympic, etc), generally (state and federal laws), and personally (through the case presentation).

PAN-15

AUTHOR CAPACITY BUILDING PANEL FROM THE VANTAGE OF PEER REVIEW JOURNAL EDITORS

Robert Schinke, Laurentian University, Canada;
Bernd Strauss, University of Muenster, Germany;
Nikos Ntoumanis, Curtin University, Australia;
Stephen Mellalieu, Cardiff Metropolitan University, UK

Publishing in peer-reviewed journals is an expectation for all research active academics. Sport and exercise psychology has generated a considerable base of scientific and practical knowledge through a growing number of high quality journals. Our panel members represent journals associated with the Association for Applied Sport Psychology (AASP), The European Federation of Sport Psychologists (FEPSAC), and the International Society of Sport Psychology (ISSP). These panelists have considerable experience as authors and editors of three leading journals: *Psychology of Sport and Exercise*, *Journal of Applied Sport Psychology*, and *International Journal of Sport and Exercise Psychology*. In the proposed panel members will discuss what makes a well-received manuscript within and across the journals they represent. Discussions will focus on the following topics: (a) markers of a systematic and comprehensive presentation of arguments and evidence, as well as technical and tactical pitfalls, for each section of a manuscript; (b) new developments in open science, such as pre-registration and replication, and how sport and exercise psychologists can take advantage of such opportunities (e.g., via making data and material available via the Open Science Framework); and (c) ethical considerations, such as a growing tendency toward piecemeal publications, and how to avoid further questionable practices identified by the panelists. Following the discussion of these points, we will invite the audience for an open exchange on these or other topics of interest. We will stimulate discussion in the form of reflections, comments, and proposed solutions, to seek to further enhance the standards of submitted manuscripts to three journals within the discipline, particularly from inexperienced researchers.

PAN-16

AN ATHLETE IS CRYING IN MY OFFICE, NOW WHAT? MAKING THE CASE FOR EMOTIONAL FIRST AID TRAINING FOR COACHES

Sarah Cook, Pacific University, USA;
Megan Granquist, University of La Verne, USA;
Laura Kenow, Linfield College, USA;
Leslie Podlog, University of Utah, USA;
Tamara Tasker, Pacific University, USA;
Leah Washington, Elon University, USA

Athletes experience mental health conditions at similar rates and subclinical mental health symptoms in the form of life stress at similar or higher rates when compared to the general population (Beable et al., 2017; Gorczynski et al., 2017; NCAA Sports Science Institute (SSI), 2017). Coaches are trained in the management of physical crises through first aid and CPR training but no current training is required of coaches in the management of mental health conditions or subclinical mental health symptoms (NCAA, 2014; NCAASSI, 2017). Preseason training for coaches may include information on how to provide a referral to a counseling center or when an athlete needs to go to a hospital for a mental health condition or crisis (NCAASSI, 2017). However, athletes may not have immediate access to the counseling center and coaches may not have the tools to help an athlete manage until services are received. Sport psychology professionals are uniquely qualified to educate coaches on emotional first aid training for athletes with mental health conditions and subclinical mental health symptoms.

This panel will include five experts and prominent researchers who will provide the rationale for the inclusion of emotional first aid training for coaches and suggestions on the delivery and content to be included in emotional first aid training for coaches. Panelists will: 1) review the literature to support the prevalence of both mental health conditions and subclinical mental health symptoms in athletes, 2) demonstrate the lack of required training for coaches in the area of emotional first aid, 3) describe the process of referral and examine the lack of knowledge and support to manage the gap between initiating the referral and the actual receipt of services for athletes, and 4) provide recommendations for the content and delivery of an emotional first aid training program for coaches.

PAN-17

IT'S COMPLICATED: REAL WORLD CHALLENGES IN THE INTERSECTING WORLDS OF PERFORMANCE AND MENTAL HEALTH

Karen Cogan, USOC, USA; Alexander Cohen, United States Olympic Committee, USA;
Sean McCann, USOC, USA;
Sara Mitchell, United States Olympic Committee, USA;
Lindsay Thornton, USOC, USA

For many years, the field of Sport Psychology has wrestled with the distinctions and overlap between the work of a "Mental Performance Consultant" and the work of a "Clinical and Counseling Psychologist" (Silva, 1989; Gardner 1991). The field has tried to delineate boundaries and characterize what types of environments are appropriate for what type of consultant. However, recent accounts from famous and successful athletes (K. Love 2018, M. Phelps, 2018) have shown there may not always be a clear bright line between "mental skills" and "mental health."

In elite sport, at the biggest moments of an athlete's sport career it is hard to deny that "everything is a performance issue" (McCann, 2013), regardless of whether the issue is on or off the field of play. This panel will address the wide variety of ways that mental health and performance enhancement interact, overlap, and surprise us during the work of applied sport psychology.

In this panel, five full-time sport psychology consultants with one nation's Olympic and Paralympic Committee will discuss the intersection of mental health, sport performance, and the shifting nature of this work through a series of brief case studies. These case examples will include: 1) pure performance relationships that suddenly switch to mental health; 2) Mostly counseling issues until Olympic pressure emphasizes performance issues; 3) A highly successful athlete who wants to work on performance and clinical issues simultaneously; 4) Working with a team when one athlete has a disruptive clinical issue. Strategies and best practices for managing these and other examples of the performance/mental health overlap will be presented and discussed. The case examples will highlight cultural competencies necessary in working with athletes who have mental health issues, and increase awareness of and sensitivity to the issues of mental health in a performance environment.

PAN-18

WHEN MENTAL HEALTH BECOMES THE FOCUS IN OLYMPIC AND PARALYMPIC SPORT

Karen Cogan, USOC, USA;
Karen MacNeill, Canadian Olympic Committee, Canada;
Natalie Durand-Bush, University of Ottawa, Canada;
Sara Mitchell, United States Olympic Committee, Canada

In Olympic and Paralympic competition, the outcomes matter and applied sport psychology services typically focus on optimizing performance outcomes (Gould & Maynard, 2009). When mental illness, emotional trauma, or tragedy occurs, Mental Performance Consultants (MPCs) are often asked to provide interventions or resources to assist athletes, coaches and sport federations in managing athlete mental health and the aftermath of critical incidents in a Games environment (Henriksen, Schinke, Moesch, McCann, Parham, Hvid Larsen, & Terry, 2019). Traditional, mainstream approaches need to be adapted to meet this unique context as the ability for impacted individuals to return to sport needs to be carefully assessed. This international panel consists of MPCs who are responsible for managing the mental health of athletes in their respective countries. Panelists will share the models they have established in their countries for assisting with day-to-day mental health concerns and issues that arise with the increased intensity of the Olympic and Paralympic Games. The benefits of establishing a plan ahead of major events and identifying a lead consultant will be outlined. Panelists will discuss their experiences with developing and deploying crisis intervention approaches in Olympic/Paralympic sport, such as psychological first aid. In addition, they will illustrate how crisis intervention and mental health support was incorporated at the 2018 Winter Olympics, as part of a broader initiative to promote mental health, safety and performance. Panelists will provide examples of challenging incidents they have faced and the process they applied in resolving these crises. The unique challenges of assisting Paralympians with mental health issues and crises will be examined and coordination of care will be addressed. Ethical issues around confidentiality and prioritizing multiple responsibilities will be presented.

The panel will conclude with a discussion of similarities and difference between each country's approaches and the benefits of sharing resources.

PAN-19

PANEL WITHDRAWN

PAN-20

THE BATTLE FOR BALANCE: BUSINESS AND BABIES

Hillary Cauthen, Texas Optimal Performance & Psychological Services, USA;
Angus Mugford, Toronto Blue Jays, USA;
Jessica Bartley, University of Denver, USA;
Eddie O'Connor, Mary Free Bed Sports Rehabilitation, USA

Practitioners in the field of sport psychology are diverse in a variety of ways; educational backgrounds, scope of practice, population, setting, and level of competition, but one area remains consistent among all; the field is a helping profession. Practitioners focus on helping others reach their optimal level of functioning in performance and life. Practitioners are taught to be actively engaged and emotionally present and often demonstrate a strong sense of empathy towards their clients (Sadler-Gerhardt & Stevenson, 2011). Providing such empathetic presence over time can diminish the physical and psychological well-being of a practitioner, which may lead to depletion and burnout (Sadler-Gerhardt & Stevenson, 2011). Burnout is a valid and significant concern that has been studied in detail to assist the practitioner in managing daily demands of the job. One area of consideration that is often avoided is the impact of parenthood on the helping professional. The demands of providing empathy, care, and commitment to others becomes a full-time focus. Practitioners have been trained to focus on self-care and commitment to their personal needs to assist with burnout, but there is limited discussion on assisting the parent in managing professional and personal life balance. Work and family have been viewed as two fundamental domains in people's lives that are interdependent and may pose competing demands (Debeljuh & Jáuregui, 2004; Jiménez & Moyano, 2008). The purpose of this panel is to begin to discuss the vulnerable topic of balancing parenthood in the professional domain. The panel will share their experiences and growth in this domain. Specific focus on ethical considerations, managing expectations, establishing boundaries, and continuation of professional and parenthood excellence.

PAN-21

PEER MENTORING AMONG MENTAL PERFORMANCE CONSULTANTS IN AASP: A TRIBUTE IN MEMORY OF KEN RAVIZZA

David Yukelson, Independent Contractor, USA;
Rick McGuire, University of Missouri, USA;
Richard Gordin, Utah State University, USA;
Ralph Vernacchia, Western Washington University, USA;
Amber Selking, Selking Performance Group, USA;
Cristina Fink, Union Youth Development, USA

Much has been written about the benefits of peer mentoring and peer social support in sport (Bloom, 2013; Bloom, Durand-Bush, Schinke, & Salmela, 1999; Koh et al, 2014;

Mitchell, Evans, Rees, & Hardy, 2011; Rees 2016; Rosenfeld & Richmond, 1997; Waalkes, Yukelson, Hale, & Wheeler, 1999), but less about the reciprocal influence peer mentoring can have among sport psychology professionals, particularly within AASP. Whether it be sharing best practices or offering some form of informational, emotional, or social support to help a colleague in time of need, the value of peer mentoring between professionals and among students has great merit and relevance to members of our organization. As a tribute in memory of Ken Ravizza, a panel of four experienced sport psychology practitioners will share a model of peer mentoring and social support networking that has worked successfully for over 3 decades. Over the years, a small group of mental performance consultants met at remote retreats, share success and failure case studies, collectively brainstorm strategies concerning challenging consulting situations, offered innovative ideas for gaining entry and developing the interpersonal trust of athletes, teams, and coaching staffs. Each panelist will share their knowledge and unique perspectives about getting started, staying connected throughout the year, and the value and sustainability of peer mentoring over time. Panelists will also discuss how the same peer mentoring model was successfully instituted with an Olympic National Governing Body, offering consistent core messaging and continuity in delivery of services to coaches and athletes at training camps and high-performance competitions. The panel discussion will be moderated by a young professional in the field, guiding the panel with relevant questions about the value of peer mentoring and applying concepts discussed to young professionals in the field to help them develop their own collegial peer support group within AASP.

PAN-22

UTILIZING RESEARCH TO GUIDE PRACTICE IN NATIONAL GOVERNING BODIES

Lauren McHenry, University of Tennessee, USA;
Caroline Silby, U.S. Figure Skating, USA;
E. Earlynn Lauer, Western Illinois University, USA;
Larry Lauer, USTA Player Development, USA;
Rebecca Zakrajsek, University of Tennessee, USA

National Governing Bodies (NGBs), often in collaboration with the United States Olympic Committee (USOC), play a central role in the provision of athlete support and coach education within a specific sport (see USOC, 2019). However, scholars have critically challenged practices within NGBs, suggesting that NGB coach certificate programs often involve an “atheoretical patchwork” (pp. 174) of requirements for the singular purpose of fulfilling an NGB’s need to certify coaches (Nelson & Cushion, 2006). Sport psychology professionals can play a critical role in connecting research and theory to coach education and athlete development within NGBs. For example, sport psychology scholars can team up with NGBs to create evidence-based programming to help coaches develop effective relationships with athletes or integrate psychological skills training into practice plans. The purpose of this panel is to highlight how two NGBs have collaborated with sport psychology scholars to employ a research-to-practice approach to coach education and athlete development. The panel will consist of two sport psychology faculty members, one PhD student, and two mental performance consultants (MPC)s employed by an NGB (United States Figure Skating [USFS] and the United States Tennis Association [USTA]).

Specifically, two panel members have utilized research to develop coach education curriculum for USFS, and three panel members have empirically evaluated a psychological skills training program for youth athletes in the USTA. Through facilitated discussion, this panel will address ways in which NGBs and sport psychology professionals may work together to (a) develop evidence-based curriculum for all constituents (e.g., coaches, athletes, parents, officials), (b) empirically inform and evaluate athlete programming, (c) create clear, consistent, coherent messaging around broad topics such as stress management and psychological skills training and (d) create top down and bottom up delivery of evidence-based information. The benefits of collaboration between researchers and practitioners to support NGBs will be emphasized.

PAN-23

SEEKING MENTORSHIP AND SUPERVISION: LESSONS LEARNED FROM A LEGEND

Wesley Sime, University of Nebraska Emeritus, USA;
Douglas Chadwick, Colorado Rockies Baseball Club, USA;
Eric Bean, HigherEchelon, INC, USA;
Angela Fifer, Breakthrough Performance Consulting, USA

Literally hundreds of former students and colleagues have gained inspiration and guidance from Ken Ravizza. The presenters in this session will share their best learning experiences and define what qualities made that possible. The foremost quality in supervision is: service effectiveness, protecting the public, and being gatekeeper for the profession (Bernard & Goodyear, 2014; Falendar, 2014). Examples of personal experiences from the presenters but also by spontaneous audience participation will reveal all. Secondly, Ken was a master at getting his supervisees to: 1) cultivate their own professional identities (Knowles, Gilbourne, Tomlinson, Anderson, 2007; Tod, 2007) and 2) to construct their own model of practice (Van Raalte & Andersen, 2000). Ken did not encourage copying his own style, but insisted on innovation and ingenuity.

Anyone associated with Ken recognized and appreciated how much he cared and how much he sought to give to others in the process of candid discussion. He was not afraid to acknowledge his own occasional failures and mis-steps. Best learning occurs by acknowledging the problems and then seeking appropriate solutions. Ken loved his clients whether they were athletes or coaches and he was a “problem solver”.

Many who learned from Ken were eventually trainers for Wounded Warriors recovering from injury or PTSD which is perhaps his most important contribution. Many AASP members have served along with military colleagues as part of the Army “Ready and Resilient” program (and similar other Navy, Marine and Air Force units) wherein sport psych principles were adapted to the vocabulary that made sense to veterans and soldiers. Subsequently, this effort was so successful that now the sport performance metaphor works also with Special Ops soldiers. The “rest of the story” will be told from the perspective of former students of Ken Ravizza in anecdotal format with humor and emotional details.

PAN-24

WIN AT ALL COSTS? PERSPECTIVES ON THE MENTAL HEALTH OF HIGH PERFORMANCE ATHLETES

*Kristoffer Henriksen, University of Southern Denmark, Denmark;
Robert Schinke, Laurentian University, Canada;
Natalia Stambulova, Halmstad University, Sweden;
Sean McCann, USOC, USA;
Natalie Durand-Bush, University of Ottawa, Canada*

High training loads and performance demands in international competitive sports present potential threats to the mental health of elite, Olympic and professional athletes. Position statements (Moesch et al., 2018; Schinke, Stambulova, Si, & Moore, 2017; Van Slingerland et al., 2018) raised concern over significant levels of mental ill-health among athlete populations. Within a recent consensus statement (Henriksen et al., 2019) a group of experts posited that winning “at any cost” is incompatible with a responsible sport system that values the human behind the performer, and proposed that sport organizations consider mental health as an indicator of their effectiveness.

This panel mirrors the complexity of mental health; it represents different cultural perspectives from Europe, US and Canada, research expertise from complementary perspectives (educational, developmental, ecological, cultural and clinical), and significant applied experience (licensed clinical and sport psychology practitioners working in professional sports and national Olympic programs).

Through a reflective group discussion, the contributors will engage the audience in debate about the meanings of athlete mental health in sport, risk and protective factors, and sport-centered care. From a contextual perspective, they will consider the need for contextually sensitive definitions and assessments, and how not to pathologize normal athlete experiences. From a developmental perspective, they will spur discussion about mental health as a resource and an outcome of athletes’ career development. From an ecological perspective they will discuss how environments can nourish or malnourish athlete mental health. From applied sport psychology and clinical perspectives, they will debate the prevention and treatment of mental health challenges. Recognizing that elite sport can, but sometimes does not, provide fertile ground for human flourishing, the panelists will engage the audience in discussions about how sport organizations can increase mental health literacy among staff and contribute to making elite sport healthier.

POSTERS

Coaching

1

ASSESSING THE IMPACT OF COACHING FEEDBACK STRATEGIES ON THE MOTIVATION AND PERFORMANCE OF ELITE ATHLETES

Zachary Mastrich, Virginia Polytechnic Institute and State University, USA;
E. Scott Geller, Virginia Tech, USA

Research has consistently found that the type of feedback coaches provide their players with has a substantial impact on both the motivation and the performance of these athletes. Further, several studies have found that athletes' motivation predicts sport performance. In order to optimize the performance of their athletes, coaches need to understand how various feedback strategies impact motivation and performance. The present study examined the relationship between coaching feedback, athletes' motivation, and athletic performance from the perspective of self-determination theory. Feedback style was conceptualized in four categories: behavior-based corrective feedback, behavior-based supportive feedback, person-based corrective feedback, and person-based supportive feedback. Athlete motivation was conceptualized as intrinsic and extrinsic. Data are still being collected for this project but the current sample includes 193 current NCAA athletes (53.9% male) from Division I and III colleges and universities. This sample includes 46 golfers, 72 basketball players, and 75 baseball/softball players. All participants completed a survey reporting their perception of their coaches' feedback style and their motivation. The commonly recorded individual performance statistics will be used as the outcome measure. A factor analysis will be conducted to assess the measurement structure of the perceived feedback scale and hierarchical linear modeling will be used to test the relationship between feedback, motivation, and performance because of the nested structure of the data. The findings from this study can inform which types of feedback coaches may wish to use with their athletes to increase motivation and performance and could also impact the way that coaches are trained to provide feedback.

2

CAMP LEADERS' TRAINING: AN EPIC WIN

Karynn Glover, Wayne State University, USA;
E. Whitney Moore, Wayne State University, USA

Achievement goal perspective theory and the caring framework research confirms that leaders creating a high caring, task-involving, and low ego-involving climate can optimize the global experience for each individual (Glover & Fry, 2018; Fry & Moore, 2019). However, the research examining the effects of coaching education programs (CEP) is limited. As part of a larger study, this investigation examined the effects of a leader training session over the course of 3 days of camp. The leaders of this study were volunteer girls (N=162; 14-18 yo) who completed a training program encompassing key features of a caring/task-involving climate

using the acronym EPIC to be an impactful yet simple way to remind leaders of the behaviors they should foster to optimize the global experience for the campers. Camp leaders were invited to complete a survey the first three days of camp to assess how well they perceived they were displaying caring/task-involving (i.e., EPIC) behaviors. It was hypothesized that the leaders' EPIC behaviors would increase over the course of the camp, and that they would be positively predicted by their task goal orientation and negatively by their ego goal orientation. The structural equation model (SEM) including the three EPIC daily reports and two goal orientation constructs passed configural (CFI=.974, TLI=.955, RMSEA=.047, SRMR=.073), weak, and strong measurement invariance, plus homogeneity of variances/covariances. As hypothesized, leaders' perceptions of fostering EPIC behaviors increased significantly from day one to day two (Mdiff=0.83) and three (Mdiff=0.59). Camp leaders' task orientation significantly, positively predicted their ability to display EPIC behaviors (B=0.22, p<.05) each day after controlling for prior day's EPIC behavior reports (B=0.75, p<.001). CEP including follow-up support can increase coaches' reported ability to implement high caring/task-involving behaviors. Plus, the more coaches are task-oriented coaches' the more likely they are to report using behaviors fostering a caring/task-involving climate.

3

EXAMINING ALPINE COACHES' AND ATHLETES' PERCEPTIONS OF ADAPTATIONS TO STRESS IN THE CLASSROOM AND ON THE SLOPES

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Research examining the student-athlete experience highlights a number of factors that can be both sources of stress and/or support. The dual career pathway offers a number of potential positive outcomes including psychological, social, and financial benefits; however, challenges including time management, fatigue, and restricted social activities are well documented. In consideration of the multidimensional student-athlete experience and the numerous factors that influence the complexity of potential stress, a mixed methods research study design was used in the study. First, data collected from surveys completed by 173 elite junior alpine skiers were analyzed to identify the degree to which athletes report experiencing stress associated with specific aspects pertaining to training, life, and organizational factors. These factors were then explored through semi-structured interviews with six coaches at the associated national elite sport schools. Taken collectively, athletes' reports of psychophysiological training stress on the Multidimensional Training Distress Scale were low. Scores on the college student-athletes' life stress scale revealed very low levels of general life stress; although the subscales associated with "performance demand" and "academic requirements" scored marginally higher. Scores on the Organizational Stressor Indicator for Sport Performers indicated low levels of organizational stress. The interviews with coaches elucidated the underlying factors potentially influencing athletes' positive adaptations to stress as they reported programming a number of strategies to reduce negative outcomes. Coaches aimed to teach athletes self-awareness and regulation strategies through the use of the

training diaries and ongoing communication to promote positive adaptation to stress. A number of coaches also worked with sport psychology consultants to optimize athletes' training and study situations. Traditionally, research has noted high levels of stress in student-athletes due to co-occurring demands (school & sport); however, the data in the present study suggests that optimizing support mechanisms across domains can promote positive adaptations to potential sources of stress.

4

EXPLORING THE GAP: DIFFERENCES IN PERCEPTIONS OF MENTAL TOUGHNESS BETWEEN COLLEGIATE ATHLETES AND COACHES

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Mental toughness is a construct that has historically lacked conceptual clarity (Crust, 2007; Gucciardi, 2017; Jones, Hanton, & Connaughton, 2002). Despite this lack of clarity, many coaches, consultants, and sport psychologists attempt to target mental toughness as a way to improve performance (e.g., Clough & Strycharczyk, 2012; Weinberg, Butt, & Culp, 2011). Discrepancies between coaches' and athletes' perceptions of mental toughness and how to develop it may negatively impact communication, cohesion, and performance. In this qualitative study, semi-structured interviews were conducted with 12 collegiate athletes and 7 coaches from a Division III public university in the Northeastern United States. In attempt to capture participants who had enduring relationships with their respective coaches or athletes, transfer students, freshmen, and sophomores were not eligible to participate, nor were coaches who had been at the university for less than four years. The athletes were divided into four groups, two representing women's teams and two representing men's teams, and they participated in three (60-75 minute) group interviews. Coaches participated in one (60-90 minute) individual interview. Interview questions explored participants' ideas and beliefs about what constitutes mental toughness, how to improve or develop mental toughness, and the ways that mental toughness may or may not relate to performance. All participants were explicitly asked about how their perspectives of mental toughness seem to differ from those of their coaches or athletes, and how such differences were perceived to impact performance. The videotaped interviews were transcribed for coding and analysis to generate shared and divergent themes between athletes and coaches. Findings may have implications for those who work with collegiate teams to enable collective and workable goals, strategies, and expectations related to mental toughness, which may help to bridge the gaps between coaches and athletes, and theory and practice.

5

PILOT STUDY TO ENHANCE COACHES' ABILITY TO TEACH RESILIENCE SKILLS IN STUDENT-ATHLETES

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According to Verdine and Kutner (2016), resilience was found to be one of the protective factors leading to increased retention and persistence in students. Researchers have

suggested several ways to improve resilience in university students, including student athletes (Morales, 2014). Coaches have a unique role in being able to help support athlete coping in stressful times, thus improving student athlete psychosocial outcomes (Cosh & Tully, 2015). A qualitative research design was employed to gain rich information on how coaches taught ideas and skills related to resilience. We recruited all spring sport coaches at a Division III university to participate in a three-hour workshop centered on developing resilience in their student athletes. Worksheets, adapted from Kamphoff (2018), included information on reframing thoughts, being all in, empowering emotions, showing gratitude, and idealizing how one wants to be remembered. Coaches were instructed to use the worksheets as they needed and fit within their coaching style. After completion of their season, three coaches participated in individual, semi-structured interviews (Patton, 2002) assessing how they implemented information in the worksheets and their perceptions of student athlete resilience skills. Results indicated information in the worksheets helped coaches teach student athletes how to manage emotions more productively, how to persevere through adversity over time, and how to be grateful for opportunities. This pilot study supported the need for specialized coach education programs within the Division III collegiate setting, not just at the most elite levels. The larger project aims to use information gathered in the pilot study to inform researchers of ways to improve the workshop in the future. This coach education opportunity will be open for all coaches within, and hopefully, outside the university.

6

QUALITATIVE ANALYSIS TO UNDERSTAND MOTIVATIONAL SOURCES IN MASTER-DISCIPLE RELATIONSHIP OF A MARTIAL ART

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The martial art training environment is quite unique compared to that of competitive sports. One of the remarkable features is self-directed learning, in which a pupil proactively emulates the master's skills to develop his or her martial art skills. Martial arts practice is considered as a life-long practice, and experienced martial art practitioners who are certified to a higher rank invest enormous time of training due to the promotion system in martial arts (Cynarski, Sieber, Kudlacz, & Telesz, 2015). To become an experienced martial artist, motivation to continuous engagement in training is crucial. Therefore, this study aims to understand motivational resources used by one martial artist to achieve continuous engagement in martial arts practice. A single-subject case study analyzes the martial arts experiences of a 58-year-old Caucasian martial artist who has continuously engaged in his martial arts (judo and karate) practice for 41 years. Questions in a semi-structured interview correspond to Zimmerman's self-regulation model (Zimmerman, 2013). Content analysis (Hsieh & Shannon, 2005) categorized the participant's experiences into four motivational sources in developmental stages of self-regulation (vicarious reinforcement, direct/social reinforcement, self-reinforcement, and self-efficacy beliefs). This study reveals that the master of the participant is an influential and motivational source for the participant to continuously practice martial arts. In particular, the master is the role model that inspired the participant to emulate his master's martial arts skills, behaviors, and thoughts to life events.

7

THE DARK SIDE OF GRIT: CAN PART-TIME COACHES BURN OUT TOO?

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Coach burnout, an enduring experiential syndrome characterized by emotional and physical exhaustion, is most often conceptualized as a response to chronic stress (e.g., Altfeld & Kellman, 2015). However, multiple psycho-socio-environmental influences on the development of coach burnout have been highlighted, and burnout explored from several perspectives including self-determined motivation and workload (Bentzen, Lemyre, & Kentta, 2016), work-home interference (Lundkvist, Gustafsson, Davis, & Hassmen, 2016), and commitment (Raedeke, 2004). Grit is defined as trait-level perseverance and passion for long-term goals (Duckworth & Quinn, 2009), and has been linked with a number of positive outcomes including sport-specific engagement and life satisfaction (Larkin, O'Connor, & Williams, 2016; Martin, Byrd, Watts, & Dent, 2015). Grit is unequivocally described in the literature as a desirable trait, yet coaching research is replete with examples of the association between working too hard for too long and burnout. For example, coaches who persevere in an environment of continuing stress, lack of leader support, role-overload, and low-autonomy are more likely to experience burnout and associated consequences such as ruminative thoughts (Donahue et al., 2012), sleep disturbance, and withdrawal from sport (Olusoga & Kenttä, 2017). This study examined the roles of grit and commitment on the development of burnout in part-time coaches over a six-month period. With institutional ethics approval, 32 part-time coaches completed an online questionnaire (demographics; GRIT-S; Commitment Determinants; Coach Burnout Questionnaire) at three-time points. Cluster analysis revealed three coach profiles (high grit/entrapped; low grit/entrapped; high grit/attracted). Findings indicated that coaches with high levels of grit and characteristics of entrapment reported significantly higher levels of exhaustion, which increased over time. These findings have implications for coach wellbeing initiatives and interventions, and suggest that 'showing grit' in the face of unabating stress might not be the best solution for long term health and wellbeing.

8

THE RIPPLE EFFECT: HOW A HIGH SCHOOL CROSS COUNTRY TEAM BUILD A CULTURE OF LOVE THROUGH TEAM JOURNALS

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Research shows that the underlying meanings around exercise can have a profound impact on individuals' exercising experiences (Busanich, McGannon & Schinke, 2012, 2014, 2016). Through a social constructionist theoretical perspective and narrative inquiry methodology, we sought to explore a high school cross country team's running journals that were collected from 1992-1999 in order to identify how the underlying meanings around exercise/running impact the exercise experiences in youth sport. Ten team journals over the course of nine years, each containing close to 150 separate entries, were transcribed and analyzed using

narrative thematic analysis. Our results demonstrated that a predominant non-performance narrative (Douglas & Carless, 2009) was woven through their journal entries, propelled by the head coach of the team. In line with previous narrative research (Busanich et al., 2012, 2014, 2016; Douglas & Carless, 2009), this non-performance narrative allowed the runners to frame more positive exercising experiences and develop a greater love for their sport, one another, and for themselves. This love translated to more positive sport outcomes that included: personal growth, greater individual and team success, and intrinsic joy associated with exercise. The team journals also became a platform for the high school athletes to be emotionally honest, connect with others, feel safe, and grow as individuals. The message from the head coach was one of mental strength, perseverance, and resilience, and it was that voice of leadership that set the tone of the team and impacted these runners as more than just athletes but as individuals. Implications for sport psychology practice include: 1) emphasizing process over outcome, 2) using language that is consistent with a non-performance narrative, 3) working with head coaches and team leaders to develop consistent messaging, 4) using journals to promote self-discovery and team bonding, and 5) incorporating the message of love into your practice.

9

TRUST IN TECHNOLOGY AND TRUST IN COACH – EXAMINING TRUST TRANSFER EFFECTS OF DIGITAL TRAINING TECHNOLOGIES IN THE COACH-ATHLETE RELATIONSHIP

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Trust is an essential part of the coach-athlete relationship and depends partly on good communication (Jowett, 2007; Zhang & Chelladurai, 2012). With new technologies (e.g., apps, tablets) emerging, many coaches are using these to better connect and communicate with their athletes. Yet, little is known about how this influences the development of trust in coach. The current study examines this question. Using a vignette design, the influence of perceived trustworthiness of a technology (McKnight et al., 2011) on the perceived trustworthiness of coach (Mayer, et al., 1995) is examined. For each of the trust in technology antecedents functionality, reliability and help-function a vignette was constructed describing both a high and low condition. Overall, there were eight possible vignette combinations of the three antecedents. Trust in coach was assessed at three measurement times: t1 as baseline without prior technology presentation, t2 as the vignette combination wherein all three antecedents are described as high (control), and t3 as the experimental condition wherein either one, two or all three antecedents are described as low. Overall N = 165 participants took part in the online study and were randomly sorted into one of the seven vignette combinations at t3. The results of the repeated measure ANOVA indicate that the trust in technology manipulation significantly impacted the perception of coach's trustworthiness ($F(1.35,208.5) = 52.98, p < .05, \eta^2 = 0.26$). However, the main effect of the between-subjects manipulation, i.e. the manipulation of how many and which antecedent was described as low, showed no effect ($F(6,154) = 0.35, p = .91$). Overall, the results indicate that the perception of coach's trustworthiness suffered detrimental effects through untrustworthy technology. Therefore, it is

important for coaches implementing technologies into their coach-athlete relationship to bear this in mind. The results are discussed considering their possible practical and theoretical implications.

10

WHAT DOES IT MEAN TO INSPIRE? A CONTENT ANALYSIS OF INSPIRING COACHES FROM A NATIONAL COMPETITION

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Sport and performance contexts provide venues for the human body to test itself against limits, obstacles, and opponents. Within these contexts, extraordinary performances often elicit the experience of inspiration by what someone accomplished or demonstrated as possible beyond mundane or everyday occurrences. Inspiration is defined as a phenomenon that implies motivation, is evoked from an individual, and musters a sense of transcendence of an individual's current ability level (Thrash & Elliot, 2003; 2004). The experience of inspiration is powerful as many athletes anecdotally refer to inspiration as an influencer of their peak performances. Within the context of sport, inspiration has received little attention. In an early study on inspiration, Gonzalez and Metzler (2011) examined inspiration in the form of a simulated speech from a coach and found inspiration to elicit emotion but not influence situational motivation. More recently, Figgins and colleagues (2016) found that leaders are a source of inspiration and that certain behaviors can influence an athlete's confidence, motivation, and behavior in a positive manner. Given the implication in both of these studies that coaches have an influence in eliciting inspiration, more research should investigate what coaches do to inspire athletes since coaches are a significant influencer in the sport and performance experience. The purpose of this study was to conduct a content thematic analysis on contest entries for a nationwide inspiring coaches competition run by a major running shoe brand held in the United States to determine what individuals see as inspiring behaviors. The contest received nominations for 305 coaches with coaching experience averaging 11.5 years. The resulting dataset exceeded 1,500 pages. Three main themes emerged: elevating motivation, encouraging transcendence, and evoking strong emotions. The specific behaviors in these themes and application of how consultants can assess inspirational behaviors will be discussed.

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11

ACHIEVEMENT MOTIVATION AND GRIT AMONG COLLEGIATE ATHLETES

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Grit, or passion and perseverance for long-term goals, has almost exclusively been examined as a predictor of performance outcomes, and thus little is known about the psychosocial factors that may contribute to its development

(Duckworth et al., 2007). Researchers, however, have suggested that Achievement Motivation Theory (AMT; Ames, 1992; Nicholls, 1984) provides a framework for examining grit's development. Based within AMT, we examined the direct and indirect associations of the perceived coach-created motivational climate, athletes' mindset, and athletes' goal orientation in relation to their levels of grit. Five hundred twenty-three college student-athletes (male = 246, female = 277) drawn from five institutions across the south-central and southeast areas of the United States completed self-report measures assessing the previously described constructs. Using SEM, we tested a model that linked the AMT constructs along two pathways to grit: (1) mastery-incremental and (2) ego-entirety. The measurement model fit the data well (SRMR = .055; CFI = .938; RMSEA = .067) and demonstrated invariance across the male and female athletes. The structural model demonstrated adequate fit (SRMR = .088; CFI = .918; RMSEA = .068). As hypothesized, the variance in grit scores ($R^2 = .65$) was explained solely by the variables in the mastery-incremental pathways; all direct and indirect relationships among these variables were significant. Also as hypothesized, the direct and indirect effects of the variables in the ego-entirety pathways did not extend to grit, and the direct path from entity theory to ego goal orientation and the indirect path from ego-involving climate to ego goal orientation through entity theory were not significant. Our results indicate that AMT constructs, specifically those related to mastery and growth, were significant in their relationship to athletes' grit. Future research may adopt a longitudinal methodology to examine how these constructs may contribute to grit's development over time.

12

ANXIETY AND SELF-EFFICACY IN PRACTICE AND COMPETITION FOR COLLEGIATE SWIMMERS

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Although the relationship between anxiety and swimming performance is typically measured in a meet or race context (Hunt, 1981; Burton, 1988; Mabweazara, Leach, & Andrews, 2016), swimmers may benefit from evaluating the relationship between psychological factors and performance in both practice and competition settings. The purpose of this study was to compare practice anxiety to competition anxiety in collegiate swimmers, in addition to evaluating the influence of self-efficacy (an individual's belief in their capability to succeed in their sport) in both practice and competition performance settings. Thirteen female Division I collegiate swimmers completed cognitive anxiety, somatic anxiety, and confidence subscales of the Competitive State Anxiety Inventory-2 (CSAI-2, Martens, et al., 1990) as well as a sport-specific self-efficacy inventory (Bandura, 1977; Shelangoski, 2013) one hour before an intercollegiate swim meet and one hour prior to a swim practice with timed events. Performance was measured by meeting or failing to meet an assigned goal time based on prior performance. Repeated measures comparisons showed that somatic anxiety was lower in practice compared to competition, but there was no significant difference in level of cognitive anxiety between practice and competition. Confidence and self-efficacy were also both significantly higher in practice compared to competition. Although it was expected that anxiety would be related to failure to meet goal times, there was no relationship between anxiety and performance. However, swimmers

with high self-efficacy were more likely to meet goal times in competition compared to swimmers with lower reported self-efficacy. The results suggest that although anxiety might be uncomfortable for a swimmer, it might have little impact on performance. Psychological skills interventions aimed at replicating practice-like self-efficacy might be more impactful in improving performance in competition settings.

13

BODY DISSATISFACTION, SELF-EFFICACY AND TRAIT SELF-CONTROL IN NCAA ATHLETES

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Athletes face a significantly higher risk of developing clinical eating disorders compared to nonathletes (Petrie & Greenleaf, 2007; Sundgot-Borgen & Klugland Torstveit, 2004). One risk factor for the development of eating disorders is body dissatisfaction, which is when an individual has a subjective, negative view of their physical body (Stice & Shaw, 2002). Researchers in the field are calling for future research to examine factors that can be modified and strengthened through targeted interventions. Two such factors are self-efficacy and trait self-control. Self-efficacy is the belief in one's ability to organize the necessary steps to achieve desired goals (Bandura, 1997). Trait self-control is the enduring ability to interrupt undesired behavioral tendencies and resist acting upon them (Baumeister, Vohs & Tice, 2007). The purpose of this study was to examine the relationship between body dissatisfaction, self-efficacy and trait self-control. One hundred and five NCAA division I and division II athletes completed an online questionnaire containing demographic information and measures for body dissatisfaction, self-efficacy and trait self-control. Pearson correlations found a significant positive relationship between trait self-control and self-efficacy. Significant negative relationships were found between body dissatisfaction and trait self-control and body dissatisfaction and self-efficacy. Additionally, two separate one-way ANOVAs were run assessing the effect of sex and division on body dissatisfaction, self-efficacy and trait self-control. Female athletes were found to have higher amounts of body dissatisfaction than male athletes and athletes in division II schools also had more body dissatisfaction than those in division I schools. Future research should examine differences in the sporting environment as well as instrumentation that better satisfies the needs of male and female athletes.

14

COLLEGIATE STUDENT-ATHLETES' PERCEPTIONS OF SOCIAL SUPPORT

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To adequately cope with stressors of college, a dependable social support network is necessary (e.g., Merianos, Nabors, Vidourek, & King, 2013). Being a student-athlete can also act as a stressor, thus previous research has focused on athletes' perceptions of social support availability (Adams, Coffee, & Lavallee, 2015). The purpose of this study was to identify the

sources of social support and satisfaction with that support among collegiate student-athletes. Division I student-athletes (N = 203; male n = 101; female n = 102; M/SD age 4.77/2.31), completed the Social Support Questionnaire-3 (SSQ-3; Sarason, Sarason, Shearin, & Pierce, 1987). The sample represented the following sports: soccer (n = 49; 24.1%), baseball (n = 22; 10.8%), basketball (n = 17; 16.0%), cross country (n = 15; 14.3%), volleyball (n = 13; 6.4%), and tennis (n = 6; 3.0%). A multiple response frequency analysis was conducted to analyze the sources of social support provided by the sample. Individually, a total of 5,798 sources were identified. Sources were categorized into groups of which parents (1,832; 31.6%), friends (1,686; 29.1%), and siblings (990; 9.9%) were among the most reported. Results revealed the mean number of sources per participant (M/SD 4.77/2.31) and mean satisfaction score to be high (M/SD 5.48/1.07). These findings accompany previous research suggesting collegiate athletes' frequently rely on their parents as sources of social support (Adams et al., 2015). From a University athletics stand point, it appears events such as "family weekends," could foster relationships in which this type of support network can grow. Such relationships can act as healthy coping resources for athletes in stressful situations (Mitchell, Evans, Rees, & Hardy, 2013).

15

COMPARISON OF FLOW STATE BETWEEN MEN'S AND WOMEN'S DIVISION I BASKETBALL TEAMS

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Introduction: The state of flow is an optimal psychological state characterized by complete task immersion and positive experiential experiences (e.g., freedom from self-consciousness), which is associated with peak performance. Flow is commonly characterized by nine components such as merging of action and awareness, transformation of time, and loss of self-consciousness (Jackson, Eklund, & Martin, 2010). When an athlete is in a flow state, their performance ability purportedly flows more naturally and they are less likely to make mistakes. Methods: NCAA Division I Men's (n=14) and Women's (n=13) basketball players completed the Flow State Scale-2 questionnaire to assess dispositional flow, or the frequency with which flow is experienced across time, as well as state flow, which is the extent to which flow is experienced in a particular event or performance (Jackson, 1995). Results: A one-way analysis of variance (ANOVA) failed to reveal significant differences in total flow state scores between DI men's and women's basketball teams, $F(1, 25) = .379, p = .544$. However, additionally analyses indicated significant differences at the subscale level between the two teams. Discussion: Pre-liminary results indicate that there was no significant differences in total flow state scores for men's and women's basketball teams. Independent t-tests were conducted and indicate that men' and women's basketball teams differ significantly on items of action awareness, transformation of time, and loss of self-consciousness. These findings suggest relevant and differential domains of flow state to address when working with men and women collegiate student-athletes.

16

DOES COOPERATIVE LEARNING ACTIVITY IMPROVE SELF-REGULATED LEARNING? AN INTERVENTION FOR COLLEGIATE GYMNASTS

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Self-regulated learning, which is a skill that can be improved, is known to play a role in athletic performance. It is also known to be enhanced by social and environmental feedback (Zimmerman & Moylan, 2009). However, there is no unified perspective on how to introduce self-regulated learning to sports setting (Crew et al., 2001). The cooperative learning activity is a pedagogical method (Johnson, Johnson & Holubec, 1993) that is reportedly effective for teaching self-regulated learning (Rohrbeck et al., 2003). However, few studies have investigated cooperative learning in collegiate student-athletes. Therefore, we examined if cooperative learning could improve self-regulated learning in collegiate gymnasts. Collegiate male gymnasts (N=15, Age range 19 to 21 years) completed a single 70-minute session of cooperative learning activity. The participants also responded to the Self Regulation of Learning in Sports Scale (Ikudome, 2017) just before and a week after the cooperative learning session to evaluate their level of self-regulated learning skills in sports settings. Results indicated no overall statistically significant differences in learning skills before and after the intervention. The results of an ANOVA indicated a significant difference in effort between first-year and second-year students after the intervention compared to before the intervention ($f(2,12)=3.56, p<.10$). Many prior studies have reported that practice improves when unskilled subjects learn the perspective of self-regulated learning (Kitsantas & Zimmerman, 2002). However, the cooperative learning task used in this study might not have been effective, because it was directed at voluntarily learning from teammates rather than teaching the cooperative learning perspective. Moreover, the self-observations of the participants indicated that collegiate student-athletes fit to conduct cooperative learning in a short time. Furthermore, some athletes commented that their sports practice changed because of the session. As a result, it is considered meaningful to conduct long term cooperative learning training in future studies.

17

EMBEDDING MENTAL SKILLS TRAINING INTO A STRENGTH AND CONDITIONING ENVIRONMENT

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Providing mental training services within a collegiate department with a large number of athletes can create capacity issues for mental training coaches. The use of activity-based and experiential hands-on mental skills exercises in a variety of environments has been done in the past with success (e.g., Sinclair & Sinclair, 1994; Visek, et al., 2013; Weinberg et al., 2016) and athletes tend to prefer practical hands-on training when learning mental skills (Hellstedt, 1987). The mental training coaches at this collegiate department created a 'mental skills station' that features fun and competitive mental skills games and challenges designed to provide services for

a large number of athletes within a strength and conditioning environment. The purposes of this weekly station were to: (a) increase athlete awareness of mental training skills, services, and resources, and (b) increase trust and rapport between athletes, mental enhancement coaches, and other members of the Integrated Support Team. Creating interactive and engaging challenges for athletes to participate in is one delivery mechanism used to teach and discuss a variety of mental skills such as self-talk, imagery, and activation control (e.g., Visek, et al., 2013). This poster will outline some of the creative ways that mental training can be done in a strength and conditioning environment where athletes actually apply mental skills such that it may be more likely that they will transfer into competition (Weinberg et al., 2016).

18

EXAMINATION OF STUDENT-ATHLETES' DEVELOPMENTAL TRANSITION FROM YOUTH SPORT TO COLLEGE SPORT

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Anthony Amorose, Illinois State University, USA

The majority of research in developmental sport psychology has targeted the youth and adolescent age groups (aged five to 18) and has tended to avoid athletes in organized and highly competitive environment such as major college athletics (Gould et al., 2011). The transition from high school to college brings many challenges. Academically and socially, students encounter increased course rigor, decreased in-class time, and adjustment to new social groups. Additionally, student-athletes encounter scrutiny from the public, extensive time commitments, and physical and mental demands as they combine athletic and academic pursuits (Carodine et al., 2001). The purpose of this study was to explore student-athletes' perspectives of the developmental transition from youth sport to collegiate sport, from a psychosocial perspective. An interpretivist, narrative approach was used (Sparkes & Smith, 2009) with thirteen student-athletes pictorializing a developmental timeline and responding to questions from a semi-structured interview guide. Thematic narrative analysis revealed that psychosocial development occurred through, and as a result of specific experiences and challenges during the transition from high school to college. Common themes of developmental experiences (e.g., recruitment from coaches; conflict with coaches; peer pressure) and psychosocial development (e.g., growth mindset; seeking support; leading by example) will be shared along with unique individual narratives. Overall, the findings revealed that emerging-adulthood within a collegiate-athletic context is especially challenging (Arnett, 2000). Additionally, throughout the adversity being experienced during the transition, student-athletes sought external resources and support in addition to implicitly developing psychological skills for sport and life. Practical recommendations will be provided to help administrators, coaches, parents and student-athletes develop resources to navigate the inherent and unique challenges, and to cultivate supportive networks for student-athletes to not only survive, but thrive during the transition into collegiate sports and life.

19

EXAMINING RECOVERY EXPERIENCE PREDICTORS OF NATIONAL COLLEGIATE ATHLETIC ASSOCIATION ATHLETIC TRAINERS' STRESS

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Applied sport psychology researchers have dedicated attention toward examination of stress-recovery balance among performance professionals surrounding the athlete, including coaches (Altfeld et al., 2015; Kelly et al., 2018) and sport psychologists (Quartiroli et al., 2018; Poczwardowski, 2017). Their findings are consistent with those from the occupational health literature, which suggest that professionals' recovery experiences (i.e., psychological detachment, mastery, control, relaxation) may reduce stress and improve work performance (Sonnetag et al., 2017). No research to date has been conducted to examine recovery experiences among athletic trainers (ATs), despite their high volume of direct contact hours with athletes (Clement & Arvinen-Barrow, 2013) and susceptibility to work stress (Kahanov & Eberman, 2011; Kania et al., 2009). As such, the purpose of the current study was to determine whether recovery experiences are significant predictors of stress among National Collegiate Athletic Association (NCAA) ATs. It was hypothesized that factors of recovery experience would be significant, negative predictors of stress. Participants consisted of 144 ATs (49.3 % male, 50.7% female) who completed study measures through an online survey platform. To assess recovery experience, the Recovery Experience Questionnaire (Sonnetag & Fritz, 2007) was administered. To assess stress, the Perceived Stress Scale (Cohen & Williamson, 1988) was administered. To test the hypothesis, a multiple regression analysis was performed ($\alpha = 0.05$). Results revealed a significant prediction model, $F(4, 139) = 6.275, p < 0.001, Adj. R^2 = 0.129, SEE = 5.382$. Psychological detachment ($\beta = -0.286, p = 0.002$) and control ($\beta = -0.234, p = 0.020$) were significant predictors of stress. Results indicate that NCAA ATs' ability to psychologically detach from work and exercise autonomy during non-work time may facilitate stress reduction. Sport psychology professionals working with ATs might consider providing education about the importance of occupational recovery for managing stress.

20

EXAMINING THE LONGITUDINAL RELATIONSHIP BETWEEN GRIT AND WELL-BEING IN UK STUDENT-ATHLETES

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Grit has been operationalized as a higher-order personality construct that represents perseverance of effort and consistency of interest in striving towards long term goals (Duckworth, Peterson, Matthews, & Kelly, 2007). Although statistical relationships with well-being have been reported on the basis of a person's overall grit, evidence suggests that the lower-order facets of grit may be better predictors of well-being (Credé, Tynan, & Harms, 2017). However, the contribution of grit facets has not been examined longitudinally, and, in the context of student-athletes who are required to

manage a series of transitions during the course of their studies. This study examines the longitudinal relationships between grit facets, emotional exhaustion, engagement and affect in student-athletes. Following institutional ethics approval, 126 UK-based student-athletes (77 males, 49 females, M age = 19.67, $SD = 1.31$) completed an online questionnaire assessing grit (Duckworth & Quinn, 2009), emotional exhaustion, momentary engagement and affect at the beginning of the academic year. In a 12-month follow-up, 68 of these participants (41 males, 27 females, M age 19.53, $SD = 1.19$) completed the online questionnaire again. Multiple regression analysis revealed inverse relationships between consistency of interest (time 1), emotional exhaustion ($b = -0.60, 95\% CI [-1.01, -0.20], t = -2.98, p < 0.01, r\text{-squared} = .12$), and momentary negative affect ($b = -0.50, 95\% CI [-0.79, -0.22], t = -3.57, p < 0.001, r\text{-squared} = .17$) at time 2 respectively. Additionally, perseverance of effort (time 1) was associated with momentary engagement in studies at time 2 ($b = 0.71, 95\% CI [0.29, 1.13], t = 3.37, p < 0.001, r\text{-squared} = .17$). The findings highlight the need for sustained education on the benefits of remaining committed towards one's interests in spite of setbacks, to facilitate a greater sense of mastery and well-being in the future.

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EXPLORING THE USE OF PERFORMANCE STRATEGIES IN DIVISION 1 ATHLETES

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The Test of Performance Strategies (TOPS) is a self-report measure that assesses the extent to which athletes utilize psychological techniques, (e.g., relaxation, goal setting, imagery, activation, self-talk) skills, (e.g., emotional control, attentional control, and automaticity) as well as engage in negative thinking during practice or competition (Hardy, Roberts, Thomas, & Murphy, 2010). The purpose of our study was to explore the use of performance strategies identified by the TOPS among a sample of Division I student-athletes and to compare the results to published normative TOPS data (e.g., Hardy et al., 2010). Student-athletes' scores were further examined across gender, sport type, and collegiate year. Division I student-athletes ($N = 254; Mage = 19.5; 50.8\%$ female; 49.2% male) at a Midwestern university completed the 64-item Test of Performance Strategies-2 (Hardy et al., 2010). Group comparisons were conducted using a Bonferroni adjusted alpha level of .003 (.05/16). Compared to normative TOPS data, z-scores of the current sample reported utilizing more performance strategies during practice and less performance strategies in competition, however, mean differences across all subscales lacked statistical significance. Similarly, an independent samples t-test demonstrated no statistically significant mean differences in TOPS scores across gender, and one-way Analyses of Variance (ANOVAs) lacked statistically significant mean differences among sport type and collegiate year. The lack of statistical significance among current and normative data suggests that the student-athletes sampled utilize performance strategies to the same extent as student-athletes previously studied. Results also suggest that gender, sport, and collegiate year are unrelated to performance strategy utilization. From an applied perspective, the TOPS can

identify performance strategies employed in sport, and thus, discriminate between more and less successful athletes (Hardy et al., 2010). Sport psychology professionals that implement psychological skills training programs (PSTs) may benefit from utilizing the TOPS as an assessment tool (Hardy et al., 2010).

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IMPACTS OF ATHLETIC IDENTITY AND CAREER RESOURCES ON JOB SEARCHING IN COLLEGE STUDENT-ATHLETES: THE MEDIATION OF EMPLOYABILITY

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Few studies have explored the factors influencing the process of future job searching in college student-athletes. Purpose: Based on the job-demands resources model (JD-R), this study examined how perceived employability would mediate the relationships between personal and external resources and college student-athletes' job searching behaviors. Additionally, the moderating role of athletic identity was investigated among the above relationships. Methods: Two hundred and seven college student-athletes (111 males, 96 females, age = 20.42 years) were recruited to complete a battery of questionnaires regarding personal sport experience, college career resources, athletic identity, perceived employability, and job search behaviors. Results: The results supported the factor structures of all the measures based on the indices of model fit using the confirmatory factor analysis. The relationships were found to be positive among athletic identity, athlete-specific advantages to future job, and utilizations of college career resources. However, the structural equation modeling indicated that, for those student-athletes who had a lower level of athletic identity, perceived employability would be more likely to mediate the influences of college resources and sport experience on job search behaviors, compared to those who had a higher level of athletic identity. Conclusion: Given that athletes with higher athletic-identity are more likely to rely on school and personal resources, they are unable to effectively utilize these resources to enhance their employability. Therefore, high levels of athletic identity may interfere the process of future job searching among college student-athletes. Through the findings of this study, the authorities will gain information on how to develop appropriate policies or strategies for college student-athletes to deal with their career transition out of sport.

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INFLUENCES OF GENDER AND TYPE OF SPORT ON SOURCES OF SPORTS CONFIDENCE

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Introduction: Confidence is often cited as one of the most important influences on sport performance (e.g., Woodman & Hardy, 2003). Determining factors influencing sources of

sport confidence (SSCs) will help maximize the confidence and performance of different athletes. Previous research suggests that gender (Vealey et al., 1998) and type of sport (individual or team; Kingston et al., 2010) might influence SSCs. This study investigated these variables in NCAA Division I student-athletes.

Methods: 104 NCAA Division I men and women's soccer players and track and field/cross-country (TFXC) student-athletes completed the Sources of Sports Confidence Questionnaire (Vealey et al., 1998) to assess how SSCs differed across gender and type of sport. Results: A MANOVA revealed that gender had a significant overall impact on the nine SSCs ($p < .05$) while type of sport (individual vs team) did not ($p = 0.54$). The overall interaction of sport type and gender was also significant ($p < .05$). Follow-up ANOVAs indicate gender significantly impacted social support (men=5.09, women=5.69), situational favorableness (men=3.65, women=3.06), and vicarious experience (men=4.95, women=4.60) while type of sport significantly influenced mastery (soccer=5.52, TFXC=4.98) and coaches' leadership (soccer=5.52, TFXC=5.23; all p -values $< .05$). The interaction between type of sport and gender was significant for physical self-presentation, coaches' leadership, vicarious experience, environmental comfort, and situational favorableness (all p -values $< .05$).

Discussion: Gender significantly influenced three out of the nine measured facets of sport confidence while type of sport (individual or team) significantly influenced two sources. The interaction between gender and sport was significant for five sources, suggesting it is important to consider both of these variables (and how they interact) when identifying what sources of confidence are most impactful for athletes. These findings could have implications for professional practice and coaching. For example, when working with female athletes it may be beneficial to focus on increasing social support and team connection.

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MENTAL TOUGHNESS OF NCAA DIVISION 1 COACHES

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Mental toughness research has been a hot topic over the past 15-20 years. However, most of the studies have involved athletes and thus the purpose of the present investigation was to explore the mental toughness of NCAA Division I coaches. Purposive sampling was used to recruit coaches, which was followed up by snowball sampling until saturation was reached. This resulted in a sample of 13 male and female NCAA coaches from a variety of sports with 9-32 years of experience. Coaches self-identified as mentally tough or were seen as mentally tough by other coaches and all attempted to build mental toughness in their athletes. A semi-structured interview guide was developed based on the extant research on mental toughness in sport. Data were analyzed using a process of thematic analysis and triangulation. Each team member independently read each interview transcript multiple times, "marking" critical slices or segments of each interview, which then were given an in vivo code and finally developed into sub-themes and themes by the research team (Creswell

& Poth, 2017). These final themes attempted to answer the central research question, What does it mean to be a mentally tough coach in Division I collegiate sport today? Results revealed the following themes regarding mentally tough coaches : (a) emotional control – they were able to moderate and regulate their emotions , (b) philosophy/way of thinking –they had a philosophy that included confidence consistency and a focus on athlete development , (c) behaviors/actions, they exhibited poise, fairness, control and persistence and (d) contexts of collegiate sport –they understood their context (e.g., media, recruitment, social media). These results have important implications for collegiate coaches as they highlight some of the ways that mentally tough coaches think as well as specific actions that they take, understanding the context in which they work.

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PERSONALITY AND TRAIT SELF-HANDICAPPING IN RUGBY AND VOLLEYBALL COLLEGE CLUB ATHLETES

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Some athletes may use self-handicapping strategies when they fear failure for an upcoming, evaluative event (Berger & Tobar, in press; Finez et al. 2012). According to Self-Presentation Theory, self-handicapping provides a plausible explanation for potential failure that allows athletes to control how they are perceived by other people (Leary, 1992). The link between self-presentation and personality has been reported among non-athletes (Twomey & O'Reilly, 2017). The purpose of this study was to examine the relationship between Big Five personality traits and trait self-handicapping in college club athletes. Data were collected from rugby (12 females, 28 males) and volleyball (15 females, 12 males) club athletes at a D-I university in the Midwest. Participants completed the Self-Handicapping Scale and Big Five Inventory. Factorial ANOVA and MANOVA were used to examine gender and sport differences for trait self-handicapping (SH) and personality [extraversion (E), negative emotionality (NE), conscientiousness (C), agreeableness (A), open-mindedness (OM)]. Pearson correlations were used to identify personality traits related ($p < .10$) to SH, and these traits were included in a stepwise multiple regression to predict SH. Results showed that SH and personality did not differ by gender or sport (p 's $> .05$). Thus, data were collapsed across gender and sport for subsequent analyses. SH was correlated with NE ($r = .62, p < .001$) and C ($r = -.47, p < .001$). Both variables significantly contributed to the overall model predicting SH [$R = .69, p < .001$]. In conclusion, negative emotionality and conscientiousness were strongly related to self-handicapping. Sport psychology consultants should consider assessing personality and monitoring self-handicapping among athletes, especially those prone to experiencing distress and being less vigilant before competition. Employing such an intervention has the potential to improve performance and subjective well-being in athletes.

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PRE-COMPETITIVE STATE ANXIETY OF NIGERIAN COLLEGE ATHLETES

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This is a preliminary survey aimed at providing baseline data for researchers as well as practitioners, on the pre – competitive state anxiety levels of college athletes with gender as a moderating variable. Participants were athletes (85 males and 81 females, mean age = 21 years, SD = .27) who had participated in Nigeria Colleges of Education Games (NICEGA). The Competitive State Anxiety Inventory – 2 (CSAI – 2) (Marten,R., Vealey, R.S and Burton, D.1990) was used for data collection. The questionnaire consists of a 27 –item scale divided into three subscales, each consisting of nine items – Cognitive A – state, Somatic A – state, and Self – confidence.. The volunteers were given the instrument 48 hours to the commencement of the competition. Frequency counts and percentages, as well as t – test and Analysis of Variance (ANOVA) were used. There were significant differences in the anxiety levels of both males ($t = 10.45, p < 0.05$) and females ($t = 10.27, p < 0.05$). Anxiety levels (male and female) and interaction between the three subscales of CSAI – 2 did not indicate any statistical significance. The significant differences in the anxiety of both males and females might be connected with the fact that it was a national competition and the athletes were afraid of being negatively evaluated by others; there were pressures from coaches, and these were young athletes who had not participated in such major competition before. The lack of significant difference in the pre – competitive anxiety of male and female athletes ($t = 0.92, P > 0.05$) suggests that gender may not be a predictor of pre – competitive anxiety among college athletes. Coaches in Nigeria colleges are advised to prepare their athletes psychologically so as to make them mentally ready for competitions. They should refer athletes with anxiety problems to qualified sport psychologists.

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PREDICTORS OF MENTAL HEALTH SERVICE USE AMONG DIVISION-I STUDENT-ATHLETES AND IMPLICATIONS FOR PRACTITIONERS

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Research examining mental health service utilization among college student-athletes has been scant. Since pioneering efforts in previous decades (e.g., Carmen et al., 1968; Bergandi & Wittig, 1984; Leffingwell et al., 2001; see also vol. 1 iss. 3 of JCSP), a review of more recent research in this domain pointed to the “considerable variability” (Moreland et al., 2018, p. 64) with which service use has been conceptualized. While many scholars have focused on attitudes towards/intentions to use services, and several have examined use of performance consulting services (Moreland et al., 2018), fewer have set out to assess self-reported mental health service use among college student-athletes. Recent qualitative research offers some insight to the precursors of mental health service use among collegiate athletes (Bird et al., 2017), but there has yet to be any quantitative research examining predictors or mental health service use within this population. In a preliminary effort to fill this gap, 230 Division-I

student-athletes (Mage = 19.6 years, 80.4% female, 79.6% Caucasian) across six conferences were surveyed. A binary logistic regression ($\chi^2(19) = 66.76, p < .001$, Nagelkerke $R^2 = .47$) revealed several significant predictors of mental health service use, including age, gender, how student-athletes first heard about the available services, knowledge of emergency contacts, satisfaction with mental health outreach availability, and satisfaction with the availability of mental health services specifically for student-athletes. Though caution is needed in generalizing the results of this study, discussion will focus on how practitioners in collegiate athletics might tailor their outreach, service delivery options, and marketing based on these preliminary findings.

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RELATIONSHIP BETWEEN ATHLETIC IDENTITY AND CAREER DECISION-MAKING SELF-EFFICACY AMONG KOREAN COLLEGIATE STUDENT ATHLETES

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This study explored barriers that Korean collegiate student athletes confront with regard to pursuing careers outside of professional athletics. More specifically, the purpose of the study was to identify the barriers to Korean student athletes' career development, as well as to examine the relationships among the psychological constructs of athlete identity and career decision making self-efficacy.

Stepwise regression analyses were employed to examine the research questions of interest. The results showed that gender ($p < .001$), self-appraisal ($p < .001$), planning ($p < .001$), and goal selection ($p < .001$) were significant positive predictors of social identity. Gender ($p < .001$), type of sport ($p < .05$), self-appraisal ($p < .01$), planning ($p < .001$), and goal selection ($p < .001$) were significant positive predictors of exclusivity. Finally, gender ($p < .001$), planning ($p < .05$), and goal selection ($p < .001$) were significant positive predictors of negative affectivity.

The study also explored Korean collegiate athletes' needs and barriers as they impact their future careers. Korean collegiate athletes felt they needed to improve their personal capability and ability, be more committed and hardworking, have qualifications and certifications, improve their athletic skills and English skills, and obtain more financial support to pursue their future careers. Injury or slump by injury, low salaries or lack of financial support from their families, military service, and English skills were also perceived barriers to their future careers.

The combined findings suggest that in-depth qualitative inquiry is needed. A deeper understanding of the Korean student experience and how national priorities for athletes interface would further extend this literature which is in its infancy in the Korean context. Nevertheless, this study represents the first of its kind to attempt a comprehensive investigation of the Korean student athlete and the intersection of athletic identity and career decision-making self-efficacy.

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RELATIONSHIPS BETWEEN PERFECTIONISM, ANXIETY, AND PSYCHOLOGICAL WELL-/ILL-BEING IN COLLEGIATE ATHLETES

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Previous research indicated that different types of perfectionism might have different functions to and were connected to athletes' psychological well-being or ill-being. The study aims were (a) to investigate the relationships between multidimensional perfectionism (i.e., self-oriented and socially-prescribed perfectionism) and psychological well-being (i.e., vitality) and ill-being (i.e., emotional/physical exhaustion), and (b) to examine the mediation effects of competitive anxiety on the relationships. The conceptual model of this study assumed that self-oriented perfectionism would be adaptive to vitality and emotional/physical exhaustion, whereas socially-prescribed perfectionism would be maladaptive to anxiety and emotional/physical exhaustion. Two hundred thirty five (females = 167 & males = 68) active collegiate athletes from 9 sports participated in the study (Mage = 21.12yrs, SD = 1.28, and Mexp = 7.23yrs, SD = 1.89). The participants completed a demographic questionnaire, Multidimensional Perfectionism Scale, Revised Competitive State Anxiety Inventory-2, Subjective Vitality Scale, and Emotional/Physical Exhaustion from Athlete Burnout Questionnaire. The hypothesized model presented an acceptable fit to the data. Specifically, $\chi^2(81) = 194.47 (p < .001)$, CFI = .97, TLI = .96, and RMSEA = .06 with 90% CI [.05, .07]. The results indicated that self-oriented perfectionism was negatively related to anxiety ($\beta = -.15$) and positively related to vitality ($\beta = .26$), whereas socially-prescribed perfectionism was positively related to anxiety ($\beta = .28$) and emotional/physical exhaustion ($\beta = .15$). Anxiety was negatively related to vitality ($\beta = -.15$) and positively related to emotional/physical exhaustion ($\beta = .31$). Anxiety partially mediated the relationships between self-oriented perfectionism and vitality and between socially-prescribed perfectionism and emotional/physical exhaustion. The full mediation effects of anxiety on the relationships between self-oriented perfectionism and emotional/physical exhaustion and between socially-prescribed perfectionism and vitality were observed. Findings partially supported the hypotheses that self-oriented perfectionism was functionally adaptive to and socially-prescribed perfectionism was maladaptive to athletes' psychological well-being and ill-being.

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SELF-EFFICACY, IMPLICIT THEORIES OF ABILITY, AND 2X2 ACHIEVEMENT GOAL ORIENTATION: A MEDIATION ANALYSIS IN COLLEGIATE ATHLETICS

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Achievement goal theory encompasses the adaptive and maladaptive responses to achievement situations and has a strong background in sport research (Dweck, 1986; Nicholls, 1984; Senko, Hulleman, & Harackiewicz, 2011). A 2007 meta-analysis established self-efficacy and implicit theories of

ability as antecedents of achievement goal orientation (Payne, Youngcourt, & Beaubien, 2007). Using the 2 x 2 achievement goal paradigm, the present study evaluated the implicit theories of ability as a mediator between self-efficacy and each of the 2 x 2 goal constructs. Participants in the study included 116 National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) collegiate athletes across coactive and interactive sports. The participating student athletes completed the Achievement Goal Questionnaire for Sport, the Conceptions of Nature of Athletic Ability Questionnaire, and a self-efficacy measure (Biddle et. al, 2003; Conroy, Elliot, & Hoffer, 2003; Mills, Munroe, & Hall, 2000). No significant mediations could be established. Regressions were run on significant correlations. Significant correlations were found between self-efficacy and incremental beliefs $r(114) = .243$; $p < .001$, entity beliefs and performance approach goals $r(114) = .210$; $p < .05$, as well as entity beliefs and performance avoidance goals $r(114) = .330$; $p < .001$. The results demonstrated some expected and unexpected findings, and add to the existing literature on the specific sport population of collegiate student athletes.

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SPORT RETIREMENT EXPERIENCES OF FORMER NCAA DIVISION I ATHLETES

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The percentage of NCAA Division I student athletes who become professionals in their sports following a college career is minuscule, at less than 1% for males, and likely an even smaller percentage for female athletes (NCAA, 2018). The statistics indicate that the overwhelming majority of college athletes will not continue in their sport professionally, therefore, there is a need to develop a deeper understanding of the variables that influence college athletes' psychological health and well-being as they transition to retirement. The current study examined college athlete's experiences four to five months following retirement. Fifteen former NCAA DI athletes who had competed in a variety of different sports answered 12 open-ended questions adapted from the Athlete Retirement Questionnaire (ARQ; Sinclair & Orlick, 1993). Former athletes' experiences were categorized based on sport retirement themes, including: their reason for retirement, their perceived ability to transition out of their sport, the degree of athletic goal accomplishment, their interests following retirement, the amount of support they received during the transition, their evaluation of life since retirement, and their current stress level. The responses were organized according to participants' perceived successful retirement transitions and perceived unsuccessful retirement transitions. The results suggested that former athletes had varied retirement experiences ranging from positive to negative. All athletes who reported having a successful retirement transition indicated that they accomplished their athletic goals, had at least one identified support group, started pursuing other interests, and reported some positive aspects about their lives since retirement. The results of this study highlight the diversity in athlete's retirement experiences that can occur. Although there is still much

more to ascertain about athlete retirement, this exploration into college athletes' retirement experiences offers practical implications for athletes, coaches, practitioners, and those who want to provide support for an athlete who is retiring.

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STRESS, RECOVERY, AND BURNOUT CHANGES AMONG COLLEGIATE FEMALE SWIMMERS: A LONGITUDINAL ANALYSIS DURING A COMPETITIVE SEASON

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Psychological demands in sport represent a dynamic interaction between athletes and events across various sport environments and situations. These events are related to the demands, constraints, or opportunities within sport situations (Santomier, 1983). One documented outcome associated with maladaptive coping of certain stressors over time in sport includes burnout. This represents a physical, psychological, and emotional withdrawal from a formerly enjoyable activity as a result of chronic stress, and is characterized by feelings of exhaustion, reduced accomplishment, and sport devaluation (Gould & Whitley, 2009). Because adequate rest and recovery has been shown to help prevent the occurrence of stress and burnout, it is important to assess these constructs over the course of a competitive season when both physical and psychological demands are placed on student-athletes for months at a time. Thus, this interdisciplinary study examined burnout and physiological and psychological stress/recovery among a collegiate female swim team across a competitive season; however, the data presented represents the psychological measures used to assess burnout and stress/recovery. Thirteen collegiate swimmers participated in the longitudinal study. Student-athletes completed the ABQ and REST-Q during three time points: baseline, overload, and taper period. Results of the ABQ indicated that athletes perceived less value ($p < .001$, $\eta^2 = .707$) and accomplishments ($p = .002$, $\eta^2 = .678$) in their sport over time. The general stress ($p = .018$, $\eta^2 = .517$) and physical complaints ($p = .001$, $\eta^2 = .734$) subscales of the REST-Q increased significantly over time; self-efficacy ($p = .019$, $\eta^2 = .514$) decreased during the season. Additionally, of the three sport stress subscales, disturbed breaks ($p = .017$, $\eta^2 = .525$) and emotional exhaustion increased significantly ($p = .005$, $\eta^2 = .624$). While it is expected that athletes may experience stress and exhaustion over the course of a competitive season, other psychosocial constructs including perceived value and sport accomplishment appear important to monitor over time.

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THE COMORBIDITY OF SOCIAL PHYSIQUE ANXIETY AND LOW SELF-ESTEEM AMONG FEMALE COLLEGIATE ATHLETES: A MATTER OF SPORT

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Self-esteem (SE) is seminal to enhanced performance but negatively linked to depression and eating disorders, especially among females. Contextual sport demands can amplify uniform- and meta-perception- based (i.e., peers, parents, coaches) body image (BI) dissatisfaction (Monsma et al., 2016), perhaps negatively impacting SE through social physique anxiety (SPA). There were two aims to this study: 1) to examine the comorbidity of SPA and low SE risk, and 2) to determine SE predictors. Participants (N = 1038) completed the SPA Scale, the Stunkard scale modified to capture clothing-based and meta-perception-BI dissatisfaction and the Rosenberg SE Scale. Overall, participants at risk for SPA (SPAS > 20) were 2.46 times more likely to be at risk for low SE (95% CI: 2.20-.2.98) with individual non-aesthetic sport athletes at highest risk (3.02, 95% CI: 2.29-3.99). Sport-type mean differences were found for SE, clothing-based BI, BI meta-perceptions and SPA ($p = .03$ to $.001$); team aesthetic sport athletes who were smallest, reported lowest SPA but highest SE and BI-coach meta-perceptions. Step-wise multiple regression indicated BMI (1.5%), SPA (33.6%), BI-parents (3%), but not sport type, significantly predicted 35.2% of SE ($F(4,949) = 130.36, p < .001$). Participants with higher SPA, greater BI dissatisfaction, and interestingly higher BMI, reported higher SE. While higher SE among larger athletes supports the benefits of sport literature, SPA and low SE risk comorbidity also found in this group is particularly concerning. The discovery of normative, sport culture-specific BI and SPA coping mechanisms are advocated.

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THE MENTAL GAME OF SPORT DIFFERS BY SEX: EXAMINING MINDFULNESS AND SPORT CONFIDENCE

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Sport confidence, “the belief or degree of certainty individuals possess about their ability to be successful in sport,” is a strong predictor of positive sport performance. Thus, it is important to examine correlates of sport confidence in order to improve performance. Previous research indicates that mindfulness, “the awareness that emerges through paying attention on purpose,” is associated with increased sport confidence. However, no prior research has examined if there are sex differences in this association. The current study explored sex (male vs. female) as a moderator of the relation between mindfulness and sport confidence in a sample of Division I and Division III athletes. A total of 139 athletes (91 female) were recruited from two Midwestern universities to complete the Kentucky Inventory of Mindfulness Skills and the Carolina Sport Confidence Inventory. SPSS PROCESS macro version 3.0 was used for the moderation analysis. Mindfulness was significantly and positively associated with sport confidence ($p < .001$). Sex significantly moderated

the association between mindfulness and sport confidence ($p < .001$), such that there was a stronger association for male athletes compared to female athletes. Results indicated a moderate, positive association between mindfulness and sport confidence reported by male athletes ($p < .001$). However, sport confidence was not significantly correlated with mindfulness in female athletes ($p = .33$). Findings suggest that mindfulness skills may be particularly important to male college athletes’ beliefs in their abilities. Coaches should consider incorporating mindfulness training to build sport confidence with male athletes. Previous research indicates that mindfulness is significantly associated with performance in the sporting environment. Our study adds to the literature by demonstrating that sport confidence may explain the mechanism by which mindfulness and sport performance are related in male athletes. Future longitudinal and experimental studies are needed to establish temporal ordering and causal relations among mindfulness, sport confidence, and sport performance in athletes.

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THE RELATIONSHIP OF PERCEIVED SOCIAL SUPPORT AND ATHLETIC IDENTITY ON COLLEGE FEMALE ATHLETES’ BURNOUT

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Greater training volumes are becoming more common in college sports (Gould & Whitley, 2009) and are often associated with greater likelihood of burnout (Gould & Diefenbach, 2002). Despite the research attention athletic burnout has received, its etiology is still not well understood. Athletic identity and burnout are related in that burnout is more prominent in athletes with a high exclusive athletic identity (Gustafsson et al., 2007). In addition, perceived social support may be a potential resource which may lessen athlete burnout (Freeman, Coffee, & Rees, 2011). While athletic identity and social support have been examined separately for their influence on burnout, to date, research has not examined their combined influence on athlete burnout. Therefore, the purpose was to examine the relationship between college athletes’ athletic burnout and their level and type of perceived social support and athletic identity. Female college athletes (N=91; M age = 19.30; SD=1.88) were surveyed at mid-season on their training habits, athletic identity (Athletic Identity Measurement Scale; Brewer & Cornelius, 2001), perceived social support (Perceived Available Social Support in Sport Questionnaire; Freeman, Coffee, & Rees, 2011), and athletic burnout (Athlete Burnout Questionnaire; Raedeke & Smith, 2011). Regression results on ABQ subscales using weekly training hours, AIMS subscales, and PASS-Q subscales as predictors indicated that identity exclusivity was a significant negative predictor of athletes’ reduced sense of accomplishment, $F(8,82) = 3.63, p < .001, R^2 = .26$. In addition, identity exclusivity and weekly training hours were significant negative and positive predictors (respectively) of sport devaluation, $F(8,82) = 2.74, p < .05, R^2 = .21$ and global burnout, $F(8,82) = 2.92, p < .01, R^2 = .22$. Correlational analyses indicated that emotional, esteem, and informational social support (PASS-Q) were negatively correlated with athlete burnout ($p < .05$). The current results indicate that female college athletes with lower identity exclusivity and higher perceived social support may be less likely to experience athletic burnout.

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“WE’RE TAUGHT HOW TO SWITCH ON BUT NOT HOW TO SWITCH OFF”: AN EMPIRICAL STUDY AND INITIAL THEORY OF THE PSYCHOLOGY OF REST IN ATHLETES

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The purpose of this study was to better understand the psychology of rest in athletes. Rest is central to theory and application regarding recovery, skill learning, and expertise development in athletes yet extant conceptualizations of rest seldom extend beyond “inactivity”. A qualitative design was employed: 18 athletes and 4 coaches comprising a highly-ranked women’s university field hockey squad were interviewed about meanings and experiences of rest. An inductive content analysis of the interview data was undertaken to build an initial theory of the psychology of rest in athletes. Within this theory, being well rested is considered to be a psychological state involving feeling fresh, and valuing, being motivating toward, and enjoying one’s sport. Athletes become well rested by engaging in a resting process, which includes sleeping and wakeful resting. Wakeful resting involves six forms of resting experience including not thinking about one’s sport (vs. constantly thinking about one’s sport) and determining one’s own schedule (vs. following an externally-determined training schedule). These resting experiences are obtained by engaging in specific activities (e.g., socializing with non-hockey friends) and within specific physical and social environments (e.g., being out of town). The proposed theory has implications for best practice. For example, that recovery depends on physically inactive rest days and sufficient sleep is widely recognized but our theory foregrounds how the psychological dimension of recovery also depends on wakeful resting involving specific resting experiences. Thus, a meeting to discuss team tactics scheduled by coaches for a (physical) rest day does not provide psychological rest because it impedes engagement in key resting experiences including not thinking about one’s sport and determining one’s own schedule. Going forward, better practice involves increasing understanding around the psychology of rest via education programs for athletes and practitioners.

Consulting & Interventions

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A QUALITATIVE STUDY OF MINDFULNESS-BASED TRAINING FOR COLLEGIATE LACROSSE PLAYERS

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Outcome research investigating the effectiveness of mindfulness-based interventions for athletes can benefit from utilizing qualitative as well as quantitative methods, with greater rigor (Smith 2018). Qualitative research suggests that athletes are receptive to these interventions and experience positive outcomes (Baltzell et al., 2014; Mistretta et al., 2017).

The present study utilized a qualitative approach to understanding how Mindful Sport Performance Enhancement (MSPE) influenced change in anxiety, mindfulness, emotion

regulation, sport performance, and psychological well-being in a sample of 30 NCAA Division III varsity women’s lacrosse players on a nationally ranked team. Participants received six 1-hour MSPE sessions during their preseason, and between-session mindfulness practice was encouraged. An initial questionnaire asked what they hoped to get from the training, and a post-intervention program evaluation measure included questions about how the training was helpful in sport and in everyday life, what they liked about the program, and recommendations for improvement.

A coding manual was developed that grouped responses with similar themes, and responses were coded by the first and second authors with a high level of agreement ($\kappa = .84$). When asked what they hoped to learn from the MSPE training, 40% noted that they wanted to improve on some dimension of mindfulness, 40% reported wanting to learn a stress/anxiety reduction technique, and nearly 45% desired better emotion regulation. Afterwards, nearly 77% of athletes thought the training helped them mindfully let go of mistakes or judgments and return focus to the present during lacrosse, and 20% reported less stress and anxiety. Participants also expressed benefits outside of sport with regards to stress/anxiety reduction (30%), mindfulness (37%), and emotion regulation strategies (23%). Recommendations primarily were for later session times.

Future qualitative research is suggested that compares mindfulness-based interventions to active controls and includes more racially/ethnically and gender diverse samples of athletes.

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AN INDEPENDENT EXAMINATION OF MSPE IN NCAA ATHLETICS

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Introduction: Mindful Sport Performance Enhancement (MSPE) is an intervention designed to deliver mindfulness principles with the intention of enhancing performance for athletes. The intervention is drawn from Mindfulness Based Stress Reduction and Mindfulness Based Cognitive Therapy. The intervention is structured to teach meditation techniques from basic sitting exercises to performance specific exercises (Kaufman, Glass & Pineau, 2018). However, to date little research has tested the generalizability of MSPE to independent practitioners.

Method: An adaption of MSPE was delivered to a female NCAA Division-I swimming and diving team ($n = 25$) while a second team ($n = 21$) participated as a non-equivalent control group. The program occurred during the fall semester and consisted of 9 sessions approximately every other week lasting an average of 40 minutes. Both teams were administered a series of surveys (the Attention Control Scale, the Short Dispositional Flow Scale–2, the Rumination and Reflection Scale, and the Mindful Attention Awareness Scale, and a non-equivalent dependent variable) at the beginning of the fall semester and spring semester.

Results: A MANOVA revealed a significant multivariate effect of team, $F(11, 35) = 3.10$, Wilk’s $\Lambda = .51$, $p = .01$, $\eta^2 = .49$. Furthermore, univariate analysis revealed a significant reduction in rumination, $F(1, 45) = 14.71$, $p < .01$, $\eta^2 = .25$,

somatic anxiety, $F(1, 45) = 7.77$, $p = .01$, $\eta^2 = .15$, worry, $F(1, 45) = 4.80$, $p = .03$, $\eta^2 = .10$, cognitive anxiety, $F(1, 45) = 14.53$, $p < .01$, $\eta^2 = .24$, and difficulty focusing, $F(1, 45) = 4.86$, $p = .03$, $\eta^2 = .10$.

Discussion: The findings suggest that the MSPE program successfully enhanced emotional regulation and focus. However, results on flow, shifting of attention, and mindful attention require further examination. Future research should continue to test the external validity of the MSPE program.

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APPLYING THE P.A.C.E. SPORT PSYCHOLOGY MODEL TO COLLEGIATE ENDURANCE ATHLETES

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The P.A.C.E. Sport Psychology Model uses Perception, Activation, Concentration, and Execution to enhance the performance of athletes. Perception requires the athlete's mindful awareness of thoughts, feelings, and the performance environment. Activation involves the athlete's use of emotional regulation skills (i.e., coping, mindfulness) and energy management skills to reach the individual zone of optimal functioning (IZOF). Concentration is exerting deliberate mental effort and attending to relevant cues. Execution is focusing on the right things at the right time and using the mental skills appropriately during competition. The P.A.C.E. Model was applied to a small sample of cyclists ($n = 3$) to improve perceived confidence, concentration, association and dissociation techniques, and goal setting. Endurance athletes need confidence and specific levels of concentration and focus to successfully compete in long races. Goal setting motivates and allows athletes to concentrate on the competition ahead. Cyclists can control their anxiety during a race through self-talk. A follow up interview with the athletes discussed their uses of thought stopping, self-talk, association and dissociation techniques, goal setting and how these mental skills affected their confidence and concentration during practice, competition, and life in general. Overall, the athletes reported that their perception of cycling and themselves was effectively altered via a greater understanding of their emotions, motivation, and efficacy. They claimed thought stopping allowed them to become more mindful of themselves and their sport. The athletes favored goal setting for motivation and reported greater concentration due to proper SMARTS goal setting which they stated clarified their motivations for participating. The athletes stated they had a greater understanding of their optimal activation level and found ways to better reach those optimal states after the mental training sessions. Each cyclist also found that they could improve activation using these learned techniques.

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ATHLETIC COPING SKILLS PRE AND POST INTERVENTION AMONG VOLLEYBALL PLAYERS

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Athletes are often presented with anxiety-provoking and stressful situations that can negatively affect performance but how they combat these situations depends on their athletic coping skills. Coping is defined as constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person (Martin & Daniels, 2014). Athletic coping strategies have yet to be directly assessed following sport psychology interventions. The purpose of the study was to investigate if a 12-session sport psychology intervention would increase athletic coping skills. A total of 65 male club athletes between the ages of 15-18 participated in an intervention that included weekly 30 minute sessions. The sport psychology sessions consisted of increasing team cohesion, cognitive reframing, communication, trust, accountability, etc. Athletes were asked to complete the Athletic Coping Skills Inventory (ACSI) (Smith, Schutz, Smoll, & Ptacek, 1995) prior to the start of the season and at the end of their season. Results indicated no significant difference between pre-intervention ACSI scores ($M = 50.37$, $SD = 13.07$) and post-intervention ACSI scores ($M = 49.92$, $SD = 12.18$); $t(25) = -.25$, $p = .81$. The lack of significance may be a result of the interventions not being directly related to coping skills, but rather more focused on teambuilding, communication, and goal-setting. Future studies should consider introducing an athletic coping skills intervention specifically designed to introduce and educate athletes on the importance of athletic coping skills. Sessions, within this intervention, should focus on presenting coping skills and behaviors to the athletes. Additionally, future research would benefit from qualitative exploration to determine aspects of individual differences within athletic coping skills. Furthermore, the intervention may benefit from assessing athletes at multiple times throughout the intervention.

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COLLEGIATE SOFTBALL UMPIRES: EXAMINING THE UTILITY OF MENTAL PERFORMANCE TRAINING ON SELF-EFFICACY

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Mental performance training is used frequently to help athletes overcome psychological barriers to peak performance. Individualized strategies can help athletes improve self-talk (Hatzigeorgiadis, Zourbanos, Mpoupaki, & Theodorakis, 2009), develop beneficial routines (Cotterill, 2010), overcome negative psychological states (Sagar & Stoeber, 2009), and improve in-competition focus (Bell & Hardy, 2009). Although beneficial to athletes, game officials are overlooked and underserved. These individuals are vital to the outcome of competitions and are often the target for heavy scrutiny and criticism. Conceptual models of self-efficacy for this target population have been explored (Guillen & Feltz, 2011), but quantitative evidence of just how mental performance training could benefit this population is lacking. Using Bandura's self-efficacy model (1977) in conjunction with self-efficacy studies,

sport researchers have hypothesized that referees with high occupational efficacy should make faster and more accurate decisions, will receive higher satisfaction marks from coaches and athletes and experience less occupational stress (Hepler & Chase, 2008, Tenenbaum, Levy-Kolker, Sade, Liebermann, & Lidor, 1996). The purpose of this study was to explore how mental performance techniques can be applied to softball umpires' training workshops to improve umpires' self-efficacy toward the ability to do their job. A second purpose was to examine the relationship between self-efficacy and performance evaluation scores.

Collegiate umpires (n = 45) took part in MPT workshop over two days. Umpires completed an occupational self-efficacy (SE) survey pre- and post-workshop. Umpires were overall highly confident to start across subscales; however, they did significantly improve in general SE (+2%) and resilience of self-efficacy post-test (+2%). There was no change in SE to regroup or SE to control distressing thoughts. Performance evaluations were not significantly correlated to SE subscales.

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EFFECTS OF A SINGLE DIAPHRAGMATIC BREATH ON ANXIETY, GAZE, AND GOLF-PUTTING PERFORMANCE

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Attentional control theory (Eysenck, Derakshan, Santos, & Calvo, 2007) explains that anxiety affects performance by occupying limited attentional resources, which reduces athletes' efficiency and effectiveness. Efficient gaze patterns are linked to better performance (Vickers, 1992). For example, longer fixation duration and longer quiet eye duration, defined as the final fixation prior to initiating a specific skill (Vickers, 2007), are characteristic of expert sport performance (Mann, Williams, Ward, & Janelle, 2007). As athletes become anxious, they have more fixations of shorter duration and shorter quiet eye duration (Wilson, Vine & Wood, 2009). Practitioners often recommend relaxation exercises to help athletes manage anxiety. Therefore, this study's purpose was to determine if a common relaxation intervention, the diaphragmatic breath (DB), affects the anxiety, gaze efficiency, and performance of novice golfers during a putting task. In this pretest posttest experimental study, undergraduate students (N = 30) were block randomized into a DB or control group. The experimental protocol included a pretest block of 20 putts, intervention (DB or decoy), 60 practice putts, then a posttest block of 20 putts where anxiety was induced. There were no statistically significant multivariate effects of the grouped independent variables on the grouped dependent variables. Although trends in the data showed that the DB group's fixation and quiet eye durations decreased while the control group's increased over time, there were no statistically significant interaction effects for group and time on anxiety, gaze efficiency, or performance; this suggests that the DB intervention did not manage participant anxiety or affect their performance compared to the control group. While more research is needed on the effects of DB interventions, data from the current study suggest that a single DB may not be effective for novices faced with pressure situations in sport, possibly because focusing on the DB instructions taxes their working memory.

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GENDER PERSONALITIES IN JAPANESE FEMALE COLLEGE ATHLETES - BASIC RESEARCH FOR PSYCHOLOGICAL INTERVENTION

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Psychological support practiced in Japan plays a role in emphasizing the improvement of athletes' competitive skills and psychological tasks. The psychological support provided for adolescent female athletes often affects how they will live as female athletes. In the first place, it is also a lifelong developmental theme like how to acquire femininity or a maturation of animus. Although there has been interest in gender identity of female athletes involved in competition since childhood, the research results are small. In modern times, where how to engage in competitive sports is diverse, how female athletes acquire femininity (animus) is also related to their well-being.

Therefore, the purpose of this study is to describe basic characteristics of gender personalities of female college athletes. The subjects were 100 female college student athletes (ATH) (M = 20.4) who have been continuing competitive sports since junior high school and currently belong to an athletic club, and female college students who have not experienced sports from junior high school onwards (NON-ATH) 100 (M = 19.0).

The subjects completed the Bem Sex Role Inventory (BSRI) for Japanese people (Koide, 1996), which was developed for Japanese people based on Bem (1974). It described the characteristics of gender personality types, and the scores of each subscale were compared by t-test. As a result, ATH shows the proportion of "Femininity type (43%)", "Non-specialization type (31%)", "Androgyny type (22%)", "Masculinity type (6%)", while NON-ATH shows "Femininity type (60%)", "Androgyny type (26%)", "Non-specialization type (14%)". And t-test results show ATH had significantly lower female sex scores and sex appeal scores than NON-ATH.

From these, it was suggested that the process of female athletes' acquisition of femininity is different from that of females overall.

Finally, basic information on psychological support for them was presented.

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MINDFULNESS IN SPORT: A PROPOSED INTERVENTION FOR A CHOKING SUSCEPTIBLE ATHLETE

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While research has consistently demonstrated that choking is caused, in large part, by attentional disturbances resulting from self-focus and distraction (e.g., Beilock & Gray, 2007), intervention studies focusing on prevention efforts have been mostly unsuccessful. Because mindfulness focuses on staying present focused, the current study used a single-subject case study to investigate the effectiveness of a sport-specific mindfulness intervention (Mindful Sport Performance Enhancement- MSPE) to reduce choking. An NCAA Division I athlete was selected based on choking susceptible criteria,

which include trait anxiety, self-consciousness, and coping style (Mesagno, Marchant, & Morris, 2009). Specifically, choking susceptibility is identified in athletes who score above the 50th percentile on the Sport Anxiety Scale, Self-Consciousness Scale, and the Coping Style Inventory for Athletes, with two of the scores placed in the top 25th percentile. The MSPE intervention was implemented over a 6-week time period that included weekly sessions lasting 90-minutes using diaphragmatic breathing, body scanning, mindful yoga, and sport-specific meditation. Trait anxiety, self-consciousness, and coping style measures were completed at baseline. Trait and state mindfulness were assessed throughout the intervention, with all the above measures assessed at the end of the intervention and again 5-6 weeks post intervention. Visual analysis demonstrated increases in mindfulness levels, and reductions in trait anxiety and self-consciousness, as well as positive changes in coping style throughout the mindfulness intervention. In addition, quantitative measures indicated that the participant improved on the choking susceptible measures, thus failing to meet the choking susceptible criteria post-intervention, and 6 weeks post intervention. Furthermore, enhanced mindfulness levels promoted greater awareness and acceptance, helping to counter the negative effects of stressful sport performances. In summary, findings from the study suggest sport-specific mindfulness interventions may be a viable option for coaches to use should their athletes struggle with performance decrements related to anxiety, self-consciousness, and coping style.

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PERCEPTIONS OF THE MINDFULNESS-ACCEPTANCE-COMMITMENT (MAC) APPROACH WITH WHEELCHAIR RUGBY ATHLETES

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In the current sport psychology literature there is a limited number of intervention-based studies that would inform best practices in applied settings for adaptive athletes. The present study investigates the use of the Mindfulness-Acceptance-Commitment (MAC) Approach with wheelchair rugby athletes. Questionnaires were administered prior to the intervention, at the midpoint of the intervention, and after the intervention to evaluate trends of the scores. These questionnaires were used to measure flow, interoceptive awareness, and mindfulness in sport. After the intervention, a semi-structured interview was conducted to glean additional information from the participants. Information from the interviews combined with observations made by the primary investigator was used to give context to the results of the participants. The preliminary findings from the study support the application of the MAC Approach with wheelchair rugby athletes, which should be explored in greater depth in future research studies.

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PROMOTING TEAM COHESION IN COLLEGIATE CLUB BASEBALL PLAYERS THROUGH TEAM BUILDING EXERCISES

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Team building is an ongoing, multifaceted process where group members learn how to work together to establish protocol for preparation (goal setting), execution (communication), evaluation (monitoring performance), and adjustments (problem solving) (McEwan & Beauchamp, 2014). The main reason for building a strong team is the need for interconnection to help improve performance/effectiveness, develop a sense of teamwork, satisfy the needs of its members, and improve work conditions (Brawley & Paskevich, 1997). The purpose of this study was to conduct team building activities to improve team cohesion within a collegiate club baseball team. Cohesion is defined as “a dynamic process that is reflected in the tendency for a group to stick together and remain united in pursuit of its goals and objectives” (Carron, 1982). Cohesion in sport is a multi-terminal construct. Cohesion is split into four dimensions that are cut into two categories: task and social cohesion. These dimensions include a) individual attractions to the group-task, b) individual attraction to the group-social, c) group interaction-task, and d) group interaction-social. Four activities were chosen to facilitate the team’s ability to communicate, cooperate, achieve a common goal, and create an environment of understanding. All four activities used in this study were aimed at social cohesion (both types). One activity was designed to help each player understand their teammates emotions during games/practices. While another was used to help show how vague direction or poor communication can be interpreted very differently by each individual. The last two activities were derived from the USA hockey team building worksheet. These activities focused on communication, leadership, and teamwork while trying to achieve a common goal. In the poster I will discuss what the players did for each activity and how their perception of team cohesion was changed based upon partaking and completing each activity.

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REDUCING REGRETS THROUGH A GOAL-SETTING INTERVENTION IN ROWING ATHLETES

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Regret Theory suggests that negative emotions are often experienced when individuals envision better results had they made a different choice (Zeelenberg, 1999). Such thoughts (i.e. counterfactual thinking) are highly likely in environments, such as sport, where athletes and coaches analyze performances extensively. Rather than experiencing negative

emotions as a result of this counterfactual thought process, athletes can set goals based on belief that different behaviors would lead them to better outcomes. Therefore, the purpose of this study was to determine if a 6-week goal-setting intervention would reduce the number of regrets athletes experience by the end of their season. Thirty rowers from club rowing teams (15 = Men, 15 = Women) at one University participated. The women's team served as the intervention group and the men's team served as the control group. Prior to, and after, the intervention, participants completed the Collegiate Athlete Regret Scale (Madrigrál & Robbins, 2018). The intervention sessions lasted approximately 30 minutes and included regret checks, goal-setting based on regrets, and mental skills training. Simultaneously, the control group participated in weekly sessions that only included mental skills training. Post intervention, the men's group reported regrets involving school related aspects of a collegiate athlete while the women's group reported regrets involving belief in one's ability to perform. Although no statistical differences were identified between groups ($t(18) = .259, p = .798$), athletes within the intervention group, overall, responded positively to establishing goal-oriented behaviors to prevent regrets. Possible reasons for these findings and suggestions will be discussed.

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THE PSYCHOLOGICAL SUPPORT PROGRAM TO COLLEGIATE KENDO PRACTITIONERS IN FRESHMAN YEAR: A CASE STUDY

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Athletes may experience a greater level of stress from the transition from high school to college than non-athletes (Wilson et al., 2005). Social support can be useful for freshmen's wellbeing (Tsuchiya, 2012). The psychological support program was provided for 13 freshmen of a male kendo team during spring and fall semester. The aims of the program were providing social support, building a supportive relationship among freshmen, and control their quality of life (QOL). It consisted of twelve sessions (e.g., stress coping, setting goals, and structured group encounter). The participants completed Mental Health Pattern 1 (Hashimoto et al., 1999), a scale that classifies the state of mental health as it pertains to stress and QOL, three times, in first, eighth, and twelfth sessions. The scale covers six factors of stress and two factors of QOL.

One-way repeated ANOVAs confirmed a statistically significant difference of timings regarding stress ($F = 2.000, p = .019$), and no significant difference regarding QOL. The post-hoc comparison showed that freshmen experienced the highest level of stress in January of three timings.

Freshmen moved to the same dormitory in April, completed a traditional winter training ("kangeiko") at the beginning of January, and some of them participated in competitions as represents of their team. In addition, because the team has a seniority system as usual in Japan, freshmen needed to be aware of their own attitude toward their seniors. Though freshmen experienced a high level of perceived stress after their entrance to the university and it gradually became higher, they could control their QOL. They were seemed to achieve coping skills and get enough social support. The program can be regarded as one of the causes of the stableness of their QOL though out the freshman year.

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POSTER WITHDRAWN

Diversity & Culture

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AN EXPLORATION OF THE GOAL-SETTING PRACTICES OF ELITE PARA-ATHLETES

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Goal setting is recognized as a key process contributing to athletic success (Weinberg et al., 2005). Most of what we know about goal setting in sport, however, has for the most part been garnered from research carried out on able-bodied athletes. This raises the question of how well this body of literature reflects the experiences of para-athletes. Given that this group of athletes faces unique challenges, particularly with respect to their disability type (Pensgaard et al., 1999), there is much to be gained from examining goal setting from the perspective para-athlete. Eleven para-athletes (8 male; 3 female) representing differing disability categories (acquired = 7, degenerative = 3, congenital = 1) participated in semi-structured interviews in order to shed light on the particular challenges they faced in sport and how these shaped their goal-setting practices. Phenomenological analyses were informed by Elliott's (2011) achievement goal model to determine to what extent the goal-setting practices described by the participants reflected one of six orientations: task-approach, task-avoidance, self-approach, self-avoidance, performance-approach and performance-avoidance. Results indicated that the stressors the athletes faced was indeed related to their disability type and that this had an influence on their approach to goal-setting. Those in the acquired and congenital disability groups tended to be task-oriented, while the athletes in the degenerative disability group were more performance oriented. For some athletes the idea of goal-setting was aversive to them at first but they eventually came to realize the benefits of the practice. The findings from this investigation suggest that practitioners need to consider the cause of disability when working with para-athletes, as this will have important implications for the design of goal-setting interventions for this particular population.

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“GO HOME AND BAKE COOKIES”: A CASE STUDY OF A FEMALE OFFICIALS EXPERIENCE IN MEN’S SOCCER

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The purpose of this study was to investigate the experience of a female national level official in men’s soccer. The US Soccer official was a middle age female who had been working as an official since 1982. She has officiated men’s professional matches in several leagues including the MLS and USL and she was the first female official in the Professional indoor men’s league. Along with this experience, she has officiated top level NCAA games, including officiating national championship games. The official was sent closed questions on her experience, motivations, and challenges as a soccer official. Her answers were read, coded and then themes were compared to those in the current officiating literature. Several key themes emerged in relation to her motives and challenges including; embracing challenge, handling and recognizing the pressure, and impact of level of game. The official also focused on the impact being a female had on her experience as an official, with the following themes emerging; having to constantly prove one’s ability, and earning credibility through ability. Finally, the official also focused on changes in the field over her 30 year career including an increase in female officials, and female only crews. Several of these themes line up with the limited research in the field including the need to prove oneself, difficulty of earning credibility and the ability to handle the pressure and thrive in challenging situations (Forbes, Edwards, Fleming, 2015). This case study highlights the unique experience of female officials in male sports as well as the need for more research in the field. A unique component of this presentation will be the reflection of the official on the themes both in the literature and found in her own interview as a post study reflection.

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#ONETEAM: INTERNATIONAL STUDENT-ATHLETES’ PERCEPTIONS OF BELONGING AND INCLUSION DURING THEIR FIRST YEAR AT AN NCAA DIVISION I INSTITUTION

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The number of students traveling from various countries to study in the United States and compete at NCAA institutions is growing (NCAA, 2017). International student-athletes (ISAs) face unique challenges during their college experience that differ from their domestic student-athlete (DSA) peers, including acclimatization issues and isolation (Bista & Gaulee, 2017; Foo, 2013; Pierce, Popp, & Meadows, 2011; Sabourin, 2017). Given the well-known benefits of belongingness and inclusion (Baumeister & Leary, 1995; Goodenow, 1993; Hagerty & Patusky, 1995), this study examined international and domestic student-athletes’ feelings of cultural isolation, cultural acceptance, belonging, and inclusion during their first year in college. It was hypothesized that when reflecting on their first year in college, in comparison to DSAs, ISAs would report higher levels of cultural isolation and lower levels of

cultural acceptance, belonging, and inclusion. To test this hypothesis, an online survey was distributed to selected student-athletes at one university. Participants included 23 ISAs and 21 DSAs from one Division I institution located in the Midwest (n=44; 36 females, 8 males). Participants originated from 19 countries and 15 of the university’s 16 teams were represented in the sample. Newell’s (2016) First-Year Experience in Collegiate Athletics Survey was administered and several items were added to assess cultural acceptance, belonging, and inclusion. MANOVA was used to assess mean differences between the ISAs and DSAs. As predicted, ISAs reported higher cultural isolation and lower levels of cultural acceptance than DSAs. The international status main effect was not statistically significant for belonging and inclusion. The findings indicate that DSAs and ISAs at this institution may experience similar feelings of belonging and inclusion during their first-year, but the groups reported different levels of cultural isolation and cultural acceptance. This study provides professionals an understanding of the ISA experience which may help to better serve this population.

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REFLECTIONS ON BECOMING A PHD STUDENT: LESSONS LEARNED

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Transition into the new environment and learning context of doctoral study can be difficult, particularly when it involves geographical relocation, a new university, and other major life-related stressors. It is known that a variety of personal, social, and financial factors may impact doctoral student success and attrition. These include feelings of isolation, self-efficacy, financial concerns, and the quality of relationship with PhD advisor and peers (Maddox, 2017). Indeed, as high as 63% of students report transition to postgraduate study as difficult (West, 2012). To cope with the above, engaging in reflective practice can be beneficial. Reflective practice can: (a) increase learning from an experience or a situation, (b) identify personal and professional strengths and weaknesses, (c) act as a source of feedback, and (d) improve personal and clinical confidence (Davies, 2012). Conscious reflection allows us to make active and aware decisions about our learning that unconscious processing otherwise would not (Boud, Keogh, & Walker, 1985). Thus, the purpose of this presentation is to reflect upon the key “take-aways” and lessons learned from the first semester as a student in a doctoral program. At the end of the first semester, a male doctoral student with quadriplegia completed an experiential reflective writing exercise, which was then thematically analyzed. The emergent themes included: managing imposter syndrome, discovering where you study best, learning how to study at a doctoral level, know what you can handle and when to ask for help, make time for leisure and self-care, socialize with other students, and prepare for lectures. This presentation will present the emergent themes, and strategies on how to overcome them. It is anticipated that this presentation will help other students to better understand the demands of a doctoral program, consequently positively affecting the transition process and future attrition.

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THE EFFECT OF SOCIOECONOMIC STATUS AND SPORT PARTICIPATION ON RESILIENCE OF HIGH SCHOOL STUDENTS

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Lindsay Ross-Stewart, Southern Illinois University Edwardsville, USA

Extensive research has been dedicated to resilience and its effectiveness as a transferable life-skill that facilitates efficacy. By definition, a resilient child is one who “works well, plays well, loves well, and expects well” (Garmezy, 1974; Werner & Smith, 1982). Resilience is developed through self-evaluation of adversity and stress encounters (Bronfenbrenner, 1974; Werner, 2005). Children that grow up under conditions of severe stress and adversity are at a higher risk to develop certain disorders, a greater percentage of the children become healthy, competent young adults after facing consistent adversity and sport participation directs individual’s attention, personal interest and gives the youth the opportunity to develop resilience and efficacy. (Watt, 1984; Werner & Smith, 1977). These children perceived the ability to take on responsibility within the home and develop characteristics associated with resilience is attributed to being more responsive, active and flexible since infancy (Demos, 1989; Werner & Smith, 1982).

Research has also indicated a need to continue to understand the relationship between resiliency and sport participation. Therefore, the purpose of this study is to investigate the effect of socioeconomic status and sport participation on resiliency within a low-socioeconomic community. Two hundred and forty-two high school students completed written questionnaires regarding background information, history of sport participation, and measures for socioeconomic status. There was no significant difference found between the relationship of socioeconomic status and resilience. Pearson correlations found a significant difference in the relationship between sport participation and resilience. No interaction was found between socioeconomic status and sport participation. Future research should examine adolescent self-reported resilience differences in neighboring communities who have significant contrast in community affluence.

Elite/Pro Sport

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POSTER WITHDRAWN

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I’VE SEEN THIS, SO I’VE GOT THIS! EXPLORING THE USE OF IMAGERY AND SELF-TALK WITHIN ACTION SPORT ATHLETES

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Anne Taylor, Wingate University, USA;
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Previous research (Young & Knight, 2014) has established that in general, action sport athletes report an above average use of psychological skills. Despite this, there

have been no studies that have investigated the degree to which skateboarders and snowboarders use the specific psychological skills of imagery and self-talk. The ability to visualize the successful execution of future maneuvers and reassure confidence in oneself via self-talk is essential in action sports like skateboarding and snowboarding, which entail an inherent level of unpredictability and risk. The present study was aimed to expand upon the current knowledge of psychological skills usage within action sport athletes, by exploring the specific use of imagery and self-talk, within skateboarders and snowboarders. Active skateboarders and snowboarders completed the Self-Talk Questionnaire (S-TQ) for Sports (Zervas, Stavrou, & Psychountaki, 2007), the Sport Imagery Questionnaire (SIQ; Hall, Mack, Paivio, & Hausenblas, 1998), and the Athletic Coping Skills Inventory (ACSI; Smith, Schutz, Smoll, & Ptacek, 1995). Results indicated that participants (n = 82) scored above average on the total S-TQ, and the motivational and cognitive subscales. On the SIQ, participants (n = 70) scored above reported norms (Hall, Stevens, & Paivio, 2005) on the cognitive general, motivational specific, and motivational general-arousal subscales, while scoring slightly below reported norms on the cognitive specific and motivational general-mastery subscales. Additionally, participants (n = 65) scored above the reported norms (Smith et al., 1995) on five of the six subscales of the ACSI (Freedom from worry was the exception), suggesting a moderate to high degree of psychological skills usage. Results of the present study confirm that action sport athletes utilize psychological skills to a degree similar to that of traditional athletes, and that skateboarders and snowboarders specifically include the use of imagery and self-talk within their psychological skills arsenal.

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INTRINSIC MOTIVATION OF ELITE BASKETBALL ATHLETES

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The purpose of this study was to examine possible differences in the intrinsic motives of elite basketball players compared to the general population. The 152 subjects, which included professional athletes from National Basketball Association (NBA) teams as well as college and international players likely to be drafted by NBA teams, completed the Reiss Motivation Profile® (RMP), a 128-item, standardized assessment of 16 universal motives: acceptance, beauty, curiosity, eating, family, honor, idealism, independence, order, physical activity, power, saving, social contact, status, tranquility, and vengeance (Reiss, 2013). The RMP has been shown to be reliable and valid (Havercamp & Reiss, 2003) and has been used to assess intrinsic motivation in both athletes and students (Reiss et al., 2001; Froiland et al., 2015). For this study, the athletes’ mean score on each of the 16 motives was compared to the mean score of 79,888 individuals from all walks of life. Compared to the general population, the athletes scored significantly higher (p < 0.05) on their need for physical activity, idealism, family, honor, and curiosity, and they scored significantly lower (p < 0.05) on their need for acceptance, independence, and social contact. Further, the athletes’ scores showed significantly less variability than

those of the general population. The current findings suggest a marked difference in intrinsic motives between elite male basketball athletes and the general public. Such information is useful in understanding the individual and group drives of this population, especially when applied to coaching. These findings also provide support for the Reiss Motivation Profile® as a useful tool for coaches and sports professionals to evaluate prospects, assess team culture, and identify fit within that culture. With this information, practitioners may be able to more effectively anticipate, understand, and resolve conflicts that often arise within team settings.

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OATMEAL IS BETTER THAN NO MEAL: CAREER PATHWAYS OF TEN PROFESSIONAL ATHLETES FROM UNDERSERVED COMMUNITIES IN THE UNITED STATES

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The objective of this study was to explore career pathways to athletic success in American professional athletes with low socioeconomic background. Ten African American professional male athletes (two American football and eight basketball), who met the criteria of playing at least one year in a professional league and spending their formative years in an American underserved community, were recruited using the first author's extensive network, social media, and referrals from the study participants. Interviews, informed by the holistic developmental (Wylleman & Rosier, 2016) and the holistic ecological (Henriksen, Stambulova, & Roessler, 2010) approaches, lasted 68-137 minutes, and the transcripts were thematically analyzed (Braun & Clark, 2006). Four stages were visible in the career pathways of the participants: family development, middle/high school years, college years, and professional years. During the first stage the athletes were developing in unstructured environments, relying upon the strength of a mother to keep them safe, while simultaneously dealing with the absence of positive male influences. The middle/high school years were the most precarious for the athletes, as they constantly had to avoid the crime, violence and gang culture that surrounded them. However, this period was crucial for their athletic development as most participants' athletic talents were discovered and allowed them to join a more affluent community where they could nurture their talents. The college years were a time of "catching up" whereby the athletes entered a whole new environment for which they were physically (e.g., underweight) and psychosocially (e.g., racial integration) unprepared, but their hard work and the help of peers and coaches propelled them to success (i.e., professional contract). Finally, the results indicate that coping resources the athletes developed dealing with hardship were perceived as key factors helping them to endure the difficulties of a professional career and to self-actualize through sports.

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THE IMPORTANCE OF ACHIEVEMENT GOALS IN EXPLAINING THE LINK BETWEEN PERFECTIONISM AND STRESS APPRAISALS OF COMPETITION

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Arianna Uhalde, USC Performance Science Institute, USA;
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Perfectionism (e.g. strivings, perfectionistic concerns) has been shown to be correlated with different types of achievement goals (e.g. mastery approach, mastery avoidance, performance approach, performance avoidance; Gucciardi, et al., 2012). However, few studies have investigated the possible relationship between perfectionism, achievement goals, and stress appraisal of competition. Athletes who appraise competition as a challenge have increased task-oriented coping abilities, superior subjective performance (Nicholls, Polman, & Levy, 2012), and superior performance to athletes who experience competition as threat (Blascovich, Seery, Mugridge, Norris, & Weishbuch, 2004). The present research examined whether perfectionism was linked to stress appraisals of competition through achievement goals in different ways. A sample of elite athletes (n = 99, Mdn age = 22 years, 52% male) competing at a National Collegiate Athletic Association Division 1, professional, or Olympic level reported on their own perfectionism and achievement goal orientation. Athletes were then primed toward thinking about an upcoming important competition and then completed a stress appraisal measure. A path analysis revealed different pathways from perfectionism to stress appraisals through achievement goals. High levels of perfectionistic concern were related to high levels of performance approach and mastery avoidance which in turn were all related to high levels of threat appraisals of competition. Perfectionistic concern was also directly related to threat appraisal and indirectly related to challenge appraisal through a negative relation to mastery approach. Perfectionistic strivings were indirectly related to both threat appraisal via performance approach and challenge appraisal through mastery approach. These findings suggest that perfectionistic striving could lead to threat or challenge appraisal depending on how it relates to achievement goals. Further, perfectionistic concern may be particularly disruptive as it was related to threat appraisal in multiple ways and undermined the more positive mastery approach. Intervention efforts may benefit from targeting an athlete's perfectionist tendencies and motivation orientation.

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TRANSITIONS IN THE CAREERS OF ELITE SWIMMERS: TO OR OUT OF ELITE SPORT?

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Competitive swimming is one of the most demanding and time-consuming sports (Bak, 1996). In their quest for top accomplishments, elite swimmers progress through different developmental stages with the primary goal of improving performance to be further confirmed by significant outcomes (Ericsson, Krampe, & Tesch-Römer, 1993; Johnson, Tenenbaum & Edmonds, 2006). Athletic career is a succession of stages and transitions (normative

and non-normative), which may have a decisive effects on either staying the satisfactory and/or successful course or deciding about premature discontinuation (Stambulova, 1994; Siekanska, 2013).

The purpose of the study was to identify differences between the swimmers (M age=21.32) who after undergoing a transition from a junior to senior level either (a) resigned from competitive sport – Group I (10 females 7 males) or (b) continued their career hoping for improving their performance, regardless of low success on the elite level – Group II (7 females, 10 males). Criteria for inclusion included having undergone a transition from a junior to senior level and having competed at elite level at least one year (M=4.14 years). The participants were administered a demographic survey and a structured interview. The mixed-method design was used in the analysis included qualitative and quantitative measures (Gibbs, 2011). The results revealed the differences in developmental stages, number of hours of structured practice, and perceived cost and benefits of their sport career. Furthermore, essential inhibitors and facilitators of athletes' development were identified. The findings from the study have practical applications for athletes, coaches, parents and sport psychology professionals and examples of interventions will be provided. For instance, appropriate social support can help to prevent elite athletes' premature resignation from professional sport during and after their normative career transitions from a junior to senior level.

Exercise/Health/Fitness

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AN EXPLORATORY STUDY OF MEASURING MOTIVATIONAL AND COHESIVE PROPERTIES OF MUSIC IN SPORT

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The purpose of this study was to examine the discriminate ability of a psychometric that was designed to measure motivational and cohesive properties of music in sport. The psychometric was generated by blending items from two valid and reliable psychometrics, the Brunel Music Rating Inventory-3, and the Group Environment Questionnaire. The instrument was designed to assess the motivational and cohesive qualities of music for a sports team in a pre-competition or training scenario. The instrument has 27 items, divided into three, nine-item subscales; motivation, task cohesion, and social cohesion. The instrument was administered to sixty-three student-athletes from an NCAA Division III college in Western New England. The student-athletes were presented four songs to rate, using the psychometric, each had predetermined motivational and cohesive properties. Three one-way repeated measure ANOVAs were utilized to assess mean differences across the motivational, task cohesion, and social cohesion subscales. The songs determined to have high cohesion and high motivation along with the low cohesion and low motivation track were scored significantly different from the others, as predicted. However, the tracks with mixed qualities of motivation and cohesion were not scored significantly different as predicted. Future research considerations will be presented, including, how to define cohesive properties in music, and improvements to the song selection process.

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EFFECTS OF MULTITASKING ON SELF-SELECTED PACE & DISTANCE WHILE WALKING

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Statement of Problem: This study examined the effects of multitasking (i.e. texting) on a motor task (i.e. walking or running). The main objective of this research was to determine if there is an adverse effect of multitasking on self-selected walking pace/distance. Dietrich's (2009) Transient Hypofrontality Theory notes that regulation of bodily motion is demanding for the brain. Neural processing occurs on a competitive basis. A participant who is allocating cognitive resources to a cognitive task would have less resources to allocate to regulation of bodily movement resulting in slower self-selected intensities.

Hypothesis: Participants in the control trial will walk or run at a faster pace, thus traveling a longer distance.

Subjects: Seventy undergraduate students completed the study (52 females & 18 males). Students were recruited via the Psychology Department's Study Board. Mean age was 19 years.

Procedure: During session one, participants were screened using the ACSM risk appraisal form. Only participants classified as low risk were allowed to participate. Participants completed a 3-minute step test (to estimate their VO₂max), a working memory test, and demographic questionnaires.

Results: Participants walked/ran at a faster pace during the control trial as compared to the texting trial.

A repeated measures ANOVA for the main DV of distance completed showed participants assigned to the control condition of no cognitive task performed best (longer distance) compared to those who were texting ($F(1,69)=56.67$, $p < .001$, $\eta^2=.45$).

Conclusion: The results from this study show that attempting to simultaneously engage in exercise and a cognitive task lowered performance on self-selected pace during exercise. The results offer important insight to athletes, physical therapists, exercise practitioners, and/or physicians with regard to a key factor involved in regulating exercise intensity.

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EXPLORING PERCEPTIONS OF PSYCHOLOGICAL SAFETY AND MEANINGFULNESS IN GROUP EXERCISE CLASSES

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Kathleen Wilson, California State University, Fullerton, USA;
Sarah Hamamoto, California State University, Fullerton, USA*

Originally conceptualized in the workplace (Brown & Leigh, 1996), psychological climate (PC; feelings of safety and meaningfulness) has been related to effort in sport (Spink et al., 2013) and exercise settings (Hamamoto et al., 2015). However, it was assumed that the conceptualization of PC in the workplace applied to activity settings. This study explored feelings of safety and meaningfulness in exercise settings as well as whether these perceptions differed across gender and class type (aerobic fitness & resistance training (RT)). Students

(N= 400; 67.8% female, 32.3% male) completed a cross-sectional survey on their experiences in one of 14 exercise classes. Participants answered two open-ended questions that asked 'what is it about this class that makes it: 1) safe/comfortable and 2) meaningful (important to you)?' Responses were grouped into themes and frequency of participants reported. Chi-square analyses examined differences by gender and class type (aerobic or RT). For safety, 37.8% of participants described interactions with fellow exercisers (e.g., "similar minded individuals" & "no judgements") and 36.8% identified leader qualities (e.g., supportive & accepting). Females (42.8%) mentioned leader qualities more than males (24.0%); $p=.001$. For meaningfulness, perceived benefits (e.g., health, academic, etc.; 43%) emerged as the primary factor and was identified more by females (49.8%) than males (35.0%); $p=.008$. Individuals in aerobic classes (62.4%) were more likely to report benefits than those in RT classes (37.6%), $p<.001$. Findings suggest that across gender and class types, individuals perceive exercise classes as safe when fellow exercisers and the instructor are supportive, accepting, and encouraging. These are in line with the organizational psychology conceptualization of PC that included supportive management and self-expression as components of safety (Brown & Leigh, 1996). In contrast, meaningfulness in exercise classes (i.e., benefits) did not match with components (e.g., contribution, challenge and recognition) previously identified in the workplace and warrants further investigation.

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FIT MINDED: IMPROVING PHYSICAL ACTIVITY AMONG ADULT WOMEN THROUGH AN INTERACTIVE BOOK CLUB

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Enhanced self-worth and a focus on functional physical improvements have been identified as leading variables in long-term physical activity (PA) adoption for women (Huberty et al., 2010; Segar et al., 2008). Others have suggested social support as a significant predictor of PA in this population (Gorin et al., 2005). Therefore, the present study sought to determine if a social-cognitive theory (Bandura, 1986) based book-club intervention could improve PA-promoting psychosocial variables, PA rates, as well as objective health outcomes in adult women. Thirty-two women (age: 48.09 ± 8.96 yrs.) met for 12 weeks in a book club format. Surveys (i.e., PA Readiness Questionnaire, Exercise Benefits/Barriers Scale, Multidimensional Outcome Expectations for Exercise Scale, Physical Self-Perception Profile, Adult Self-Perception Profile, PA Goal Setting Scale, PA Planning and Scheduling Scale) and clinical evaluations (i.e., body fat, blood glucose and lipids, weight, blood pressure (BP), waist circumference) were completed pre- and post-intervention. Physical activity was assessed using wearable activity-trackers. During group meetings, five books focusing on self-concept, body image, and behavior change strategies were discussed, and participants reflected on their weekly PA goal progress. Repeated measures t-tests were run on each outcome variable. Post-intervention, participants had significantly reduced weight ($p=0.022$), BMI ($p=0.022$), and systolic BP ($p=0.047$). Subjects improved on measures of perceived exercise benefits and barriers, PA goal setting, PA planning and scheduling, as well as reported physical condition, body attractiveness, strength esteem, physical self-worth, sport competence, and stage of change (p -values $<.001 - 0.023$). Average daily steps increased non-significantly from baseline to week 12. These results demonstrate that a book-club, with

no face-to-face PA component, can improve psychosocial factors related to PA, which translate to improved markers of health. While PA did not increase significantly, there is evidence of improved activity and PA-promoting strategies, which may translate to greater PA outcomes over time.

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INFLUENCE OF SOCIAL SUPPORT AND FITBITS ON PHYSICAL ACTIVITY FOLLOWING KNEE REPLACEMENT

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While there are many positive health benefits that occur as a result of total knee replacement (TKR) surgery, physical activity levels remain below healthy populations. Wearable activity trackers and social support have been shown to be beneficial for increasing physical activity and improving health outcomes in other populations, but the effect of these on outcomes in TKR are unknown. This study examined the influence of Fitbit activity trackers and social support on physical activity over a 4-month period in TKR patients ≤ 12 months from surgery. Fifteen participants (mean \pm SD, 60.0 ± 8.0 years, 81% female, 94% white, BMI 31.1 ± 5.2 kg/m², 5.1 ± 3.4 months post-op) were randomized to Fitbit Only ($n=8$) or Fitbit and Social Support ($n=7$) where participants chose a buddy to complete the study with them and also received a Fitbit. Seven buddy participants completed the study (mean \pm SD, 56.6 ± 7.4 years, 80% female, 93% white, BMI 28.5 ± 3.1 kg/m²). Participants completed the Social Support for Exercise Survey (SSES) and the Inventory of Socially Supportive Behaviors (ISSB) at baseline and 4 months. Physical activity data was collected via Fitbit Flex 2 in the form of daily steps, daily fairly, and very active activity, and sedentary time. Participants averaged 7539.4 ± 813.4 steps/day 15.6 ± 2.7 fairly active/minutes, and 10.6 ± 2.4 very active min/day across the 4 month time period. No significant changes were found across time in social support or physical activity. Among TKR patients, there was an association between steps ($r=0.89$, $p<.001$), sedentary time ($r=.691$, $p=.004$), and social support from family at baseline and 4-months ($r=.696$, $p=.008$). There was also an association between TKR patients and their buddies between steps ($r=.891$, $p<.001$) and social support ($r=.872$, $p<.001$) at baseline and 4 months. Physical activity remains low in TKR patients following surgery. Future studies should explore more intensive interventions with social support as a means for increasing physical activity in TKR patients.

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MAKING POSITIVE CHANGES: GROWTH MINDSET AND EXERCISE MOTIVES OF COLLEGE STUDENTS

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Despite the clear benefits of exercise for college students, lack of exercise during college is still a major health issue (Butler, Black, Blue, & Gretebeck, 2004). One unexplored factor that may impact college students' exercise motives may be an individual's mindset towards his or her physical condition. Since a growth mindset is indicative of an individual's belief that they can positively change themselves (Dweck, 2006), we hypothesized that individuals with a growth mindset

would more likely be motivated to exercise for health reasons related to making positive physical changes, rather than social reasons or health reasons to avoid negative changes. A sample of 543 college students completed the Exercise Motivation Inventory-2 (Markland & Ingledew, 1997) and a modified version of the Growth Mindset Scale (Dweck, 2006). The Big Five Personality Inventory (John & Srivastava, 1999) was also used to identify personality characteristics of participants, due to the likely overlap between personality constructs and the notion of mindset.

While there are many positive health benefits that occur as a result of total knee replacement (TKR) surgery, physical activity levels remain below healthy populations. Wearable activity trackers and social support have been shown to be beneficial for increasing physical activity and improving health outcomes in other populations, but the effect of these on outcomes in TKR are unknown. This study examined the influence of Fitbit activity trackers and social support on physical activity over a 4-month period in TKR patients d^{12} months from surgery. Fifteen participants (mean \pm SD, 60.0 \pm 8.0 years, 81% female, 94% white, BMI 31.1 \pm 5.2kg/m², 5.1 \pm 3.4 months post-op) were randomized to Fitbit Only (n=8) or Fitbit and Social Support (n=7) where participants chose a buddy to complete the study with them and also received a Fitbit. Seven buddy participants completed the study (mean \pm SD, 56.6 \pm 7.4 years, 80% female, 93% white, BMI 28.5 \pm 3.1kg/m²). Participants completed the Social Support for Exercise Survey (SSES) and thUsing partial correlation analyses to control for personality, there was a positive association between growth mindset and positive health ($r = .157, p .001$), appearance ($r = .125, p = .004$), and strength and endurance ($r = 0.153, p .001$), as well as a negative association with health pressures ($r = -0.113, p = .009$). There were no statistically significant associations found between growth mindset and stress, revitalization, enjoyment, challenge, competition, nimbleness, social recognition, affiliation, ill-health avoidance, and weight management. Based on the current findings, campus health and wellness professionals should tailor motivating efforts based on an individual's mindset. For example, health and wellness professionals may consider using language that focuses on making positive changes with regard to one's physical condition rather than traditional campus wellness messages referencing avoiding health issues, making social connections, and avoiding weight gain.

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MODERATING CAPABILITIES OF HEALTH-RELATED FITNESS KNOWLEDGE ON SELF-ESTEEM AND EXERCISE IN FEMALE YOUNG ADULTS

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Research consistently indicates exercise behavior is positively related to self-esteem (Zamani Sani et al., 2016). Though research indicates health-related fitness knowledge (HRFK) is not consistently significantly related to exercise (Keating et al., 2009; Sul-toni, Jajat, & Fitri, 2017), its moderating capabilities on the relationship between exercise and self-esteem have not been examined. Thus, the purpose of this study was to examine the relationships among female young adult's self-esteem, exercise frequency, and HRFK using moderation

analysis. Participants were 213 female university students (M age = 22.164 \pm 4.6) who completed questionnaires assessing their self-esteem, exercise frequency, and HRFK. Correlation analyses revealed exercise frequency was positively related to both self-esteem ($r = .44, p < .01$) and HRFK ($r = .16, p < .05$). The overall model revealed statistically significant results, $R^2 = .22, F(3, 209) = 20.02, p < .01$; exercise frequency ($\beta = .44, p < .01$) and the interaction term ($\beta = .14, p < .05$) were both statistically significant predictors of their self-esteem, while HRFK ($\beta = -.11, p = .09$) was not a significant predictor. These findings indicated HRFK did moderate the relationship between exercise frequency and self-esteem. Specifically, high HRFK enhanced the positive relationship between exercise frequency and self-esteem. On the other hand, students with low HRFK, on average, displayed a negative relationship between exercise frequency and self-esteem. That is, on average, those with higher exercise frequency actually displayed lower self-esteem if they had low HRFK. These findings suggest that even though HRFK is not consistently related to exercise frequency, increasing HRFK may have underlying benefits within other complex relationships. This may be explained low levels of competence or relatedness (Deci & Ryan, 2008; Harter, 1981), or perhaps due to a failure to satisfy their goal orientation (Standage & Gillison, 2007). Further research is warranted to explore these findings.

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SATISFACTION WITH LIFE IS ASSOCIATED WITH POSITIVE EFFECTS OF EXERCISE

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Gabrielle C. Wy, University of Southern Indiana, USA;
McKenna Deem Blaylock, University of Southern Indiana, USA;
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A myriad of factors (e.g., self-objectification, body dissatisfaction, self-esteem) determine motives for exercise (Strelan et al., 2003). As such, the purpose of this study was to examine the relationship between mating constructs specifically satisfaction with life (SWL) and jealousy, and motives for exercise. Two-hundred and two undergraduate students from the university in the Midwest (nmales = 63, n-females = 139) between 18 and 29 years of age (M = 20.06, SD = 2.22) completed a demographic questionnaire, Exercise Motivation Inventory-2 (Markland & Ingledew, 1997), Satisfaction with Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985), and Multidimensional Jealousy Scale (Pfeiffer & Wong, 1989). A multiple linear regression analysis was performed to examine the relationship between motives for exercise (i.e., enjoyment, appearance), SWL, and jealousy (i.e., cognitive, behavioral, and emotional). The overall model was statistically significant, $F(4, 206) = 4.15, p < .05, adj. R^2 = .057$. Specifically, SWL positively predicted enjoyment-related motives for exercise ($\beta = .18, p < .05$) and emotional jealousy positively predicted appearance-related motives for exercise ($\beta = .18, p = .02$). These results suggest that SWL is positively related to enjoyment-based motives for exercise and jealousy is positively related to the appearance-based motives for exercise. The findings of this study are congruent with the previous research examining body-related envy with motivation to exercise for body improvement (Pila, Stamiris, Castonguay, & Sabiston, 2014) and linking high frequency of exercise with a greater quality of life (Lustyk, Widman, Paschane, & Olson, 2010). Our findings can

inform physical trainers, sport psychology consultants, and other mental health professionals to promote exercising for fun and enjoyment as opposed to looks and appearance as they offer more positive outcomes. However, experimental studies are warranted to examine the causal relationships between these exercise and mating/pairing constructs.

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THE INFLUENCE OF PERSONALIZED PRIMING ON THE AFFECTIVE EXPERIENCE OF EXERCISE

Suzanne Pottratz, Barry University, USA

The physical and psychological benefits of exercise and physical activity have been well established, yet the number of American adults living a sedentary lifestyle is higher than ever. Motivation to exercise is related to affect, how an individual feels during and after exercise. Negative feelings during exercise are strongly associated with a decrease in motivation to continue exercising, while positive feelings are associated with continued exercise participation (Campion & Levita, 2014). Research on interventions that target non-conscious processes is limited, but a small body of literature has emerged concerning the impact of priming interventions on exercise behavior. Priming refers to the passive, subtle, and unobtrusive activation of relevant mental representations by external stimuli, without a person being consciously aware of the influence exerted by those stimuli (Bargh & Chartrand, 2000). Priming can be either supraliminal or subliminal (below the level of conscious awareness). In this study, subliminal priming was used in the form of positive affective words and as words identified by participants as invoking positive emotions (personalized primes) embedded within music videos. The purpose of this study was to investigate the effects of personalized priming within music videos on cycling performance, affective valence and RPE during exercise, and remembered pleasure and forecasted pleasure following exercise. Participants underwent three 20-min cycling conditions. The conditions were music-video, music-video with positive affective priming, music video with personal affective primes. Affective valence and RPE were measured every 5-min during the cycling task, and remembered pleasure and forecasted pleasure were measured post-exercise. Preliminary results indicated personalized primes yielded greater affective valence during and after exercise compared to generic positive primes, which may positively influence exercise adherence.

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THE PERSONALITY PROFILE OF EXTREME SPORTS ATHLETES

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The relationship between personality traits and sport activities has been reported (Eysenck et al., 1982). It was also suggested that individuals who play extreme sports (ES) differ from those participating in the other individual sports - (OIS) regarding their personality characteristics (Gomà-i-Freixanet, 1991; Kajtna et al., 2004).

This study seeks to identify distinctive personality traits of ES athletes as a group, but also within the group (i.e. differences between various extreme sports). 348 participants from the

Republic of Serbia, of both sexes, between the ages of 17 and 30, are recruited. The study group comprises 127 ES athletes (30 speleology, 15 parachuting, 14 paragliding, 13 scuba diving, 37 sport climbing, 18 board sports), 113 OIS athletes (18 swimming, 18 cycling, 52 athletics, 11 triathlon, 14 tennis), and 108 members of the general population that were part of the Serbian normative sample. Respondents completed a Serbian version (Đuričić-Jočić, Džamonja-Ignjatović & Knežević, 2004) of the 240-item Revised NEO Personality Inventory (Costa and McCrae, 1992).

We found that ES athletes were homogeneous and distinct from both OIS athletes and general population regarding their personality characteristics. Low Neuroticism (absence of anxiety and negative emotions), high Extraversion (energy level, activity), low Agreeableness (antagonism, competitiveness) and high Conscientiousness (achievement striving, self-discipline and deliberation) characterize both group of athletes and differentiate them from the general population. ES athletes tend to be more open (openness to aesthetics, feelings, actions and values) and less conscientious compared to OIS athletes. The differences in personality characteristics are also detected within the ES group. Thus, parachutists, and paragliders tend to differ from OIS athletes and the general population in their personality characteristics the most (i.e. having the aforementioned prototypical ES profile), while scuba divers tend to have the personality profile more similar to typical OIS one.

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THE RELATIONSHIP BETWEEN GRIT AND EXERCISE BEHAVIOR AND ADHERENCE

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Duckworth, Peterson, Matthews, and Kelly (2007) introduced the construct of grit, defined as trait-level perseverance and passion for long-term goals, and showed that grit predicted achievement in challenging domains over and beyond measures of talent. Grit involves the capacity to sustain both effort and interest in projects that take months or even longer to complete. The concept of grit has gained quite a lot of attention from applied sport psychology researchers and practitioners alike. Duckworth et al. (2007) suggest that future research examine the domain-specific aspects of grit. One example is to test the concept of grit in the context of exercise behavior and adherence, where little research has been done. The purpose of this study was to examine the relationship between exercise practices (e.g., frequency, intensity, duration) and grit. Twenty-eight participants (20 males and 8 females) participating in a high-intensity interval training (HIIT) workout completed an Exercise Questionnaire and a modified version of the Short Grit Scale (Grit-S; Duckworth & Quinn, 2009). The Exercise Questionnaire was used to gather information from the participants about their exercise practices - e.g., frequency, intensity, duration, and adherence. The Grit-S is an eight-item questionnaire that measures trait-level perseverance and passion for long-term goals. The items of the Grit-S were modified to be more exercise domain-specific - e.g., "I often set an exercise goal but later choose to pursue a different one." Cronbach's alpha (α) for the modified Short Grit was .77, indicating good reliability. Preliminary analyses revealed significant correlations between Grit scores and both exercise duration (months), $r = .498$, $p = .01$ and exercise intensity, $r = .404$, $p = .03$. The former correlation makes sense

based on the long-term nature (i.e., perseverance) of the grit scale. Results highlight the need to better understand the role of grit in exercise adherence.

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USING ASSET MAPPING TO GUIDE COMMUNITY-BASED PHYSICAL ACTIVITY INTERVENTIONS IN RURAL WV

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Obesity is a pervasive issue in the United States with adult prevalence rates approaching 40% in some states, with rural communities at higher risk due to lower food and physical activity access. Asset mapping is a strength-based approach that focuses on identifying viable resources and building relationships within the community (Kretzmann & McKnight, 1996). Asset mapping is cost-effective and promotes autonomy, helping residents see that they have the capacity to change and that these changes are sustainable (Jakes et al., 2015; Santilli et al., 2011). As part of a CDC grant-funded effort to prevent obesity, the research team built a Google-based asset map of physical activity resources in each of two high-obesity counties in West Virginia. The assets mapped included parks, trails, playgrounds, schools, and sport / fitness facilities. Assets were located using a variety of existing resources, including Google Earth, and the Healthy Places West Virginia and West Virginia Trail inventories, which depict parks, schools, trails, and wildlife management areas in all 55 West Virginia counties. The research team identified 15 locations in one county, with schools as the most prevalent resource. This county has less than 2 miles of safe walking trails. There were 62 physical activity assets in the other county, with public parks as the most prevalent resource. There was one private fitness center in the latter county. The poster will display a visual map of the assets in each county by category. The next steps in the project will be to conduct key informant interviews to validate entries and a "windshield tour" of each location to document quality, safety, and accessibility features in each location. These data will be disseminated to community partners to help mobilize intervention efforts to promote walking and biking.

Injury/Rehabilitation

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AN INVESTIGATION INTO FORMER HIGH SCHOOL ATHLETES' EXPERIENCES OF A MULTIDISCIPLINARY APPROACH TO SPORT INJURY REHABILITATION

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According to Hess et al. (under review) a multidisciplinary approach is one of the many forms of professional practice which can be utilized by sports medicine professionals in providing care to injured athletes. While this approach has been empirically supported in the healthcare domain (Khan, Pallant, Zhang, & Turner-Stokes, 2010), studies supporting its utilization in the sport injury rehabilitation context is limited (Arvinen-Barrow & Clement, 2015, 2017). Moreover, to date,

no studies have specifically explored the use of this approach at the high school level. Thus, the purpose of the current study was to retrospectively document former high school athletes' experiences of working with a multidisciplinary team. A sample of former high school athletes (N = 185) currently enrolled in two universities in the United States of America, completed an author constructed, open-ended survey instrument aimed to capture participants' experiences of a multidisciplinary approach to their sport injury rehabilitation. The results from the descriptive statistical analyses revealed that participants' experiences of a multidisciplinary approach to their sport injury rehabilitation included interacting with a variety of individuals for e.g., family, athletic coaching staff, support coaching staff, sports team, sports medicine professional, physician, physician with injury specific specialty, surgeon, girlfriend/boyfriend, friends, school staff, mental health professional, and other allied health professionals. Using the Clement and Arvinen-Barrow (2013) multidisciplinary approach to sport injury rehabilitation model as a framework, this presentation will provide a detailed visual breakdown of the composition of the multidisciplinary teams. The presentation will also demonstrate how these individuals were connected to each other and the injured athletes. The presentation will also provide best practice guidelines on how to incorporate multidisciplinary approach to high school sport injury rehabilitation.

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COPING WITH INJURY AND DAILY STRESSORS IN UNIVERSITY STUDENT ATHLETES

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Recent research has generated a great deal of useful information about the nature of the stressors facing injured athletes and coping strategies used during injury rehabilitation. However, few studies have examined the actual experience of injured collegiate student athletes that may face slightly different stressors than athletes from other levels of competition. This study sought to begin to address this gap in the literature by exploring the stress and coping experiences of injured student athletes over the course of their rehabilitation. Nine university student athletes with athletic injuries were recruited to complete fourteen consecutive weekly journal entries describing their stressors and coping strategies related to injury rehabilitation. Five participants (three female and two male) provided full journal datasets and then completed semi-structured interviews after returning to sport. Grounded theory methodology was utilized to analyze the journal and interview data. Themes arose related to the student athlete lifestyle, stressors, psychological response to injury, coping strategies and coping effects, coping processes and perceived benefits. The study identified several stressors and coping strategies specific to injured student athletes. These stressors included intensive time demands, which became further strained with the addition of rehabilitation, the physical limitations of injury, maintaining interpersonal relationships, and aspects of the rehabilitation process. Coping strategies identified such as setting goals, activating social support, managing emotions, distraction, acceptance, and positive reframing was consistent with strategies identified in previous research. However, time management, planning, and scheduling were novel coping strategies that may be unique to injured student athletes compared to other elite athletes. Overall, the results

of the study indicate that particular stressors and coping strategies are experienced and utilized by injured student athletes and that these may have implications for supporting this unique population.

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IDENTITY & EMOTIONAL RECOVERY EXPERIENCES FOLLOWING SEVERE SPORT INJURY

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Background: The purpose of this study was to investigate the intensity and qualities of emotional recovery experiences, and the interaction with identity of athletes who suffered sport injuries during competition keeping them out of their sport longer than 6 months.

Objectives: The study examined the emotional experiences and identity of athletes following severe sport injury contrasted with the emotional experiences described in the Stages of Grief model (Kubler-Ross, 1969).

Subjects and Methods: The study received institutional research board approval. Recorded semi-structured interviews were completed (55 min. ave. duration) with recovered athletes (N=18; 15 female, 3 male) who competed in basketball, marathon running, soccer, rugby, baseball, swimming and wrestling. Subjects self-selected their participation based on recruitment messages from word of mouth referrals from sport medicine professionals (SMPs) who knew them. Narrative inquiry (Clandinin & Connelly, 2000) was used to organize transcribed data and thematic content analysis was employed (Aronson, 1995; Gilbert, 2002) to detail themes, patterns and meaningful details expressing the experiences of each subject. This particular presentation showcases 2 of these cases, both female ACL tears. These two particular athletes' experiences of injury and grief are viewed in relation to loss of identity.

Results: The themes expressed by these two particular cases center around loss of identity, the role of athlete identity in relation to grief, severe sport injury and post-injury recovery. **Conclusions:** Findings suggest the need to 1) provide proper clinical sport psychology support, 2) develop education materials and delivery for athletes, SMPs and coaches as a strategy to ameliorate the deleterious emotional experiences recovering athletes have, 3) train SMPs to perform lay counseling with recovering athletes, 4) future research studies are needed to show how to counsel recovering athletes.

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INJURED ATHLETES EXPECTATIONS OF COACH PROVIDED SOCIAL SUPPORT

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Injury is an inevitable component of sport participation and those who work with athletes need to be familiar with supporting them throughout their recovery. Coaches are in the prime position to provide social support to their injured athletes due to their close proximity (Bianco, 2007). Previous research indicates a discrepancy between what coaches offer and what athletes report as beneficial (Corbillon et al.,

2008). Therefore, the purpose of this qualitative study was to examine NCAA DI athletes' (n = 25) perceptions and expectations of social support from their head coach during each of the three phases of recovery: injury, rehabilitation, and return to play. Five themes emerged from the interviews with injured athletes: supporting the whole person, not just the athlete; positive interactions with coach supporting recovery; negative coach interactions; perceived barriers faced by coaches trying to support athletes; and athletes supporting themselves. Nearly all participants stated the importance of open communication with their head coach throughout the entire process. For example, athletes appreciated when coaches checked in on their mental and physical wellbeing, along with their timeline until return to play. However, recovering players acknowledged that their coaches needed to focus on their team's performance and disliked when coach inquiries added pressure. Unlike previous studies, this study examined injured athletes expectations for their coaches' social support behaviors rather than focusing on the presence or absence of it. Sport psychology consultants can apply these results to helping athletes manage the expectations they have of their coaches during recovery. Sport psychology consultants should be aware of the need for improved support for coaches and the injured athletes they work with as well as ways to assist athletes in developing their support network to optimize return to competition.

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LIVING WITH POST-CONCUSSION SYNDROME

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While 80-90% of athletes who are diagnosed with a concussion recover in 7 to 10 days, some may develop post-concussion syndrome (PCS; Ford, Spicer, Keenan, Robotham, Atayi & Bogard, 2014), which research has broadly defined as a combination of symptoms that persist beyond the typical concussion recovery time frame (Ford, et. al., 2014). Research has shown that patients with PCS may experience a loss of functional health that can disrupt essential aspects of daily living (Voormolen, et. al., 2018). Recently, Kontos and Collins (2018) have argued for a more individualized and comprehensive approach to concussion assessment and treatment. This study aims to shed light on the current experiences of those with PCS via case study methodology. Two former athletes who have been diagnosed with PCS were interviewed using open-ended questions regarding their experiences with assessment, symptoms, treatment and the impact of their concussions both immediately following the injury and in the years thereafter. Participants were both in their early 20s and had been living with post-concussion syndrome for a number of years. Participant one was a male who experienced 3 concussions in high school athletics. Participant two was a female who experienced 2 concussions while cheerleading in college. Their responses to the questions were coded by two raters who did not know the aim of the study. An acceptable level of interrater reliability was found. Results indicated that the participants had both unique and similar experiences. They reported common symptoms such as headaches and dizziness, as well as long-term consequences related to social isolation, and difficulty in memory. However, the

immediate versus long-term treatment they received differed greatly, leading to individualized recommendations for each athlete. This presentation aims to further our understanding of PCS, through spotlighting both athletes' experiences with concussion and Post Concussion Syndrome.

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REVISITING THE PREVALENCE OF SPORT-RELATED TRAUMATIC BRAIN INJURY IN THE CRIMINAL JUSTICE SYSTEM

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Maria Novak, University of Denver, USA

Traumatic brain injuries (TBI) are ubiquitous in the criminal justice system. Research has reported the prevalence rate to be as high as 88% in incarcerated populations (Farrer & Hedges, 2011), but little work has been done to examine the prevalence of sport-related TBI within the criminal justice system. The present study examines the prevalence of a report history of sport-related traumatic brain injuries (SR-TBI) relative to non-sport-related traumatic brain injuries (N-SR-TBI) in the criminal justice system and differences in their histories of psychiatric disorders. Participants included 909 (M = 622, F = 285) adult and juvenile probationers and inmates across 17 probation and jail sites in Colorado who had sustained at least one TBI. Lifetime history of TBI was assessed using the OSU-TBI-ID (Corrigan & Bogner, 2007) and psychosocial history was evaluated using a semi-structured clinical interview. In the present study, 45% of 4,407 people interviewed in the criminal justice system had a history of at least one significant TBI. 20.9% of those 1,854 people reported at least one sport-related TBI. As to specific victimization rates, the prevalence of reported adult-age victimization among justice-involved persons with a history of SR-TBI (48.6%) is much higher than the 2% reported in the general population (Bureau of Justice Statistics, 2015). That rate is lower than the prevalence of adult-age victimization among persons with N-SR-TBI (68.0%). The prevalence of reported childhood victimization, additionally, is significantly lower among justice-involved persons with SR-TBI (54.1%) relative to persons with N-SR-TBI (65.7%). The prevalence rates in both groups are significantly higher than the 15.2% reported in the general population (Finklehor, Turner, Shattuck, & Hamby, 2015).

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SPORTS MEDICAL PROFESSIONALS' VIEWS ON PSYCHOLOGICAL PROBLEMS AMONG INJURED ATHLETES: A QUALITATIVE STUDY FOCUSED ON DISAGREEMENTS AMONG PROFESSIONALS

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It has been reported that athletes with sports injuries experience not only physical but also psychological problems. Consequently, in recent sports injury rehabilitation programs, a multi-disciplinary approach to sports has been proposed (Clement & Arvinen-Barrow, 2013). Previous research has shown certain professionals' views on psychological problems among injured athletes; however, limited research has explored the disagreements among professionals with different specialties and roles. The purpose of this study was to investigate the disagreements of views on athletes' psychological problems among sports medical professionals.

This study adopted a qualitative approach. Three psychologists, three physiotherapists, and three athletic trainers working in sports medicine in Japan participated in the semi structured interviews. Participants read three vignettes that described fictional injured athletes with varied psychological problems. Subsequently, they commented about these vignettes with regards to factors such as identification of psychological problems, psychological intervention for the athletes, and cooperation with other professionals. Interview transcripts were analyzed using a Grounded Theory Approach.

When identifying and assisting injured athletes with psychological problems, all professionals assessed them based on the biopsychosocial model. They identified the common emotional and behavioral problems; however, their approaches to these problems were different. Psychologists focused on psycho-social information such as athletes' personalities before injury and interpersonal relationships within their teams to explore the background of emotional and behavioral problems. Physiotherapists and athletic trainers focused on biological (physical) information. They presumed that they were to evaluate and show objective data to athletes in order to reduce emotional and behavioral problems such as anxiety, fear, and poor adherence. Moreover, results indicated that participants sometimes disagreed with other professionals' goals of intervention.

These findings assist in clarifying the practical agenda of a multi-disciplinary approach, and suggest that sharing assessment information and goals is important in cases where many professionals work together in sports rehabilitation programs.

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USING PSYCHOEDUCATION TO INFLUENCE ATHLETES' PSYCHO-EMOTIONAL RESPONSES TO INJURY

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Statistics show that nearly 20% of elite athletes (and roughly 50% of all sport participants) undergoing ACL surgery and rehabilitation will fail to return to their previous level of sport participation (Ardern, Taylor, Feller, & Webster, 2014; Lai, Ardern, Feller, & Webster, 2017). Unfortunately, some of these athletes fail to return to sport despite full physical recovery (Burland et al., 2018; Werner et al., 2018). This illustrates the fact that post-injury rehabilitation includes both physical AND psychological components.

Although several mental skills are correlated with positive recovery outcomes (e.g. Cupal & Brewer, 2001), psychological interventions need further development and systematic implementation. Athlete education within the framework of Self-Determination Theory (Ryan & Deci, 2000) is promoted in the literature (Podlog, Dimmock, & Miller, 2011; Spetch & Kolt, 2001) and thus, psychoeducation is a promising psychological intervention. However, no research regarding its value for injured collegiate athletes exists.

A psychoeducational manual intended to inform injured athletes about common psycho-emotional responses to injury is in development. Subjective support (from injured athletes) for this manual exists, however, scientific evidence is needed. A convergent parallel mixed-method design (combining single case design [quantitative] and semi-structured interviews [qualitative]) was used to examine the empirical value of

this manual. Specifically, injured athletes' psycho-emotional states before and after reading the manual were assessed.

Data was gathered via the Psychological Response to Sport Injury Inventory (PRSII-19), the Subjective Units of Distress Scale (SUDS), and a semi-structured interview. Data analysis is currently in progress. Graphical representation of the survey data will be merged via consolidation with the interview data in a side-by-side summary table to facilitate final analysis. Anticipated results include the conclusion that the psychoeducational manual helps athletes adopt a constructive cognitive appraisal of their injury and reduce the presence of negative psycho-emotional responses after injury.

Mental Health

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ATHLETIC COPING SKILLS CAN HELP PREDICT STUDENT-ATHLETES MENTAL HEALTH

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College student-athletes must endure various stressors (Ferrante & Etzel, 2009). The Transactional Model of Stress and Coping states that successfully coping with these stressors will contribute to better mental health and health-related behaviors (Lazarus & Folkman, 2017). Although previous research has shown that this relationship of coping and mental holds true when assessing coping style, no study to date has explored a possible relationship between athletic coping skills and mental health. This study aimed to assess if athletic coping skills could predict levels of depression, anxiety, and psychological well-being in collegiate student-athletes. Participants were 127 (M age = 19.8 years, SD = 1.3 years) college student-athletes from six sports of an NCAA Division I university. A total of 71 participants were female and 56 were male. Participants completed demographic, Athletic Coping Skills Inventory, Beck Anxiety Inventory, Beck Depression Inventory, and the World Health Organization Quality of Life questionnaires. Multiple regressions for each dependent variable (i.e., anxiety, depression, and psychological quality of life) were run with athletic coping skills subscales as predictors. Athletic coping skills significantly predicted the variance of anxiety (13%), depression (16%), and psychological well-being (22%). Concentration was a significant predictor of the three dependent variables. Athletic coping skills may be related to mental health outcomes. Future studies should further investigate this relationship and assess if improving athletic coping skills of student-athletes through sport psychology interventions would have an effect on their mental health.

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BALANCING EXERCISE AND MENTAL HEALTH IN FEMALE COLLEGIATE TEAMS

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Exercise is one way to battle mental health issues due to the positive effects exercise has on the physiological variables associated with mental health and well being (Byrne & Byrne, 1993; Stănescu & Vasile, 2014). However, an inappropriate

amount of exercise may exacerbate previously existing mental health issues and further harm the athlete. For example, previous literature has shown symptoms of the female athlete triad, such as disordered eating, occur more frequently in sports that emphasize leanness (Nattiv, Loucks, Manore, Sanborn, Sundgot-Borgen, & Warren, 2007). Being able to recognize the signs of mental health issues within any collegiate team setting may encourage healthy conversation and coping mechanisms. The purpose of the current project is to educate female collegiate teams and staff about mental health issues, such as depression, anxiety, or other mood disorders and how exercise may play a role. Given the correlation between mental health issues and other conditions such as the female athlete triad, it may be reasonable to consider mental health as an additional consideration that female athletes are facing. Therefore, raising awareness of mental health issues within female collegiate sports is essential to promote a supportive team culture.

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EFFECTS OF A PEER-ASSISTED PHYSICAL ACTIVITY PROGRAM ON DEPRESSION AND ANXIETY IN COLLEGE STUDENTS

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The number of college students diagnosed with clinical depression and anxiety has significantly increased in the past decade (American College Health Association, 2017). Exercise is one treatment that is effective in reducing anxiety and depression (Lox, Martin Ginis, & Petruzzello, 2014), and additional research is needed to support a peer-mentored approach. The purpose of this qualitative study was to examine the effects of a peer-assisted, self-selected physical activity program on depression and anxiety in students at a four-year university, and to explore the various possible mechanisms by which depression and anxiety were affected. These mechanisms included physical activity, self-efficacy, relatedness, competence, and autonomy. A secondary purpose was to examine the benefits of participation for the physical activity buddies who provided the peer-support. In-depth interviews were conducted with three program participants with depression and/or anxiety, six physical activity buddies who supported the participants, and three referring professional healthcare providers. A qualitative data analysis was completed using the professional analysis software Atlas.ti to find and weigh the importance of both deductive and inductive themes that emerged from the transcripts. Results showed that participation in a peer-assisted physical activity program provided significant benefits for the participants with depression and/or anxiety, as well as the physical activity buddies who supported them, and the overburdened campus healthcare centers. Participants with depression and/or anxiety experienced a reduction in those symptoms while also increasing their self-efficacy and competence; the mechanism found to be primarily responsible for the changes was the combination of physical activity and relatedness. Other mechanisms of benefit included self-efficacy and competence, routine, nature, and other lifestyle changes. The results from this study illuminate a cost-effective way to address rising depression and anxiety rates in college students. Strategies for implementing this type of program at other colleges/universities will also be included.

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PROVIDING ATHLETE TRANSITION TRAINING AND CAREER COUNSELING: A CAREER-BASED CURRICULUM TRIAL WITH JUNIOR ICE HOCKEY PLAYERS

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There are many negative effects associated with the change in identity related to athletic retirement (Cosh, Crabb & LeCouteur, 2013; Heird & Steinfeldt, 2013). Substantial research focuses on athlete transition after sport, but few studies have focused on junior ice hockey players (JIHPs). There are many unique challenges JIHPs face, such as: balancing educational demands, adjusting to higher performance standards, relocation away from family, and preparing for their future (Dube, Schinke, Hancock & Dubuc, 2007). In response to these demands, a ten-session career curriculum over a ten-week span was designed to assist in education and career development. The purpose of this study was to investigate the effects of the curriculum on participants' attitudes and skills related to preparing for their future. Twenty-Two JIHPs aged 16–19 years ($M = 17.9$) from a team located in the Pacific Northwest participated in a ten-session career development curriculum including a pre and post-test assessment. This elicited participants' perceptions of their time management skills, goal-setting skills, financial education, and college and career readiness. The post-test was taken nine weeks after the pre-test. Fifteen questions were "yes/no" answers, while 20 items were answered on a five-point Likert scale (1= strongly disagree to 5= strongly agree). At the end of the 10-week curriculum, participants indicated higher college (28% increase) and career readiness (13% increase), better time management skills (17% increase), proper goal setting skills (28% increase in ability to set long-term goals; 14% increase in ability to set short-term goals), more adequate financial education (35% increase) and had less attachment to their athletic identity (22% decrease). After completing the curriculum, JIHPs reported having increased confidence in time management, goal setting, potential future directions, and financial education. Future studies with larger groups of student athletes could help increase the generalizability of the present study on JIHPs.

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SELF-COMPASSION IN THE END OF SPORT TRANSITION

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The body of literature regarding career transitions in sport-including transition out of sport- has been steadily growing (Lally, 2007). It has long been established that many athletes report their departure from sport being accompanied by adjustment difficulties- including feelings of loss, identity crisis, and trouble adjusting to post-sport life (Kerr & Dacyshyn, 2000; McKenna & Thomas, 2007). There have been numerous correlates associated with the quality of career transitions and the coping strategies that are employed (Park, Lavalee, & Tod, 2012). There is also a vast array of research demonstrating a positive association between self-compassion and coping (Neff, Hsieh, & Dejitterat, 2005). While there is plentiful

empirical evidence regarding transition out of sport and self-compassion independently, the intersection of the two constructs has yet to be explored.

The purpose of the current study is to evaluate the relationship between levels of self-compassion and the quality of transition out of sport. Former collegiate athletes from NCAA Division I and II schools, who transitioned out of sport in the past 3 years, will be recruited to participate in this study ($N=75$). Quantitative data will be collected via a Qualtrics survey consisting of four sections: demographics, the Self-Compassion Scale Short- Form (SCS-SF; Neff, 2003), Athletic Identity Measurement Scale (AIMS; Brewer, Van Raalte, & Linder, 1993), and the Athletes' Retirement Decision Inventory (ARDI; Fernandez, Stephan, & Fouquereau, 2005). Participants will be recruited through the American Psychological Association (APA) Division 47 listserv, Temple University's Sport Psychology listserv, and the Association for Applied Sport Psychology (AASP) unofficial listserv. Descriptive statistics will be used to analyze data and report results. The goal of this preliminary study is that the findings will contribute to increasing the quality of life as athletes inevitably transition out of sport.

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THE EFFECTS OF MINDFUL BIOFEEDBACK AWARENESS ON COGNITIVE FUNCTION OF HIGH SCHOOL AGE ELITE ATHLETES

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The ability of high performance athletes to maintain attention, focus and manage arousal (Christie and Werthner, 2013) is a delicate balance during competitive moments. Levels of arousal can enhance or be a detriment to performance (Davis et al, 2007; Yerkes-Dodson, 1903). The psychophysiological awareness of arousal levels and attention through biofeedback and mindfulness can provide an avenue for athletes to identify with the experience of managing optimal states.

This pilot study explored the efficacy of Mindfulness Biofeedback Awareness (MBA) as a regulatory tool on impacting attention and focus, during a cognitively challenging task, the Neurotracker (NT). The MBA tool was adapted from Mindfulness Biofeedback EDA protocol (Khazan, 2013) and Somatic Practices techniques (Wilson et al 2004). 22 elite high school athletes participated in a randomly assigned experimental study. Experimental and control group each played a 3-D cognitive game twice. The experimental group received MBA training prior to the second game of NT and the control group received MBA after the second game of NT.

In preliminary results, the data from 4 participants (each generating 40 trials) was examined. The effect of game 1 versus game 2, and the effect of group (MBA vs control) was examined in a 2-way ANOVA. There was a significant interaction between game and group, $F(1, 156) = 6.57, p = .011$ (see graph below). As expected, the trials in the two groups did not differ in speed in game 1 (prior to the intervention). For game 2, those who received the MBA intervention produced trials that were significantly faster than the trials from the control group. This study shows preliminary evidence for the effectiveness of the Mindful Biofeedback awareness in providing tools for managing arousal levels during cognitively challenging tasks.

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THE PSYCHOSOCIAL CORRELATES OF BULIMIC SYMPTOMATOLOGY AMONG RETIRED FEMALE ATHLETES

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Alexandra Thompson, NC State University, USA

Research supports sociocultural models to explain bulimic symptomatology in both female athletes and non-athletes (e.g., Anderson, Petrie, & Neumann, 2011; Stice, 2001). However, no study to date has tested this model in retired athletes, despite evidence that the retirement processes can involve dysregulated eating habits, body dissatisfaction, and emotional difficulties (Wylleman, De Knop, Menkehorst, Theeboom, & Annerel, 1993; Grove, Lavalley, Gordon, & Harvey, 1998; Stirling, Cruz, & Kerr, 2012). In this study, we tested Anderson et al.'s (2011) respecified model of bulimic symptomatology in a sample of retired NCAA Division I female collegiate athletes (N = 217; Mage = 26.5; retired two to six years). Structural equation modeling (via AMOS) illustrated support for the model, although it suggested an additional pathway and revealed one nonsignificant pathway from the previous model. Specifically, Societal Pressures regarding weight and body was related significantly to Internalization ($\beta = .45$) and to Body Satisfaction ($\beta = -.47$); Internalization also significantly related to Body Satisfaction ($\beta = -.23$). Body Satisfaction significantly predicted the athletes' Negative Affect (e.g., sadness, stress; $\beta = -.55$) and their Dietary Restraint ($\beta = -.66$). Body Satisfaction ($\beta = -.37$) and Dietary Restraint ($\beta = .38$), but not Negative Affect ($\beta = .09$), predicted Bulimic Symptomatology ($R^2 = .54$). These results suggest that, even in retirement, female collegiate athletes are at-risk for disordered eating, and similar sociocultural variables (e.g., general sociocultural pressures, body satisfaction, dietary restraint) may increase risk. Understanding how female athletes' relationship to eating and food, as well as their bodies, may change over the months immediately following retirement should be a next step by researchers.

Non-Sport Performance Applications

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LIFE ON THE EDGE: A QUALITATIVE ANALYSIS OF PERFORMANCE FACTORS IN BASE JUMPING

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Interest and participation in extreme sports has tremendously grown over the last decade. Most of the preexisting literature has focused on understanding the motivational factors for participation in such sports (Allman et al., 2009; Brymer & Oades, 2009; Kerr & Mackenzie, 2012), and there has been little research that has sought to investigate the approaches participants take to perform optimally in such dynamic, high risk environments. Since extreme sports environments differ greatly from those of traditional sports, it is worth exploring how participants in extreme sports prepare to successfully navigate the different challenges those environments may pose. Therefore, this study sought to explore: (a) the mental and physical preparation strategies, (b) motivations, and (c) general challenges of participants in the extreme

sport of BASE jumping. Participants (n = 7; 2 female, 5 male) consisted of BASE jumpers of various experience levels. Each participant engaged in an interview exploring their motivations to participate, strategies for optimal performance, and common challenges they faced in BASE jumping. Three higher order themes emerged that mirrored the research aims: (a) strategies and practices of preparation, (b) motivational factors, and (c) common obstacles and challenges faced by BASE jumpers. Distinctive findings included: (a) awareness of influences on decision making as a critical mental skill, (b) physical readiness factors, and (c) domain specific challenges of being able to walk away from a jump and being able to cope with grief and loss. Practical implications are considered for practitioners interested in consulting in extreme sports environments.

Olympic Sport, International, and Global Perspectives

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IMPLEMENTING MENTAL SKILLS TRAINING IN ACTION SPORTS ATHLETES' PREPARATION FOR SUMMER OLYMPICS 2020

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In August of 2016 the International Olympic Committee (IOC) announced that Skateboarding and Surfing would be added to the sports program for the Olympic Games in Tokyo in 2020 (IOC, Press Release, Aug 3 2016). For a community of athletes known for their laid-back attitudes, reckless abandon, and affinity for counterculture, this announcement carried an enormous impact for these athletes. The Olympics means bigger sponsors, bigger competition, and bigger tricks. For that reason, this study aimed to discover the intricacies of administering a mental skills training regimen into the daily training of 10 action sports athletes (male = 6, female = 5; surfers = 5, skateboarders = 5) who have all been competing at the professional level for at least one year before the study began. The study began by utilizing several surveys to gather baseline information such as the Mental Toughness Inventory (Gucciardi et al., 2015) and POMS II (Heuchert & McNair, 2011). Additionally, the athletes participated in a single 30-minute interview session and weekly Mental Skills Training sessions lasting from 30-60 minutes for 3 months. Results from the study revealed several barriers to service in the action sports setting such as buy-in, social norms, and lack of face-time due to travel and competitions. These findings are important aspects to consider and understand on the part of the practitioner as action sports take on more popularity and the athletes adopt more serious attitudes towards training in efforts to gain Olympic qualification. Additionally, the study revealed that 60% (n = 6) of the athletes experienced an increased self-efficacy and 80% (n = 8) qualified for the USA Olympic Team.

Professional Development, Supervision, and Mentoring

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A COUNSELOR EDUCATOR APPROACH TO SUPERVISING TRAINING COUNSELORS WHO WORK WITH STUDENT ATHLETES

Daniel Salois, University of Montana, USA

Training counselors are often assigned to work with student athletes during practicum and internship experiences at their given school in clinical mental health programs. These student counselors have proper supervision for counseling the college population in terms of clinical mental health, but more can be done to enhance the student athlete's experience in mental health counseling.

The subculture of student athletes in college have specific circumstances that can exacerbate common problems in living. Many student athletes are living in a new part of the country or world for the first time. This is common for college students, but student athletes have added stressors such as: navigating conflicts with coaches, team dynamics, NCAA policy to adhere to, hazing, pressure from community to perform under a spotlight, time management skills, fighting gender norms, and fighting a stigma of mental health (Watson 2006).

Supervisors need to have a grounded understanding of unique tribulations of the student athlete population, however many supervisors of clinical mental health students feel inadequate in this role. Supervisors should be able to revise, and teach, common evidence based foundational counseling skills to mold with a population's attitude, as they would in all multicultural counseling. Common skills that can be addressed are mindfulness activities for anxiety, conflict-resolution strategies within relationships, and using language that the student athlete understands and accepts as appropriate. These interventions are common for AASP members, but training mental health counselors on college campuses need more insight into the world of student athletes and how they can better serve this population (Lopez & Levy, 2013)..

The aim of this presentation is to address current trends in supervising training counselors to become more competent when working with student athletes. Viewers will learn common difficulties and strategies in implementing evidence based clinical mental health interventions for student athlete populations.

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EVOLVING PEER-TO-PEER MENTORSHIP IN SPORT PSYCHOLOGY GRADUATE PROGRAMS

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Mentorship in sport psychology has been documented to have a positive effect on both professional and personal development of graduate students (Aoyagi, Poczwardowski, & Shapiro, 2016; Watson, Clement, Blom, & Grindley, 2009). Peer mentoring also leads to greater overall satisfaction in students' and athletes' experience while previous research suggests positivity leads to enhanced performance across

multiple performance domains (Hoffmann & Loughhead, 2015; Livi, Alessandri, Caprara, & Pierro, 2015; Watson et al., 2016). The purpose of this poster is three-fold: First, to report on the history of peer mentorship within a reputable Master's program in Sport and Performance Psychology. Second, to disclose initiatives enacted by the latest program's graduating class to augment peer-to-peer relations. Finally, the third objective of this poster is to discuss proposals for future growth within the program and how alumni can continue to support and mentor current students in furthering program's mission, vision, and values through a layered supervision approach. In focusing on the second objective, the abstract's authors worked with other students in their program to implement new protocol for peer-to-peer mentorship by designing a mid-term meeting between first- and second-year students to reflect on their collaboration, evaluate the status of their goals, and discuss areas for further growth. The protocol and insights from the process will be discussed.

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PROFESSIONAL IDENTITY IN SPORT AND PERFORMANCE PSYCHOLOGY: A DEVELOPMENTAL AND GLOBALIZED PERSPECTIVE

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To ensure public safety, duty of care, and professional advancement, there is a need for scholars to consider the competence, ethical practice, and well-being of the sport psychology professional (SPP). While there have been recent attempts to develop standards for practitioner competence, research examining other factors impacting the professional experiences of SPPs, such as ethical practice, well-being, and professional identity (PI), remains scarce. Taking the last of these, it is possible that lack of a consensual definition of PI could be problematic for SPP training, practice and professional advancement. Moreover, the perceived lack of legitimacy of the profession in the eye of the public and sport stakeholders (i.e., athletes, coaches, sport scientists, administrators) can have a negative impact on the experience and effectiveness of SPPs (cf. Quartiroli, Knight, Etzel, & Zakrajsek, 2018), possibly also due to the lack of clear definition of what is their PI, as identified in the counseling profession (Woo, Hanfield, & Choi, 2014). In this study, we interviewed expert (n = 13), experienced (n = 12), and early career (n = 8) SPPs regarding their views on PI. These SPPs (male n = 16; female n = 17), represented sixteen different countries on four different continents. Data were analyzed using thematic analysis and revealed a shared meaning of PI which unfolded across the career span, in addition to numerous characteristics. These professionals seem to identify their pride for and their knowledge of the profession (and field) as key factors for the development of their PI. Moreover, they identified how their professional role and expertise, as well as their interactions with other professionals within the field, played an important role in sustaining a strong positive PI. Further results will be discussed and contextualized in a developmental framework focused on effective practice.

Professional Issues & Ethics

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SPORT PSYCHOLOGY STUDENTS' PERCEPTIONS OF THEIR PROFESSORS' SEXUAL ATTRACTIONS

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John Walsh, University of North Texas, USA;
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Regarding student-professor relationships, research has demonstrated that most students, particularly female, perceive boundary crossings by professors as inappropriate (Owen & Zwahr-Castro, 2007), though the extent to which such attractions and boundary crossings occur within sport psychology graduate programs is unknown. Thus, we surveyed student members of AASP who were in either psychology ($n = 97$) or sport science ($n = 84$) graduate programs regarding their experiences of attractions and nonsexual boundary crossings (NSBCs) from the SP professionals who had supervised, advised and/or taught them. Participants were 110 female and 82 male SP graduate students (M age = 28.17 years; $SD = 6.3$). The majority (85.9%) reported having been supervised, advised, and/or taught by a SP professional; of these, 8.5% ($n = 14$) thought that one or more SP professional had been sexually attracted to them. Regarding actual sexual behaviors, nine students reported that the SP professionals had discussed sexual matters, four had been caressed, two had been kissed, two had been dated, and one had engaged in sexual intercourse. Most students endorsed seeking supervision, often from their classmates, after becoming aware of the sexual attraction (90.9%). Regarding NSBCs, the 192 students reported that SP professionals had: attended social gatherings with the students (72.7%), became social friends with them (60%), and engaged in nonsexual touching (52.7%). On a scale of 1 (poor professional behavior) to 5 (good professional behavior), the mean scores of these three behaviors ranged from 3.72 to 3.20, suggesting that they viewed them as moderately professional. Although attractions are natural, some graduate students reported having been engaged with behaviours that may have been uncomfortable. It is important to note the inherent power differential in student-professor relationships and how this may impact the dynamic as well as future behavior of students as they move into becoming professionals.

Research Design

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EXAMINING THE EFFECTS OF A MINDFULNESS-BASED BIOFEEDBACK INTERVENTION IN ATHLETES

Frank Perry, Boston University, USA

This session will describe and summarize dissertation research which examined a mindfulness-based biofeedback intervention with soccer athletes. Athletes are constantly in search of methods that optimize training, including physical and mental strategies that enhance performance. Such methods often focus on developing self-awareness of thoughts, emotions, and physiological states and are designed to lead to improved self-regulation.

Two techniques that have received attention in sport research are biofeedback and mindfulness training. Although a number of studies have reported benefits for athletes' physiological or psychological outcomes, few report actual sport performance changes. A new self-regulatory strategy, mindfulness-based biofeedback, seeks to integrate the features of mindfulness training into a traditional biofeedback intervention protocol. Athletes learn skills in present-moment, physiological and cognitive self-awareness, and consequently, self-regulation. To date, only a few studies have discussed this new technique in sport, and none present empirical evidence for its effectiveness.

The current study used a single-subject design to explore a mindfulness-based biofeedback intervention with female soccer athletes ($n=4$), using direct measures of physiology, psychology, and sport performance. Physiological outcomes included heart rate, heart rate variability, respiration rate, skin conductance, and skin temperature. Psychological outcomes included scores on the Competitive State Anxiety Inventory-2 (CSAI-2), and the Mindfulness Attention Awareness Scale (MAAS). Sport performance was measured using the Loughborough Soccer Passing Test (LSPT).

Clear performance improvements were seen for all athletes, with physiological and psychological results being more variable. Physiological parameters showed improvement, while psychological variables were mixed. Observed decreases in mindfulness may have actually been an indication of the development of improved self-awareness. Overall athletes appeared to have benefited from the mindfulness-based biofeedback intervention. As this study was the first to examine mindfulness-based biofeedback training in a sport setting, the stage has been set to more fully explore this promising athletic mental training technique.

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PERCEPTIONS OF LEADERSHIP BEHAVIORS IN COACHES: VALIDITY OF THE LEADERSHIP SCALE FOR SPORTS USING EXPLORATORY STRUCTURAL EQUATION MODELING

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Shelby Anderson, UNCG, USA;
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Leadership is defined as a behavioral process aimed at influencing members to work toward achieving the group's common goals (Chelladurai, 1999). It remains one of the most central constructs in sport psychology research. One of the most popular models is the Multidimensional Model of Leadership (Chelladurai & Saleh, 1980), which is accompanied by the Leadership Scale for Sports (LSS). The scale measures leadership behaviors on five dimensions (i.e., Training and Instruction, Democratic Behavior, Positive Feedback, Autocratic Behavior, Social Support). Despite the popularity of the scale, evidence of its validity has been mixed and tested only in athletes. The validity of the LSS in coaches has yet to be tested. Hence, the purpose of the present study was to examine the factorial validity of the LSS in collegiate coaches, using confirmatory factor analysis (CFA) and exploratory structural equation modeling (ESEM). Four hundred and six collegiate coaches (female $n=163$, $Mean(age) = 38.22$, $SD = 12.02$) completed the 40-item version of the LSS. All subscales showed sufficient internal

consistency (Cronbach's $\alpha = .68-.85$). The results of the CFA revealed a poor fit ($\chi^2/df = 2.42$, CFI = .79, TLI = .78, RMSEA = .059, CI90% = .056 - .063) of the original model of the LSS (5 factor, 40 item). While the use of exploratory structural equation modeling improved the overall fit of the model ($\chi^2/df = 2.04$, CFI = .88, TLI = .84, RMSEA = .051, CI90% = .047 - .055), the values still indicate an insufficient fit of the original scale structure of the LSS. Scale modifications resulting in a good fitting model are identified (CFI/TLI > .90; RMSEA < .05) and will be discussed. Researchers and practitioners should be aware of the psychometric strengths and shortcomings of the scale before using it in collegiate coaches.

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THE COST OF TEAMWORK: NEURO-PSYCHO-PHYSIOLOGICAL DIFFERENCES IN INDIVIDUAL AND COOPERATIVE VIDEO-GAME PLAY

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The neuro-psycho-physiological mechanisms underpinning the notions of “coordination cost” and “team learning” remain an understudied topic (Carlstedt & Balconi, 2019; Sanger, Muller, & Lindenberger, 2013). Accordingly, we sought to explore differences in neuro-psycho-physiological functioning among individuals playing a video-game in a solo condition or as part of a dyadic team (Study 1), and over three consecutive games in a dyadic team (Study 2). Data from twenty-four dyads were collected for both studies. Participants were 21 years of age on average (SD = 2.4), male, and had 30 hours or more hours of experience playing the video-game. In Study 1, participants played FIFA-17 (Xbox) against the computer in a solo and dyad condition. In Study 2, participants played three consecutive games in a dyad against the computer. Performance measures, subjective psychological self-reports and objective neuro-psycho-physiological data were collected for both studies. In Study 1 heart rate variability ($p < .01$, $d = -.57$) decreased, whereas attention ($p = .06$, $d = .89$), and power on the central (C4; $p = .04$, $d = .78$), parietal and temporal areas (Pz; $p = .03$, $d = .44$, T6; $p = .04$, $d = .63$) of the brain increased in the dyadic condition. Therefore, playing in a team in contrast to playing alone was associated with higher cognitive neural load. In Study 2, heart rate variability ($p < .01$, $d = .55$) increased whilst a decrease was shown in the frontal lobe of the brain (Fp1 $p = .05$, $d = -.36$, Fp2; $p = .05$, $d = -.40$) from Game 1 to 3. These findings suggest that (1) cognitive-neural and affective processes change in individual and team settings consistent with the notion of coordination cost; and (2) team dynamics and individuals’ brain patterns change over time due to team learning and intra-team conflict.

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THE DEVELOPMENT AND EVALUATION OF THE PHYSICAL ACTIVITY SHAME SCALE (PASS)

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The purpose of this study was to develop and evaluate the Physical Activity Shame Scale (PASS), the first self-report trait measure designed specifically to assess the unique

phenomenological experiences of shame in the context of physical activity. This study was conducted in three phases. The purpose of Phase 1 was to develop, evaluate, and refine a pool of suitable items for a quantitative measure reflecting the phenomenology of shame, as outlined by Lewis (1992). In Phase 2, a panel of five experts examined the initial pool of PASS items for content relevance and representativeness. In Phase 3, a cross-sectional study was conducted to examine the psychometric properties of the final 16-item PASS with a larger group of adults from the general population (N=526).

Consistent with theory and our central hypothesis, results confirmed the correlated 4-factor structure of the PASS representing four phenomenological features of physical activity shame—emotional pain, feeling inadequate, feeling powerless, and the desire to escape. The PASS also demonstrated high internal consistency, evidence of validity based on content and predicted associations with other variables, and measurement invariance by gender. Findings from this study indicate that the PASS is a psychometrically sound measure of physical activity shame.

Notwithstanding study limitations or the ongoing process of reliability and validity, the PASS is a significant first step toward addressing the gap for how shame is currently measured in the physical domain and may be useful for both researchers and practitioners in assessing shame over a broad range of physical activity experiences. Such a measure may also enable us to better understand shame as a barrier to physical activity in terms of motivation, behavior, and adherence.

Social Justice, Equity, and Inclusion

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COACHES ATTITUDES TOWARDS LESBIAN AND GAY MALE ATHLETES BY GENDER AND DIVISION

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A growing body of literature exists detailing athlete attitudes towards gay men and lesbian athletes. Little is known quantitatively regarding coach attitudes and tends to be among Division I coaches (Oswalt & Vargas, 2013). Given coaches play a critical role in shaping the team environment, the purpose of this study was to examine the attitudes towards lesbians and gay men by collegiate coaches across the US, stratifying by gender and division. NCAA coaches (167 male, 87 female) completed the Attitudes towards Lesbians and Gay Male scale (ATLG; Herek & McLemore, 2011) and a demographic questionnaire. Coaches worked at all three NCAA divisions (I = 55, II = 58, III = 141), representing 33 sports. A 2 (gender) x 3 (division) independent groups factorial MANOVA was performed. Coach attitudes (means range = 1.6+0.7 to 2.9+1.6) were below the midpoint of the ATLG across genders and divisions, where a higher score indicated more negative attitudes towards lesbians and gay males. No significant gender x division interaction ($p = .22$) was found across the subscales of the ATLG. Male coaches reported significantly more negative attitudes towards lesbians and gay males than female coaches, $F(2, 247) = .95$, $p = .003$. No significant mean vector difference was found across the three divisions ($p = .052$), although Division II coaches reported higher negative attitudes than Division I or III coaches. While overall negative attitudes were low, male coaches reported

more negative attitudes than female coaches, consistent with previous research on coaches (Oswalt & Vargas, 2013) and athletes (e.g., Roper & Halloran, 2007; Wolf-Wendel et al., 2001). Minimal differences exist among NCAA divisions but additional educational resources for Division II may be useful. Mental performance consultants can use this information when collaborating with coaches to develop an inclusive atmosphere for lesbian and gay male athletes.

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PERFORMING UNDER EXTREME PRESSURE: A CASE STUDY OF A COACH LEADING A SPORT-BASED LEADERSHIP PROGRAM INSIDE A MEDIUM-SECURITY JUVENILE DETENTION CENTER

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Tim Mack, Northern Illinois University, USA*

Sport-based youth development (SBYD) is a field that subscribes to helping youth of all backgrounds develop life skills (e.g., leadership, self-control) through sport. While this framework is traditionally implemented in school or organized sport settings, other hard-to-access populations would also greatly benefit from such programming. Specifically, incarcerated youth represent a growing 1% of our population who have complex needs related to physical activity access, healthy relationship-building, and psychosocial skill development. This study addresses these needs by describing a SBYD program in a detention center with aims of fostering life skills and healthy fitness behaviors for teenage males.

The program was led by a 24-year-old, African American, graduate student studying sport management. After several months of initial training and immersion in the detention center, he led biweekly sport sessions for 30 participants. This study explores his experience leading the program with a specific focus on how his self-efficacy for coaching developed overtime, along with what facilitated or hindered his abilities in the highly unique environment. Data sources for this case included eight months of participant audio reflections preceding and following each visit to the facility and monthly researcher-led interviews. An inductive analysis of data suggested that the participant's self-efficacy increased overtime, with evidence of emotional arousal (i.e., balancing his fear and motivation to positively impact youth) and vicarious experiences (e.g., establishing credibility through insider approval) as the main sources. Additionally, he described barriers of inconsistent program attendance, logistical limitations, and a highly volatile environment. He perceived facilitators as relationship-building with youth, his motivation to impact positive change, and building a program culture. This study sheds light on the complex challenges for individuals coaching highly vulnerable populations in distinctive environments and offers insight on how to effectively prepare coaches to "perform" under pressure while positively impact youth who need it most.

Tactical Populations

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A FAMILY AFFAIR: GROWTH WITHIN INJURED VETERANS AND THEIR SUPPORT NETWORKS

*Shelby Rodden-Aubut, Wilfrid Laurier University, Canada;
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This qualitative phenomenological study explored the potential for growth within injured or ill Canadian Armed Forces veterans, as well as members of their support networks. Growth is most commonly understood as the perceived positive changes experienced by individuals following a stressor which propel them to a higher level of functioning (Salim, Wadey, & Diss, 2015). Guided by the work of Roy-Davis, Wadey, and Evans (2016), this study sought out a context-specific understanding of the concept of growth within the Canadian Armed Forces. Within this study an additional focus was on the impact of stress and trauma on support members and how they have the potential to experience positive changes following indirect exposure to a loved one's trauma (Dekel, Levin, & Solomon, 2015).

This research expanded on the sport injury growth research done by Roy-Davis et al. (2016) and caregiver growth research (Leith, Jewel & Stein, 2018; Mavandadi et al., 2014; Savage & Bailey, 2004). Semi-structured interviews were conducted with 7 participants including 1 dyad, 1 triad, a single veteran, and a single support person. Through the interviews seven higher order themes emerged: relationships, contextual influences, emergence of philosophy, variations in support, opportunities and life appreciation, personal strength and identity change, and secondary growth. As highlighted by the participants, support members, particularly in the Canadian Armed forces, are key pieces in the recovery and growth process but are often overlooked. A timely subject, this research benefits both veterans and their support persons struggling following stressful and traumatic situations. For the purpose of this presentation, the focus will be directed toward the emergent themes from the data collected, and the specific implications that are apparent for the Canadian Armed forces population and support members in this area.

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APPLYING THE REVISED MODEL OF APPLIED MODEL OF IMAGERY IN A MILITARY SETTING: CADETS ARE SIMILAR TO ATHLETES, DANCERS AND ATHLETIC TRAINERS

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Eva Monsma, University of South Carolina, USA;
Kyle Silvey, University of South Carolina, USA*

The 3-component Army Physical Fitness Test (APFT) is a stress-inducing requirement to graduate army basic training (Knapik et al, 2018). Failing the APFT has costly economic implications prompting performance enhancement research aligned with athlete performance psychology models. Those explaining motor imagery benefits for arousal regulation and confidence development are most relevant. The revised model of applied imagery explains how imagery can improve performance in multiple domains (Cummings & Williams, 2013) but hasn't been tested in the military context. This study examined a sample of 72 male and 30 female cadets

(Age = 20.13, SD =2.26) who completed the VMIQ-2 and CSAI-2R, 15 minutes prior to attempting the APFT. Results of a stepwise regression indicated APFT scores were predicted by cognitive anxiety intensity (18.3%), self-confidence intensity (5.1%) and internal visual motor imagery ability (5.7%) accounting for 29.1% of the variance; $F = (3,93) = 12.316$; $P \geq 0.001$. Cadets with higher APFT scores reported lower cognitive anxiety, higher self-confidence and higher visual internal motor imagery. The results of this study indicate similarities in self-reported performance anxiety and motor imagery between cadets, athletes, dancers and allied health professionals supporting the use of the revised applied model of imagery in a military setting. Future studies should examine if interventions aimed at promoting self-regulation can improve performance on the APFT.

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PLAYING FOR KEEPS: MENTAL SKILLS TRAINING FOR MILITARY COMBAT

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Laurel Booth, Walter Reed Army Institute of Research, USA;
Sam Whalen, IMG Academy, USA

Mental Performance Consultants (MPC) have resources (e.g., Blank, Garza, & Wade, 2014) to translate sport psychology for work with military populations but the literature offers scant insight into how MPCs can address the challenges of close combat. Defined as fighting between ground units within sight of each other and characterized by extreme violence, close combat is considered the most dangerous and demanding experience for the military (Roper, 2018). It is one aspect of combat that MPCs may not understand and this lack of understanding may limit their consulting effectiveness. Challenges of close combat include characteristics that cannot be replicated in a training setting, such as risk of death from enemy actions, psychological demands associated with taking a life, and medical trauma (Goodwin, 2008). To make a sport comparison, neglecting to address close combat is akin to examining the mental demands of sport practice but neglecting to address the mental demands of actual competition. Analyzing military training manuals offers one approach for highlighting performance-related challenges during close combat (Engen, 2011; West, 2013). In the present study, content analysis (Merriam, 2009) of 21 military hand-to-hand combat training manuals (2,152 pages of text) uncovered 406 meaning units and five themes were identified: lethal conditions, ruthless attack, skills for success, toughness, and training for combat. Analysis of these themes found that close combat (a) is a brutal, life-or-death context with unexpected and rapid demands, (b) impels extreme aggression beyond "sporting rules" through automated technical skills, and (c) requires that confidence and mental equanimity are needed to increase lethality and survival. Consulting implications include awareness of the psychological impact of performing in a life-threatening environment, familiarity with aggression in performance, coping and self-efficacy development for unpredictable and highly stressful demands that require swift skill adaptations, and ethical and moral implications of the performance setting.

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PRINCIPLES OF HIGH FIDELITY SIMULATION AND THEIR APPLICATION TO POLICE DEADLY FORCE TRAINING

John Heil, Psychological Health Roanoke, USA

High Fidelity simulation creates optimally realistic training environments and thus facilitates skill transfer from training to performance. This is especially important when the ratio of performance to training is low, that is, where the trained-for-event occurs infrequently. The focus of this paper is on training police in the use of deadly force (but applies to other tactical populations). Deadly force decision making has a profound impact on the community, the law enforcement agency and the officer, and has become a part of the national dialogue on race and social justice.

The challenge of training use of deadly force is formidable as indicated by: its infrequency, unpredictability, high stress (threat to life), and the demand characteristics of performance which include: explosive power (physical tactics/use of force), fine motor control (firearm use), precise communication (radio traffic), and complex decision making ("shoot-don't shoot" choice). Research suggests that high quality training in use of force is a countermeasure to implicit racial bias (Correll et al, 2014).

This paper presents an overview of principles and practices that optimize high fidelity simulation training including: Creating a realistic physical environment via selection of setting and equipment; creating a realistic psychological learning environment by maximizing cognitive complexity and sensory load; optimizing actor/simulator behavior to facilitate the real feel of interpersonal threat; implementing dynamic in-session coaching (as scenario unfolds); understanding the psychological utility of a "campfire-style" (Grossman, 1996) group debriefing; using sequential inquiry in debriefing, in conjunction with video review and awareness checks; providing group review of video performance to leverage observational learning; integrating "psychology of stress and survival" concepts (presented in didactic training) into debriefing; and, processing training, individual and group debriefing as a stress inoculation intervention. A training manual which provides an in-depth examination of principles and practices summarized in the presentation will be available to participants.

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WHAT'S STOPPING YOU? THE RELATIONSHIP BETWEEN BARRIERS, SELF-EFFICACY, AND PHYSICAL ACTIVITY LEVELS IN INCUMBENT DEPUTY SHERIFFS

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Kathleen Wilson, California State University, Fullerton, USA;
Jay Dawes, Oklahoma State University, USA;
Robin Orr, Bond University, Australia;
Joseph Dulla, Los Angeles County Sheriff's Department, USA;
Robert Lockie, California State University, Fullerton, USA

Incumbent deputy sheriffs tend to be less physically active than recruits, despite the benefits of physical activity (PA) for health and job-related tasks (Orr et al., 2018). To address the barriers to PA in this population, self-efficacy may play a role as it is a key correlate of PA in many populations (Rhodes et al., 2017). However, to our knowledge, SE and specific barriers to PA have not been examined within deputy sheriffs. Therefore, this study explored barriers to PA as well as the role of SE on perceived barrier limitations and PA

levels in deputy sheriffs. Sixty deputy sheriffs (Males: n=48, Females: n=12) from one law enforcement agency completed a cross-sectional survey. PA was assessed using the Godin Leisure Time Exercise Questionnaire (Godin & Shephard, 1985). Barriers to PA were measured using an open-ended questionnaire that asked about perceived barriers and how limiting those barriers were (Gyurcsik et al., 2009). A 6-item measure of SE was used to assess coping and scheduling SE (Rodgers & Sullivan, 2001). Multiple regressions were performed to predict PA (barrier limitation, coping and scheduling SE) and perceived barrier limitations (coping and scheduling SE). The three most common barriers identified were work hours (n=33, 55%), family commitments (n=32, 53.3%), and lack of time (n=27, 45%). Both the regression models were significant in predicting PA ($R^2=.21$, $p=.007$) and perceived barrier limitations ($R^2=.21$, $p=.003$). Scheduling SE was the only predictor of both PA ($\beta=0.33$, $p=.013$) and perceived barrier limitations ($\beta= -0.04$, $p=.015$). Similar to other populations, scheduling SE appears to be important for PA and reducing the perceived limiting nature of barriers among deputy sheriffs. The emergence of scheduling SE may be reflective of managing the most frequent barrier of work hours. Further research should address these barriers and how to improve scheduling SE in deputy sheriffs.

Teaching

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EFFECTS OF NARCISSIST ON TEAM'S SOCIAL LOAFING: MODERATING EFFECTS OF COOPERATIVE LEARNING

Mei-Yao Huang, National Taiwan Sporte University, Taiwan;
Chienchih Chou, University of Taipei, Taiwan;
Yi-Hsiang Chen, National Taipei University of Education, Taiwan;
Chung-Ju Huang, University of Taipei, Taiwan

The purpose of this study was twofold: a) to examine the effects of high/low narcissism on social loafing under medium/high identifiable conditions; b) after appearing of social loafing, to examine how cooperative learning intervention improved high/low narcissism participants' social loafing under medium/low identifiable conditions. This study recruited 136 college students participated in a two minutes rope-jumping task under low (individual), medium (small group), and high (big group) identifiable conditions with 67 students assigned in cooperative learning while 69 students assigned in direct teaching group. We measured participants' dispositional narcissism, then performed a two minutes rope-jumping under high (individual) and medium (small group) social loafing conditions. Then, both group either accepted a two-week direct teaching or cooperative learning interventions. Followed the interventions, each group performed a two minutes rope jumping under a low identifiable condition. Results showed that found in relative to medium identifiable condition, high narcissism performed better in rope-jumping under high identifiable condition. Further, along with identifiable conditions become low, high narcissism participant exhibited social loafing and performed poorly. By cooperative learning intervention, in relative to medium identifiable condition, high social loafing participants increased their performance and reduced social loafing under the low identifiable condition, and performed better than those high narcissism participants who accepted directive learning. In contrast, high narcissism participants who accepted directive learning exhibited social loafing and performed the same level under medium identifiable condition. Further, under medium

and low identifiable conditions, low narcissism participants in both group exhibited no social loafing and increased their performance after interventions. The study concludes that using cooperative learning it can facilitate peers' positive interdependence and interaction. For those high in narcissism, they can improve social loafing under low identifiable condition.

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IMPROVING STUDENT ENGAGEMENT AND OUTCOMES THROUGH GAMIFYING THE CLASSROOM

Andrew White, Hiram College, USA

Using the elements of game design, or "gamifying," can be an effective way to improve motivation and engagement in non-game situations (Deterding et al., 2011). This makes it ideally suited to address concerns many educators have regarding students' motivation and engagement in the classroom (Lee & Hammer, 2011). In addition to improvements in engagement with course content, game thinking can also promote development in key areas such as problem-solving, collaboration, and communication — particularly if students work cooperatively as a team and compete against other teams of students for the game elements of the course. Research supports competition occurring alongside cooperation producing improved performances, while also increasing effort and enjoyment and decreasing anxiety (e.g., Cooke, Kvassanu, McIntyre, & Ring, 2013). Furthermore, courses on sport, exercise, and performance psychology are a natural fit for a gamified classroom experience.

This presentation will provide one example of a gamified sport, exercise, and performance psychology course. Students reported believing this course was more effective than the traditional course design, suggesting the competitive component, opportunities to earn rewards and "purchase" bonuses that could help with future assignments, and frequent case studies helped them be more engaged in their learning experience. Student outcomes provided will include enjoyment, investment, exam and assignment quality, and course evaluations.

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PERFORMING WHEN IT COUNTS: APPLYING STRATEGIC TEACHING OF PSYCHOLOGICAL SKILLS FOR ACTIVE LEARNING

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Heather Deaner, California State University, Stanislaus, USA

Research shows students who are engaged in learning are more likely to take a vested interest in the content they are learning, and thus active engagement is one of the best ways to help students learn in the classroom (Barkley, 2009; Graeff, 2010; Lightner, Bober, & Willi, 2007). To be effective, active learning strategies must "allow students to learn the skills and abilities necessary for them to achieve their future professional and academic goals" (Graeff, 2010, p. 267). This can be achieved by applying course material to career and life events. Much in the way an organization may use strategic planning to reach its goals, professors can use students' academic, career, and personal goals to teach and apply course concepts (Graeff, 2010).

This teaching model works especially well when teaching psychological skills training in an introductory Sport and Exercise Psychology undergraduate course which often has students of various majors. In order to teach psychological skills by means of application throughout the semester, the presenters will share a pre-post course assignment designed to assess individual needs for successful completion of an event. Students choose a sport event (e.g., half marathon, fitness competition, conference championship) or a career related event (e.g., job interview, graduate school interview, certification exam, professional presentation). Students then assess personal needs related to successful performance (i.e., arousal, anxiety, confidence, preparation routine, goal setting, imagery, concentration). Throughout the semester, in-class activities are related back to this performance challenge and students identify psychological skills which may be utilized to prepare for this event. A final performance plan is due toward the end of the semester, in which students create an action plan for applying psychological skills learned throughout the course to their performance event. The presenters will share assignment details, in-class activities, scoring rubrics, and best practices.

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TEACHING SPORT & EXERCISE PSYCHOLOGY: COMPLEMENTING CONTENT IN A SPORT & EXERCISE PSYCHOLOGY MASTER'S PROGRAM

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Alison Ede, Long Beach State University, USA*

Educators have used taxonomies to guide course design such as those established by Bloom (1956) and more recently Fink (2003, 2013). While these are good guidelines to establishing content and delivery that meets the needs of today's student, these courses are often created independently without collaboration or consideration of how coursework taught by multiple faculty members can fully work in tandem to facilitate learning. This presentation will focus on challenges, benefits, and strategies in moving from an unstructured course schedule to a cohort approach for the first year of a Master's program in Sport and Exercise Psychology. The cohort allows a uniform approach to the central information all students must learn early in a program. Such coursework the first year may include topics such as introduction to sport and exercise psychology, applied sport psychology, research methods and statistics. In this structure, a first year student may learn to conduct and write a literature review in one course and proposed methodology and research design in another course simultaneously in their first semester; followed by appropriate statistical analyses and ethical considerations in the second semester. This allows a foundation for all first year students, then in their second year course selection varies for those who may wish to focus on either applied work or research. To facilitate the structure of these courses, faculty must have open and continuous communication with one another so that material can be expanded on rather than replicated in courses. For example, discussing gender classification and challenges for different gender identities in a sport and U.S. culture class can be expanded on when discussing ethical considerations for working with clients of diverse identity backgrounds in an ethics class. Details about assignments, strategies, and perspectives from both faculty and students on the efficacy of the approach will be discussed.

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THE MIND GYM: IMPLEMENTING MENTAL SKILLS TRAINING IN INNER-CITY PREP SCHOOL

*Kerry Guest, IMG Academy, USA;
Sheriah Mason, Maryville University, USA*

Low socioeconomic communities are characterized by risk factors; economic stress, chaos at home, and violence within the community, that when significant, negatively affect developmental outcomes (Devenish et al., 2017). Utilizing a mindfulness and acceptance-based approach and psychological skills training (Rothlin & Birrer, 2019), a mental conditioning coach reflects on leveraging the physical activity platform to potentially facilitate ideal mental health outcomes in a community of color throughout developmental phases. Participants were students of an elementary college prep school situated in a city amongst the nation's highest in crime and poverty rates (St. Louis, MO).

By class structure, students from kindergarten to seventh grade participated in; regular physical activity, psychoeducation of foundational mental skill, and the combination of such skills with the goal to achieve psychological flexibility acknowledging resilience. Over time the curriculum targeted goals developing individualized arousal control, attentional strategies and achievement-orientated leadership. This poster will disseminate information related to the structure of the mental conditioning segment, as well as highlight some of the advantages and challenges of serving in the dual role of physical education instructor and mental skills coach. Finally, insights of the community and faculty will be highlighted.

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USING MINDFULNESS-ACCEPTANCE-COMMITMENT TO LEARNING APPLIED SPORT PSYCHOLOGY: A CASE STUDY WITH AN UNDERGRADUATE STUDENT-ATHLETE IN A SENIOR CAPSTONE PRACTICUM

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Michael Ross, Saint Louis University, USA*

Undergraduate programs continue to offer courses in sport psychology, with some institutions offering majors in sport and exercise psychology (AASP, 2019). Such courses provide an opportunity for student-athletes to learn more about the sport psychology field. Therefore, it's important for academic sport psychologists to engage with teaching strategies that best enhance the learning experience for their students. With higher education's emphasis on high-impact educational practices (Kuh, 2008), sport psychology courses should strive to provide experiential learning activities to their students, including student-athletes. At a Division I Midwest university, a senior baseball player and psychology major was enrolled in a sport psychology capstone practicum in the spring semester 2018. Learning objectives were outlined at the beginning of the semester, including an experiential learning activity as part of the capstone. Along with readings and meetings with the academic sport psychologist overseeing the course, the student-athlete participated in the Mindfulness-Acceptance-Commitment (MAC) protocol, a manualized sport psychology intervention focused on enhancing performance through attention regulation and commitment to value-driven behavior (Garner & Moore, 2012). The MAC protocol was selected given its aligned characteristics to activities defined as experiential learning (Chapman, McPhee, & Proudman, 1995). A psychology graduate student and sport consultant

led the 7-session protocol that also included biofeedback/HRV training. At the capstone's conclusion, the student-athlete wrote a final report integrating both his readings and MAC intervention experience. Overall, the student-athlete's written report demonstrated higher-level thinking based on his experiential learning, as well as a greater appreciation for the field of sport psychology and its applications to sport performance. Based on this pilot academic case study, suggestions are made of how to integrate similar experiential learning opportunities for student-athletes enrolled in sport psychology courses and practica. Excerpts from the student-athlete's paper will be shared to demonstrate the impact of the capstone's experiential learning.

Youth Sport

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COMBINED INFLUENCE OF MOTHERS AND FATHERS AUTONOMY-SUPPORTIVE AND CONTROLLING BEHAVIORS ON ADOLESCENT ATHLETES

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In the youth sport context, parents have been shown to play an important role in athletes' motivation to participate in sport. From a self-determination theory viewpoint, the interpersonal style (i.e., autonomy-supportive vs. controlling) adopted by these authority figures while interacting with their children are particularly influential. The purpose of the present study was to identify profiles of mothers and father's autonomy-supportive and controlling behaviors and examine whether these parent profiles were associated with differences in athletes' basic psychological need satisfaction and self-determined motivation. A person-centered analysis was conducted with high school athletes (N = 264; Mage = 15.7 yrs, 64% female). Latent profile analysis (LPA) revealed evidence supporting a four-profile solution: Profile 1: High Autonomy-Support / Low Control (Both Parents) (n = 26, 9.8%), Profile 2: Low Autonomy-Support / Moderate-High Control (Both Parents) (n = 111, 42.0%), Profile 3: Moderate Autonomy-Support and Control (Both Parents) (n = 21, 8.0%), and Profile 4: High Autonomy-Support / Moderate Control (Both Parents) (n = 106, 40.2%). A separate MANOVA was used to test for profile differences in the athletes' post-season report of need satisfaction (competence, autonomy, relatedness) and in motivation (autonomous, controlled), respectively. Significant (p<.05) differences emerged in both analyses. Follow up analyses indicated that the High Autonomy-Support/Low Control (Both Parents) profile provided the most optimal conditions for athletes' motivation, with members of this profile reporting the highest levels of basic psychological need satisfaction and self-determined motivation. Adopting a scientist-practitioner approach, practical recommendations are offered for parents wishing to strengthen adolescent athletes' motivation for sport.

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FITNESS AND PHYSICAL ACTIVITY AS PREDICTORS OF FEMALE MIDDLE SCHOOL STUDENTS' ACADEMIC PERFORMANCE

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Heather Kiefer, University of North Texas, USA;
Trent Petrie, University of North Texas, USA;
Kaleb Cusack, University of North Texas, USA;
Christy Greenleaf, UW-Milwaukee, USA;
Scott Martin, University of North Texas, USA

Understanding physical fitness and health are at an all time high in conjunction with academic achievement (Bass, Brown, Laurson & Coleman, 2013). Physical fitness has been recently studied in relation to academic performance with evidence of higher cardiovascular fitness (CRF) being related to higher brain potential (e.g., attention, working memory, higher attention speed; Van Dusen, Kelder, Kohl, Ranjit, & Perry, 2011). Further, cross-sectional, or short-term longitudinal, studies have shown that CRF is related to better outcomes on state mandated reading and math tests (i.e., TAKS; Srikanth, Petrie, Greenleaf, & Martin, 2015; Wittberg, Northrup, & Cottrell, 2012). What is not known, however, is how long such fitness effects may last and if such effects extended beyond CRF. Thus, our purpose was to test the longitudinal relationships of objective measures of fitness (i.e., CRF, muscular strength, BMI) and self-report measures of physical activity (PA) to academic achievement. During Year 1, middle school girls (N=1152) completed the FITNESSGRAM® as part of annual state-mandated fitness testing, indicated their aerobic, strength, and flexibility PA, and took the state required reading and math achievement tests (TAKS). In the subsequent academic year (Year 2), we again collected data on their TAKS' performances. After controlling for Year 1 TAKS Reading scores, we found that the girls' CRF (as represented by their PACER performance) significantly predicted Year 2 TAKS Reading scores ($\beta = .073$). For Year 2 TAKS Math performance, only Year 1 TAKS Math scores were a significant predictor; no fitness or PA outcomes were significant. Consistent with past research (e.g., Srikanth et al., 2015), CRF was the only significant predictor of the objectively measured fitness variables, having effects that lasted 12-18 months into the future and being specific to reading performance. Future studies could improve on ours by also including objective measures of PA.

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HOW HIGH SCHOOL CAPTAINS IMPLEMENTED LEADERSHIP TRAINING: A PROSPECTIVE LONGITUDINAL MULTIPLE CASE STUDY

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This is the latest in a series of studies designed to examine if, how, and under what conditions young people learn leadership through sport. Previous studies, examining several aspects of the captaincy experience, recently culminated with participants' perceptions of an online NFHS Captains Training Course (references blinded for review). Former captains rated the course content favorably; however, due to a retrospective evaluation of the course, it was not possible to determine if and how the participants implemented what they learned. The present study was designed to follow high school captains as they were exposed to the course content and the demands

of their leadership position. A multiple case study approach was utilized with 12 lacrosse captains (9 varsity, 3 JV). Athletes took the NFHS course and underwent four semi-structured interviews across the sport season. Hierarchical content analysis was used to identify and organize themes in the interview data common across all cases and unique to certain cases. All captains felt the course was useful. The participants reported learning strategies for building team cohesion, motivating teammates, and communicating as a leader; these strategies were then employed to assist them directly in their responsibilities. Unique trends were seen in the experience of the JV and varsity captains. JV captains were given more autonomy in their leadership and were more positive in evaluating how the course helped them in their leadership position. In regard to the varsity captains, there was an interaction between their previous leadership experiences and their evaluation of the course content. In sum, examining multiple case studies helped to illuminate ways to optimize the use of an online leadership training course depending on the background of the student-athlete. The longitudinal results also reflected how young people link knowledge about leadership with leadership behavior and how youth leadership unfolds over time.

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MOTIVATING MORALITY: COACHING THROUGH AN AUTONOMY-SUPPORTIVE ENVIRONMENT IN YOUTH SPORT

*Zachary McCarver, University of Northern Colorado, USA;
Megan Babkes Stellino, University of Northern Colorado, USA*

Morality research has adopted, and adapted, various conceptualizations to sport (Kavussanu, 2012), but the most widely used conceptualization is prosocial and antisocial behaviors (Kavussanu & Boardley, 2009). Prosocial, or moral, behavior can be described as voluntary acts intended to help or assist others, whereas antisocial, or immoral, behavior includes overt acts to harm or hinder other individuals (Kavussanu & Boardley, 2009). Walker (2004) has proposed that intraindividual (i.e., intrapsychic; identity, emotion, lifestyle) components of morality must also be considered in addition to interpersonal interactions. For example, aggression in sport (i.e., interpersonal) is important, but the motives (i.e., intrapsychic) directing the aggression are pertinent to comprehend moral and immoral behavior (Johnson et al., 2018). The holistic considerations of self-determination theory (SDT; Ryan & Deci, 2000) on contextual and individual factors provides a fruitful framework to assess sport morality (Hodge & Lonsdale, 2011) from both the interpersonal and intrapsychic dimensions (Walker, 2004). The behavioral manifestations of morality have been shown to be a function of socially induced motivational factors, such as autonomy-supportive environments delivered by coaches (Ntounamis & Standage, 2009; Palou et al., 2013). Researchers have summoned practitioners to implement coach education training programs (i.e., autonomy-supportive training) to promote prosocial, and diminish antisocial, behaviors in youth sport (Spruit et al., 2018). However, the generalizability of implementing an autonomy-supportive environment to motivate moral behavior remain insufficiently understood. For example, game to game variation in prosocial and antisocial behavior has been associated more strongly with coaches' in game behaviors compared to pregame behavior (Delrue et al., 2017). The purpose of the current poster presentation is to integrate the complexities of coaching through an autonomy-supportive environment to increase prosocial, and decrease antisocial, behaviors in youth sport.

Techniques and limitations of successfully motivating morality through an autonomy-supportive coaching environment in youth sport will be discussed.

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THE HIGH SCHOOL BLUEPRINT: CONSIDERATIONS FOR IMPLEMENTATION OF A COMPREHENSIVE SPORT PSYCHOLOGY PROGRAM IN HIGH SCHOOL SETTINGS

*Jeff Ruser, Indiana University, USA;
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Dominique Jackson, Indiana University, USA;
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The benefits of mental skills training and athletic counseling services provided to high school students are numerous (Gilbert, 2011; Petitpas, Van Raalte, Cornelius, Presbrey, 2004; Wagstaff, 2019). Benefits like performance enhancement, mental health counseling, coping with athletic injury, and life skills development can be achieved through the integration of a mental skills and counseling practitioner who provides services within a school. In establishing the integrated role of a mental skills and counseling practitioner at a high school, there are a number of factors to consider to successfully, efficiently, and ethically provide services to high school student-athletes. Factors in this process include a framework of navigating the expectations and pressures from people in leadership positions throughout the school, educating and building trust with the student-athlete body, and successfully collaborating with other professionals to optimize services. Mental skills and counseling practitioners must successfully integrate with leaders such as athletic administrators, principals, teachers, guidance counselors. In doing so, practitioners must continually assess the needs of the coaches and student-athletes with whom they work. Gaining entry and the trust of high school student-athletes is needed in order to offer the most effective services, yet this process is unique and nuanced when considering high school student-athletes compared to youth and elite athlete populations. To effectively provide sport psychology and counseling services to high school student-athletes, working as a team with other professionals at the school (i.e. athletic trainers and coaches) is encouraged. In this time, we will present the framework, with examples and personal anecdotes, to guide the implementation and success of a mental skills and counseling practitioner integrated in a high school setting.

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THE ROLE OF RELATEDNESS IN YOUTH ATHLETE BURNOUT

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Jody Langdon, Georgia Southern University, USA;
Charles Wilson, Georgia Southern University, USA*

Although there are numerous benefits associated with youth sport participation, potential consequences including burnout have been documented (Raedeke, 1997). Approximately 1% to 9% of adolescent athletes have been noted to experience elevated levels of burnout (Gustafsson, Kenttä, Hassmén, & Lundqvist, 2007) with current research suggesting that relatedness could influence athlete burnout. With this given population, relatedness with teammates, parents, and coaches might be influential. Thus, the purpose of this study was to examine the influence of relatedness and sport type

had on athlete burnout. A sample of 115 male and female youth student-athletes participated in the study (Mage= 15.94, SD= 1.21). Multiple regression analysis revealed that teammate relatedness predicted sport devaluation ($p = .04$, $R^2 = .16$) and reduced sense of accomplishment ($p = .004$, $R^2 = .25$). The findings of the current study highlight the importance relatedness with teammates when examining burnout and provides applied suggestions to promote relatedness among teammates.

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VALIDATING THE TENETS OF FLOW WITH ACADEMICALLY GIFTED SPORT PARTICIPANTS

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Todd Gilson, Northern Illinois University, USA

Flow is a dynamic and multi-faceted theory that explains motivation. Research continuously determines that flow can be experienced while doing almost any activity, yet certain factors increase or decrease the likelihood of flow states (Csikszentmihalyi, 1975).

Among athletes, flow is viewed as a harmonious experience when the mind and body work together in perfect equilibrium (Jackson & Csikszentmihalyi, 1999). Csikszentmihalyi (1990) believes gifted students experience deeper states of thought consciousness than non-gifted students. These beliefs have resulted in researchers (Clinkenbeard, 2012; Lee, Jones, & Day, 2016, Warne, 2014) exploring mental states among various populations, especially gifted students, highlighting the fact that higher levels of engagement and deeper thought processes are likely observed during flow states. This study expands current research by exploring the mind and body coordination of gifted student athletes.

Exploring coaching practice factors that affect the likelihood of flow status of gifted student basketball athletes; this study utilized an Experiencing Sampling-Method (ESM) survey over two-weeks to attain athletes' perceptions of the challenge-skill balance during each respective basketball skill implemented by the coach. Analysis of this quantitative time-series design utilized a multi-level mixed-model to address the complexities involved in the data.

The model demonstrated for every 1% increase in the challenge-skills relationship lead to a .8% in likelihood of achieving flow. Our model was validated by the Wald test reporting $\chi^2(5) = 63.46$ and $p = .00$. The findings demonstrate that by increasing the complexity of a certain task, coaches can more easily attain goals related to flow experiences of participants. Moreover, coaches who have a greater understanding of their athletes, experiences, and the challenge-skill balance can better facilitate an environment that sets-up athletes for a flow mindset (Csikszentmihalyi, 1975, 1990; Jackson, 1992, 1995).

Coaching

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COACH ATTITUDES AND INTENTIONS TO USE SPORT PSYCHOLOGY FOR THEIR OWN BENEFIT

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Sport coaches are performers in their own right, facing multiple demands and psychological challenges in the pursuit of sporting excellence (Thelwell et al., 2008). Being able to effectively manage these stressors is essential not only for coach well-being and success, but for that of their athletes as well. Sport psychology consultants (SPC) can play an important role in this regard by drawing on the work they typically do with athletes and adapting it to coaches needs (Wrisberg et al., 2010). SPCs can only be effective in this capacity, however, if coaches are open to working with them. The purpose of the present study was to assess coach willingness to seek out sport psychology services for themselves, and the factors driving their intentions. Drawing on the Theory of Planned Behavior (Ajzen, 1991), the study assessed coach attitudes toward sport psychology consultation, perceived behavioral control, and subjective norms to determine if they were predictive of coach intentions to work with an SPC. A total of 252 Canadian Interuniversity Sport and National Collegiate Athletic Association Division I coaches completed online surveys for this study. Four dimensions of coach attitudes were assessed: confidence in sport psychology, stigma tolerance, personal openness, and cultural preferences. Results from the multiple regression analyses yielded statistically significant support for the overall model ($F(6, 247) = 21.361$, $p = .0001$), with an adjusted R^2 of .326. Closer inspection of the standardized coefficients revealed that confidence in sport psychology ($\beta = .297$, $p = .0001$) and subjective norms ($\beta = .379$, $p = .0001$) were the strongest predictors of coach intentions to utilize the services of an SPC. The study results suggest that we can increase coach utilization of SPC services by educating them about how sport psychology may benefit them personally.

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EXAMINING RECOVERY EXPERIENCE AMONG NCAA COACHES

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Coaches encounter stressors that impact their well-being and performance (Atfield & Kellman, 2015). Previous research identified a negative relationship between stress and recovery (Kellman et al., 2016), yet the underlying experiences associated with recovery have yet to be explored. The Recovery Experience Questionnaire (REQ; Sonnetag & Fritz, 2007) measures recovery experiences via four subscales: psychological detachment, relaxation, mastery, and control. While the REQ has been utilized in various occupations (Bennett et al., 2016), it has yet to be used to identify recovery experiences in coaching. To gain understanding of how recovery experiences relate to perceived stress in National Collegiate Athletic Association (NCAA) coaches, the primary

purpose of the current study was to examine the relationship between recovery experiences and perceived stress. The secondary purpose was to examine the relationship between the recovery experience subscales and perceived stress. Participants (N = 235) completed an online version of the REQ (Sonnetag & Fritz, 2017) and the Perceived Stress scale (PSS; Cohen & Williamson, 1988). Multiple regression analyses were conducted to examine the amount of variance in perceived stress explained by recovery experiences, and the relative contributions of each recovery experience subscale to the variance in perceived stress scores. Statistical significance was determined using an alpha level of .05. Results of the first regression indicated a significant prediction model, $F(1, 234) = 59.296$, $p < .001$, $R^2 = .203$, $SEE = 5.58$. Results of the second regression model, $F(4, 230) = 17.012$, $p < .001$, $R^2 = .228$, $SEE = 5.523$, indicated psychological detachment, ($t = -2.376$, $\beta = -.150$), mastery, ($t = -3.420$, $\beta = -.208$), and control ($t = -4.638$, $\beta = -.312$) were significant predictors of the PSS ($p < .05$). Practitioners could consider using the REQ to inform interventions to increase recovery experiences in NCAA coaches.

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PERSON-CENTERED THEORY: A FRAMEWORK FOR ATHLETE-CENTERED COACHING

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Rebecca Zakrajsek, University of Tennessee, USA

Athlete-centered coaching has gained traction in sport psychology literature as the antidote to controlling and abusive coaching behaviors (Pill, 2018; Stirling & Kerr, 2008). However, scholars have also stated that the dialogue surrounding athlete-centered practices “currently lacks theoretical depth or application” (Townsend & Cushion, 2018, pp. 47). Rogers’ (1959) person-centered theory offers a viable theoretical framework for any helping relationship in which the development of a person is the goal (e.g., parent-child, teacher-student, coach-athlete relationships). Despite this, person-centered theory is surprisingly absent from scholarship surrounding athlete-centered coaching (e.g., Pill, 2018). Furthermore, controlling behaviors and emotional, physical, and sexual abuse of athletes from coaches are commonplace in sport (Bartholomew, Ntoumani, & Thogerson-Ntoumani, 2010; Stirling, 2013). This gives reason to infer that coaches may employ harmful—yet contextually normative—tactics under the guise of athlete-centered discourse without understanding what it really means to be athlete-centered. This raises the following questions: “What does it really mean to be athlete-centered?” and, “Why hasn’t person-centered theory been used to inform our understanding and application of athlete-centered coaching?” The focus of this presentation will be twofold. First, person-centered theory will be introduced as a viable, theoretically-driven option for understanding what it means to be athlete-centered in the sport context. This discussion will include insights from the only study to date that has empirically examined person-centered theory in the context of sport coaching. In this study, former athletes who reported the perceptions that their coaches had unconditional positive regard (UPR)—a key construct of person-centered theory—also reported enhanced wellbeing, motivation, and performance in the context of their sport. Second, practical strategies will be offered with which mental performance consultants can help coaches employ constructs from person-centered theory—including empathy, congruence, and UPR—in their work with athletes and support staff.

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PROVIDING CHOICE ENHANCES MOTOR PERFORMANCE UNDER PSYCHOLOGICAL PRESSURE

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Studies have shown that giving participants a choice over practice conditions, thereby supporting their need for autonomy, can enhance motor performance and learning (e.g., Wulf & Lewthwaite, 2016). Additionally, even small or incidental choices, or those that are not directly related to the task, have been found to be effective. However, evidence for enhanced motor performance under pressure as a function of choice is unknown. The purpose of this present study was to examine whether providing choice over a motor skill practice enhances motor performance under pressure. Participants were asked to throw soft-golf balls towards a circular target (2 x 2 meters in diameter) from 5 meters. The practice phase consisted of 30 trials. Five minutes later, participants performed 10 throws from 2 different distances: 5 meters of a retention (same) distance and 6.5 meters of a transfer distance under pressure. The pressure situation was created by recording their performance to be evaluated in the kinesiology class and by the research team. Prior to performing 10 throws from the 2 different distances (i.e., 5 and 6.5 meters), participants were assigned into either a choice and control group. The choice group was asked to choose the color of soft-golf ball (red, blue, yellow). The control group was yoked to their counterpart participant based on the selections of their color of selected ball. Results demonstrated that despite similar throwing accuracy being produced on the retention distance between the choice and control groups, the choice group had significantly higher accuracy scores ($p < .05$) on the transfer distance than the control group. Thus, the autonomy-supportive condition led to enhanced motor performance under psychological pressure.

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RETHINKING COACHES’ EDUCATION: AN INNOVATIVE TRAINING PROGRAM FOR COACHES

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Miata Walker, Ball State University, USA;
Dabney Skutt, Ball State University- Social Science Research Center, USA;
Allison Abbe, Ball State University, USA;
Jean-Charles Lebeau, Ball State University, USA

Coach education is crucial to improving and upholding quality coaching (Mallett, Trudel, Lyle, & Rynne, 2009). Web-based education has become commonly used within various professions. Considering the many demands placed on athletic coaches, online training courses are of great convenience and value for those wanting to improve their competency. To this end, we developed a web-based psychoeducation training program that focuses on three elements of team dynamics: group cohesion, roles, and leadership. These constructs are influential in creating a positive team climate and with helping coaches facilitate successful athletic performance (Kleinhardt et al., 2012).

This web-based training program is grounded in the create-unite-perform (CUP) model, a three-part model that describes how teams need to first create a positive environment and then increase team unity to perform at their full potential

(Jones, 2002). The first part of the program, create a positive environment, focuses on role clarity and leadership. The second component of team unity discusses how to increase team cohesion and role conformity to increase teamwork. Within this training program, examples of successful team dynamics from the literature are presented along with short quizzes and a certificate upon completion of this course. In addition, practical tools and activities are provided for coaches to use with their own teams to improve group cohesion, roles, and leadership.

This presentation will discuss the components of this program in greater detail. The actual website will be presented, with an overview of the content, activities, and strategies. In addition, coaches' feedback on the program will be highlighted, along with the changes made to the program in accordance with their comments to better tailor the course to their needs. The presentation will conclude with lessons learned from the experience of creating an online coaching program and applied recommendations for coaches' training.

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THE RELATIONSHIP BETWEEN COACH'S CAUSAL ATTRIBUTIONS AND COACHING FEEDBACK TOWARD PLAYER PERFORMANCE

*Mark Lasota, University of New Mexico, USA;
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In a highly interactive environment such as sport context, which involves many unexpected and unpredictable events, coaching outcomes depend largely on player performance. Along these lines, performance evaluation plays a critical role in coaching decisions. A coach must seek informational cues to understand and evaluate the causes of player behaviors and performance. Based on these cues, a coach will be able to form a causal attribution that guides his or her decisions and behaviors, as well as future interactions with players. Weiner (1972) suggested that individuals form attributions based on their own or others' performances. Therefore, attribution theory is focused on how individuals interpret events and how the interpretation influences their thoughts and behaviors.

Guided by Weiner's Attribution Theory, the purpose of this study is to test our previously constructed conceptual framework that attempts to explain coaching behavior toward player performance. We propose that the coach attributional process begins after the coach gathers information about his or her player's performance (success or failure), which influences the coach's behavior toward their athletes (feedback). Weiner's attribution model is used as a foundation to explain and understand the relationship between coach responses and feedback and the attribution processes. Research suggests there has been little attention given to examining how player behaviors and performance may influence coaching responses and feedback.

Parry et al. (2014) expressed there are few qualitative studies in leadership research compared to quantitative and mixed method studies. We will be using a case study approach in a Division I collegiate basketball setting to generate an in-depth understanding of the coach-athlete dynamic. Sports are a diverse environment that includes individuals from various cultural backgrounds. We aim to acquire a deeper understanding of coach-athlete interactions in order to help coaches better understand their players and provide the proper feedback to improve player performance.

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TRANSFORMATIONAL LEADERSHIP AND COHESION: CROSS-LEVEL MODERATING ROLE OF TEAM TRUST

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The purpose of this study is to identify the moderating role of team trust between transformational leadership and cohesion. We first test the positive relationship between transformational leadership and cohesion. We then test the cross-level moderating effect of team trust on this relationship. Further, we draw on the concept of a shared mental model (Cannon-Bowers & Salas, 2001; Klimoski & Mohammed, 1994; Mohammed et al., 2010) and argue that the positive influence of coach transformational leadership on cohesion is contingent on the degree of team trust. Under high levels of team trust, athletes may share high levels of trust-related knowledge and exhibit homogenous social dynamics, which may greatly enhance the positive effect of transformational leadership on cohesion. Contrastingly, under low levels of team trust, athletes may share low levels of trust-related knowledge and exhibit heterogeneous social dynamics, which may diminish the positive effect of transformational leadership on cohesion. Using hierarchical linear modelling, we analysed 597 high school and university volleyball players (males = 339, females = 258, played on 42 teams, college male team = 11, college female team = 11, high school male team = 12, and high school female team = 8) to test our research model. Our results revealed that, (a) at the individual level, coach transformational leadership has a positive effect on athletes' perceptions on cohesion and (b) team trust, a group-level construct, moderates the coach transformational leadership-cohesion relationship. The moderating effect demonstrates that the positive effect of coach transformational leadership on cohesion could be enhanced when high levels of team trust are shared within the group. Our results highlight the impact of team trust. Coaches need to pay attention to creating team trust. Coaches can foster an open climate of discussion, respect, and mutual trust to improve athletes' cohesion.

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UNDERSTANDING THE AMERICAN SCHOLASTIC COACHING EDUCATION LANDSCAPE

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Without a centralized sports ministry, the entrepreneurial nature of the United States extends to the sport landscape as well. In scholastic sport, an estimated 7.9 million high school students participate (NFHS, 2018), yet little is known about the qualifications or preparation of the individuals who coach. While the NFHS provides some guidance, it is up to each individual state organization to work with their state legislation, board of education, principals' and athletic directors' groups to set their own state policies for student-athlete and coach participation. As a result, the requirements, particularly related to coach qualifications, vary extensively across the country. This study updated and extended the National Coaching Report (NASPE, 2006) that examined the regulations, policies and educational programs related to coaching across 51 state-level scholastic organizations. The entry requirements ranged from 'anyone who can pass a background check' to one-time online training to having a valid teaching certification. While the majority of states had at least a basic standard of coaching specific education, the level of preparation required was typically minimal, especially considering the emphasis

the literature places on the coaches' role in athlete physical and psychological development (e.g., Bailey, et al. 2010; Balyi, Way, & Higgs, 2013; Gould, Carson & Blanton, 2013) and more recently on athlete mental well-being (Roxas & Rindinger, 2016). The requisites will be profiled and an examination of the educational requirements, with an emphasis placed on sport psychology and pedagogy preparation required for working within scholastic sport will be presented. While the continued lack of standardized requirements that meet baseline industry standards (e.g. NASPE, 2006, AAHPERD 2013) is disappointing, understanding the landscape of scholastic coaching education highlights where kinesiology-trained sport psychology researchers and consultants can make a valuable contribution in developing curriculum and interventions on both micro and macro levels within each state.

Collegiate Sport

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ACADEMIC AND ATHLETIC FACTORS OF COLLEGE ATHLETES' TIME DEMANDS

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Drawing from the extant literature on academic identity (i.e., Miller, Melnick, Barnes, Farrell, & Sabo, 2005), school belongingness (i.e., DeWall, Baumeister, & Vohs, 2008), athletic identity (i.e., Adler & Adler, 1987), and athletic expectations (i.e., Aunola, Sellane, Sellane, & Ryba, 2018), two hypotheses were tested in this study. First, it was hypothesized that academic identity and school belongingness will positively predict academic time use. Second, it was hypothesized that athletic identity and athletic expectations will positively predict athletic time spent. A large subset of the NCAA GOALS survey was utilized ($n = 15,626$). Data, which were requested to and granted by the NCAA after IRB approval, were analyzed using hierarchical regression predicting academic time use ($M = 41.34$; $SD = 15.96$) and athletic time use ($M = 34.92$; $SD = 15.32$). Two regression models were constructed for each dependent variable. In both hypotheses, race (Blacks = 2009; Whites = 11,286; Others = 2331), gender (Men = 8,514; Women = 7,112), and division level (D1 = 5,265; D2 = 4,803; D3 = 5,558) were entered in block (model) 1. In the first hypothesis, Model 1 significantly predicted academic time use $F(3, 15,622) = 189.94$, $p < .001$. Model 2 added academic identity and school belongingness and results showed that this model significantly added more variance to Model 1, $\Delta R^2 = .050$, $F(5, 15,620) = 165.420$, $p < .001$. In the second hypothesis, Model 1 significantly predicted athletic time use $F(3, 15,622) = 83.378$, $p < .001$. Model 2, which added athletic identity and athletic expectations, significantly contributed more variance to the previous model, $\Delta R^2 = .036$, $F(5, 15,620) = 116.432$, $p < .001$. Our findings offer fresh practical and policy implications on how to optimize the college experience of college athletes by focusing on the influence of academic and athletic factors examined in this study, especially given the detrimental effects associated with enormous time demands (Jolly, 2008; Singer, 2008).

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AFTER THE FINAL BUZZER: EVALUATING THE IMPACT OF ATHLETIC IDENTITY AND VOCATIONAL IDENTITY ON GRADUATING DIII STUDENT-ATHLETES' THRIVING

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Division III student-athletes are comparatively understudied in the current literature, especially when assessing how certain identity domains impact positive psychological outcomes. The aim of this study was to analyze the impact of athletic identity and vocational identity on DIII student-athletes' thriving at the end of their college careers. Arnett's (2000) theory of emerging adulthood postulates that college-age individuals are in their prime for exploring who they want to become. However, D-III student-athletes spend upwards of 26 hours per week in sport involvement alone (ncaa.org, 2008), therefore limiting the necessary time required to explore their identity outside of athletics. The Athletic Identity Measurement Scale, the Vocational Identity Measure, and three subscales from the Comprehensive Inventory of Thriving were used to assess graduating male and female participants from a mid-Atlantic DIII athletic conference during the final weeks of the spring 2018 semester. A stepwise regression model yielded a significant and positive, but moderate predictive relationship between vocational identity scores and thriving scores ($r = 0.41$), while surprisingly excluding athletic identity from the model altogether. This suggests that vocational identity better predicts thriving in this population. Vocational identity ($r = 0.41$) was also more highly correlated to thriving than was athletic identity ($r = 0.285$). These results are believed to capture the essence of DIII student-athlete identity at the end of their athletic careers; that is, they are more "student" than "athlete." Athletes who spend more time expanding their identity have an easier time during the retirement process (Lally, 2007). Even with the significant weekly time commitment to athletics, DIII student-athletes have greater balance between academics and social life, therefore allowing them greater opportunities to explore who they want to become. Interventions for increasing thriving as student-athletes approach graduation should focus on exploring non-athletic identity factors, especially in the vocational identity domain.

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APPLYING SELF-TALK AND SELF-EFFICACY INTERVENTIONS TO IMPROVE ENDURANCE PERFORMANCE BASED OFF EXPERIENCES OF NCAA CHAMPIONS

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Recently there has been significant developments and discussion related to psychological theory of endurance performance. One theory that has gained traction and is supported by research is the "Psychobiological Model of Endurance Performance" (Marcora, 2014). This theory it is explained that endurance performance ceases as a result of a conscious choice as opposed to muscular fatigue. In combination with this theory, Van Rattle's (2016) "Sport Specific Self-Talk Model" provides the theoretical underpinning that empowers athletes and sport psychology practitioners to facilitate the development of Self-Talk that can improve endurance performance by delaying the onset of the decision to terminate the activity until the athlete's goal is reached.

In this qualitative study, NCAA champions from Cross-Country, Nordic Skiing and Track and Field from 2014-2019 were interviewed about their experience leading up to and during their championship performance. Specific emphasis and data collection was placed on the development and presence of self-talk and self-efficacy in their lived experience. Using interpretive phenomenological design the findings of this study are that the NCAA champions experienced self-efficacy consistent with Bandura's (1977) factors effecting Self-Efficacy with particular self-reporting of its development through performance accomplishments leading up to the championship event and verbal persuasion through their interactions with coaches and teammates.

In addition, it emerged from the data that the athletes used self-talk that is categorized as motivational, instructional and supportive. Supportive statements were utilized in response to anxiety most often during early stages of competition or pre-performance; Motivational statements were used to persist through discomfort or to respond to competition during the middle and late stages of the race; Instructional statements were used in combination throughout the competition. For this presentation, the findings have been used to create a self-talk development template for sport psychology practitioners to use with their clients to improve endurance performance.

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ATHLETIC TRAINER'S KNOWLEDGE OF TRAUMATIC BRAIN INJURY

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Athletic trainers are front line individuals with interact with athletes regularly and are, therefore, in the unique position of being able to detect changes in mood, behavior, and performance as a result of a TBI (traumatic brain injury; Wallace et al., 2017). It is evident that knowledge of TBI is necessary in order to respond and treat these behaviors appropriately. Because athletes often do not report or underreport symptoms, it is imperative that athletic trainers have adequate knowledge (Davies & Bird, 2015; Maier et al., 2015). However, no empirical data exists as to athletic trainer's knowledge of TBIs. In addition, data shows the athletes who have access to an athletic trainer have more knowledge of concussions than athletes without access to an athletic trainer (Wallace et al., 2017).

Therefore, the current study analyzed the TBI knowledge of 184 athletic trainers across different NCAA college divisions and multiple sports. Participants answered demographic questions such as their education level, years of experience, client population, and their history of working with students with TBI. The Knowledge of Traumatic Brain Injury (K-TBI) questionnaire measured their knowledge of TBI in three areas: symptoms/characteristics, treatment/intervention and long-term characteristics of the disorder.

Results indicate that despite athletic trainers feeling confident in their abilities to identify and intervene with athletes who have sustained a concussion, data shows that they lack knowledge of TBIs. Attendees will learn about the K-TBI measure, differences in TBI knowledge based on the division and sports they oversee, and how TBI knowledge is related to experience and exposure. Taken together the prevalence of and exposure to TBI, there is a need for athletic trainers

currently working in the field to receive more TBI training. The K-TBI will be a useful tool for evaluating pre- and post-training knowledge.

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CHANGES IN IDENTITY, MOTIVATION, AND PHYSICAL ACTIVITY DURING THE TRANSITION OUT OF COLLEGE SPORT: A PILOT STUDY

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Research suggests that the transition out of competitive athletics can influence self-identity, motivation, and physical activity (PA). However, research with former athletes has been largely cross-sectional; therefore, the purpose of this pilot study was to prospectively track changes in identity, motivation, and self-reported PA during the transition out of college sports. Division I student-athletes (N = 15; 8 female, 11 white) provided demographic information and completed the Athletic Identity Measurement Scale, Exercise Identity Scale, Behavioral Regulation in Exercise Questionnaire-3, and the International Physical Activity Questionnaire in their final competitive season and again 4-5 months after their season ended as part of a larger project investigating the impact of sport transitions. Paired t-tests and correlations were performed to examine changes across time and to explore relationships among the variables. Athletic identity (Mdiff = 5.4, p = .03) and weekly minutes of moderate to vigorous PA (MVPA; Mdiff = 959, p < .01) significantly decreased. In season, relations among the variables were inconsistent and in unexpected directions, which may be due to PA being highly-regulated during the season, regardless of identity and motivation levels. At follow-up, higher exercise identity (EI) was associated with higher self-determined motivation for PA (r = .76 to .81, p < .01). EI and motivation were also positively associated with MVPA (r = .12 to .24), though correlations were small and non-significant. Further inspection revealed that, compared to moderate PA, there were stronger associations between vigorous PA and EI and integrated regulation (r = .51, p = .05 for both). Findings suggest motivational factors may be more important for influencing PA post-transition. Future research should investigate the impact of sport transitions on PA and psychosocial factors in larger samples. A clearer understanding of this transition can assist sport psychology consultants with promoting former athletes' health and well-being.

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COMPARING RELIGIOSITY AND ATHLETIC IDENTITY AMONG COLLEGIATE ATHLETES ATTENDING RELIGIOUS AND SECULAR INSTITUTIONS

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Long standing evidence suggests collegiate athletes are confronted with many unique challenges that can dramatically impact their mental health and performance (Watson, 2005).

Though many approaches exist to buffering the psychological distress associated with sport, religion has been shown to protect against symptoms of depression (Koenig, 2008) and promote self-esteem (Yonker et al., 2012). More recent work by Proios (2017) has acknowledged religion as a central factor responsible for shaping the social identity of many athletes. However, few empirical studies have examined differences in the way collegiate athletes approach their religion in sport, nor have they compared institutions with varying religious climates. Therefore, the purpose of the current study was to compare the religiosity and athletic identity of athletes competing at religious and secular institutions. A total of 371 collegiate athletes (religious $n = 218$; secular $n = 153$) completed the Athletic Identity Measurement Scale-Plus (Cieslak, 2004) and the Religious Orientation Scale-Revised (also known as Intrinsic/Extrinsic-Revised Scale; Gorsuch & McPherson, 1989). Results of independent t-tests revealed athletes competing at religious institutions reported significantly higher intrinsic religiosity ($t(369) = 8.58, p < .01$) and significantly lower athletic identity ($t(369) = -2.85, p < .01$) relative to those at secular institutions. Furthermore, Pearson's correlations indicated intrinsic religiosity was inversely related to athletic identity but only among those competing at religious institutions ($r = .27, p < .01$). Findings highlight important differences in the way collegiate athletes approach their religion which, in turn, affects the way they attach meaning to their identity as an athlete. Such findings hold valuable implications for the way sport psychology consultants guide athletes, interested in exploring religion, in forming a more balanced identity that could reduce emotional disturbances associated with common sport stressors.

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COMPETING FOR PLAYING TIME: THE RELATIONSHIP BETWEEN POSITIONAL COMPETITION AND SOCIAL IDENTITY IN COLLEGIATE ATHLETES

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Competition is an omnipresent process in high performance interdependent sport teams (e.g., soccer). It occurs between teams (i.e., interteam), but also within teams (i.e., intrateam). For example, positional competition is a process whereby athletes within the same team vie for playing time in the same position (Harenberg et al., 2016). Theoretically, positional competition may foster positive (i.e., performance) but also negative (i.e., conflict) outcomes. Yet, the relationship to those processes is currently underexplored. One example of a constructive process that may be associated with positional competition is the social identity with the team. Social identity is defined as part of an individual's self-concept derived from the knowledge of team membership combined with the value and emotional significance attached to that membership (Tjafel, 1981). In sport, social identity has been associated with constructive team processes, such as cohesion and pro-social behavior (Bruner, Boardley, & Coté, 2014). It is possible that athletes feel drawn to teams with higher positional competition, as it may provide positive challenges for the enhancement of performance. Yet, to date this relationship has not yet been explored. Hence, this study examined the relationship between positional competition and social identity in a sample of intercollegiate team-sport athletes. One hundred and seventy-three athletes (female $n = 83$, Mean(age) = 19.20, SD = 1.71) completed the Positional Competition in Team-Sport Questionnaire (Harenberg, 2014) and the 12-item

version of the Social Identity Questionnaire (Bruner et al., 2014). Three multiple regression analyses were conducted. The dimensions of positional competition predicted between 10% and 24% of the variance of the dimensions of social identity. The most important positive predictors were social awareness, coach selection, and effort exceeded in positional competition. The results revealed that positional competition is generally positively associated with social identity within teams. Implications, limitations, and future research directions are discussed.

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DRAWING OUT THE STUDENT-ATHLETE VOICE: SATISFACTION WITH MENTAL HEALTH SERVICE AVAILABILITY AND DESIRED CHANGES

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Since the establishment of interassociation best practices for supporting student-athlete mental health (NCAA, 2016), efforts have begun to evaluate the implementation of these recommendations. For instance, scholars have examined perceived availability of mental health services (Cox, 2015; Moore, 2016), use of pre-participation mental health screenings (e.g., Sudano & Miles, 2017; McGuire et al., 2017), and evaluation of mental health outreach efforts (Kern et al., 2017). However, there has been an absence of research to solicit the student-athlete voice about the state of available services. In a preliminary effort to address this gap, a mixed-methods online survey was developed to explore NCAA student-athletes' satisfaction with the availability of direct (e.g., individual/group counseling) and indirect (e.g., outreach, educational workshops) mental health services. In an open-ended format, participants ($n = 230$) were also invited to comment on what changes they would like to see in the services that are made available to them through their institutions. On a 100-point scale, respondents tended to be more satisfied with the availability of direct mental health services on their campus ($M = 74.50, SD = 22.82$) and in their athletic department ($M = 73.00, SD = 25.73$) than with the availability of indirect mental health services on their campus ($M = 67.80, SD = 23.82$) and in their athletic department ($M = 67.61, SD = 25.94$). Several themes in desired changes emerged through analyses of the qualitative data, including more athlete-centered services, education about services, proactive points of contact, and shifting the way in which mental health is talked about. As continued efforts and NCAA legislation aim to make mental health services more and more accessible, results will be discussed in terms of engaging the student-athlete voice in the development and implementation of new services and initiatives.

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ESTABLISHING EFFECTIVE COACH-ATHLETE RELATIONSHIPS TO DEVELOP MENTAL TOUGHNESS IN NCAA ATHLETES

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The quality of the coach-athlete relationship is a vital component to the development of mental toughness (Gucciardi et al., 2009). This affiliation enables various constructive and

beneficial outcome variables, including athlete health (Jowett & Poczwardowski, 2007). For this presentation, 15 National Collegiate Athletic Association (NCAA) coaches participated in semi-structured interviews discussing how they foster and develop mental toughness within their athletic programs. Despite distinguishing several strategies, this study highlights the most frequent theme, coach-athlete relationships. The purpose of this presentation will be to highlight strategies NCAA coaches can use to develop coach-athlete relationships, specifically so they can foster mental toughness development. Based on coaches' responses for this theme, it is important that coaches promote and distribute trust, honesty, and specific types of encouragement to promote effective and supportive relationships for mental toughness to be developed and maintained. Coaches detailed trust as including support, communication, and knowing the individual player. These factors are essential to the coach-athlete relationship because it creates a family-oriented support system, allows consistent communication, and distinguishes each athletes' individuality. Secondly, honesty contributes to the fostering of mental toughness through its maintenance of expectations, exemplifying leadership, and developing players holistically. Lastly, the encouragement element of the coach-athlete relationship encompasses the decision of displaying positivity and/or punishment when addressing athletes. Incorporating these approaches may be vital in improving coach-athlete relationships in NCAA athletics. Furthermore, this improvement will enhance the development of mental toughness and possibly boost mental health and other important variables that affect collegiate athletes today. Utilizing this information to build trust, honesty, and encouragement within a team, coaches can strengthen the coach-athlete relationship in order to foster mental toughness within their athletes.

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EXAMINING DIFFERENCES IN ATHLETES' PERCEPTIONS OF PERCEIVED STRESS AND RECOVERY BETWEEN NCAA DIVISIONS

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Athlete perceptions of stress and recovery may impact health and performance (Kellmann et al., 2018) as well as risk of injury and illness (van der Does et al., 2017). Among athletes, these perceptions may be influenced by a variety of personal and situational factors (Schinke et al., 2017), including competition level. Although not previously considered, athletes who participate at a higher level (e.g., National Collegiate Athletic Association [NCAA] Division I) may have more perceived stress than athletes who participate at a lower level (e.g., NCAA Division III). In an effort to facilitate the design and delivery of interventions for reducing stress and increasing recovery in collegiate athlete populations, the purpose of the current study was to examine differences in perceived stress and recovery between athletes in each NCAA division. The 36-item Recovery-Stress Questionnaire for Athletes (RESTQ-Sport; Kallus & Kellmann, 2016) and the Perceived Stress Scale (PSS; Cohen & Williamson, 1988) were administered to 197 Division I athletes, 69 Division II athletes, and 166 Division III athletes. Data were analyzed using multiple analyses of covariance (ANCOVAs). Once means were adjusted for PSS scores to eliminate life stress, statistically significant differences were identified in the perceived stress of athletes in different divisions $F(2, 428) = 8.08, p < .01, \eta^2 = .036$. No

significant differences were identified in the perceived recovery of athletes in different divisions $F(2, 428) = .85, p = .43, \eta^2 = .004$. Follow-up analyses indicated statistically significant differences between athletes across divisions in the social stress, fatigue, disturbed breaks, emotional exhaustion, and injury subscales of the RESTQ-Sport. Post hoc tests revealed that Division I athletes perceived more stress in all categories with the exception of fatigue. These findings suggest that practitioners should consider competition level when designing and delivering stress management interventions relative to stress-recovery balance.

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EXAMINING RELATIONSHIPS BETWEEN SELF-COMPASSION, COMPETITIVE TRAIT ANXIETY, AND ATHLETE BURNOUT

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Previous studies showed self-compassion reduced anxiety, and it was positively related to psychological well-being. The purposes of this study were (a) to investigate the relationship between self-compassion and athlete burnout, and (b) to examine the mediation effects of competitive trait anxiety (i.e., somatic anxiety, worry, and concentration disruption) on this relationship. We hypothesized that self-compassion would negatively affect worry and concentration disruption, and it would, in turn, affect burnout through the mediation of worry and concentration disruption. Two hundred five collegiate athletes participated in the study (Mage = 20.26yrs, SD = 1.02, and Mexp = 6.98yrs, SD = 2.03). The participants completed a demographic questionnaire, Self-Compassion Scale (self-kindness, common humanity, and mindfulness were used for this study), Sport Anxiety Scale-2, and Athlete Burnout Questionnaire. The hypothesized model presented an acceptable fit to the data. $\chi^2(83) = 146.47 (p < .001)$, CFI = .91, TLI = .91, and RMSEA = .06 with 90% CI [.05, .07]. The results of the final model fitting the data indicated that self-compassion was negatively related to worry ($\beta = -.57$), concentration disruption ($\beta = -.37$), and burnout ($\beta = -.33$). Both somatic anxiety ($\beta = .23$) and worry ($\beta = .48$) were positively related to burnout. Worry partially mediated the relationship between self-compassion and burnout. The findings of this study shed light on the importance of understanding self-compassion and competitive trait anxiety in athlete burnout. The findings of this study provide practical implications for coaches and mental performance consultants to reduce competitive trait anxiety and prevent athlete burnout.

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EXPLORING HOW SELF-EFFICACY INFLUENCES PERFORMANCE IN COLLEGIATE CLUB ROWERS DURING A 2,000-METER ERGOMETER TEST

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Self-efficacy has a profound impact on sport, as it is a significant predictor of performance (Feltz, Short, & Singleton, 2008; Wright, O'Halloran, & Stukas 2015). Individuals with

high self-efficacy often appraise upcoming stressful events as a challenge, leading to optimal performance (Cumming, Turner, & Jones, 2017). However, this relationship has not been demonstrated in the sport of rowing. The purpose of this study was to investigate whether self-efficacy predicted performance in collegiate rowers during a 2,000-meter rowing ergometer test (2k test). An additional purpose was to examine the relationship between primary stress appraisal and rowing performance. Twenty-one collegiate rowers (14 men; 7 women) completed a demographic measure, the Primary Appraisal Secondary Appraisal (PASA) and the Rowing Efficacy Inventory – Individual (REI-I) prior to performing the 2k test. Due to significant differences in 2k test performance between male ($M=444.21$ seconds, $SD=22.46$ seconds) and female participants ($M=519.80$ seconds, $SD=32.12$ seconds), $t(19) = -6.31$, $p < .05$, a linear regression test was run separately for each gender. Results showed that self-efficacy significantly predicted 2k test performance in male rowers, $b = -.65$, $t(11) = 14.04$, $p < .05$, and self-efficacy also explained a significant proportion of variance in 2k test performance, $R^2 = .422$, $F(1,11) = 5.53$, $p < .05$. However, self-efficacy did not predict performance for female rowers, $p > .05$. Surprisingly male rowers showed no significant relationship between appraising the event as a challenge and the athlete's 2k test performance, with female rowers demonstrating a significant inverse relationship between appraising the event as a challenge and 2k test performance, $r = -0.82$, $p = 0.02$. Although this study illuminates the role both self-efficacy and primary stress appraisal has on off-water rowing performance, future studies should examine this relationship during an on-water rowing competition.

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FACTORS ASSOCIATED WITH NCAA FOOTBALL PLAYERS TRANSITIONING OUT-OF-SPORT: AN EXPLORATORY STUDY

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The purpose of this study was to examine athletic identity (AI), career maturity (CM), and subjective well-being (SWB) because high AI has been reported to impede athletes' transitions out of sport. In contrast, high CM and SWB has been reported to facilitate the transition process (Alfermann & Stambulova, 2007; Brewer, et al., 1993). The influences of NCAA Division, Year in School, Race, and GPA also were examined in relation to these factors. Division I ($n = 46$) and III ($n = 47$) football players completed the Athletic Identity Measurement Scale (Brewer & Cornelius, 2001), Career Decision Scale (Osipow, et al., 1976), Satisfaction with Life Scale (SWL; Diener, et al., 1985), and the Profile of Mood States (McNair, et al., 1992). Based on the exploratory nature of this study, α was set at .10. D-I athletes provided higher scores on AI than D-III athletes ($p = .10$). This result occurred for football players who were high and also low on CM. There were no differences in AI by Race, or Year in School. There was no difference in GPA between the Divisions. However, there was a trend for an AI by Division interaction for SWL ($p = .129$). D-I athletes in the high AI group tended to have lower SWL than those in D-III high AI group ($p = .11$). D-I athletes reported less desirable moods ($p = .03$), especially on Tension, Depression, Fatigue, and Confusion than D-III

athletes. In conclusion, D-I athletes tended to have higher AI, lower SWL scores, and less desirable moods. These results may reflect Division level, or season outcomes. The D-I team had losing seasons during the last three years, while the D-III team had winning seasons. Thus, further study is needed on athletes' transition out of sport.

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INFLUENCE OF SPORT CONFIDENCE ON FLOW STATE AMONG TRACK & FIELD AND CROSS COUNTRY STUDENT-ATHLETES

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Michael Ross, Saint Louis University, USA

Introduction: Sport confidence has been found to be one of the most widely studied constructs in pursuit of sport performance. One way sport confidence may relate to performance is through its relation to flow states. A flow state is an optimal state where the mind and body function seemingly effortlessly with automaticity (Csikszentmihalyi, 1975). The following study examined the association between total report of sources of sport confidence and dimensions of flow. Methods: NCAA Division I collegiate, cross-country and track and field student-athletes ($N = 56$) completed the Sources of Sport Confidence Questionnaire and Flow State Scale-2 to assess sources of sport confidence information specifically related to a sport setting and one's experience of flow state. Results: Pearson correlations indicated a significant positive relationship between total sources of sport confidence score and total flow state score. A linear regression yielded a statistically significant finding, ($R^2 = .16$, $p < .01$), indicating that high scores on sources of sport confidence predicted high scores on flow state scale ($p < .01$). Further linear regressions found that high scores on sources of sport confidence specifically predicted aspects of flow related to balance, goals, concentration, and control (all p -values $< .05$), but not the other five sub-facets of flow. Discussion: Findings further research on the relation of confidence to flow state by investigating sources of confidence and the association to dimensions of flow. Specifically, athletes reporting more sources of confidence felt more perceptions of challenge skill balance during play, clear goals, concentration on task at hand, and sense of control. These findings may have implications when working with collegiate athletes who report low sport confidence and struggles in reaching a flow state.

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LET'S CALL IT EXCITEMENT NOT NERVES: USING COGNITIVE RESTRUCTURING WITH COLLEGIATE ATHLETES

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Anxiety can drain an individual's working memory capacity, decrease their self-confidence, and harm their performance if felt before or during their prospective athletic event (Eysenck, 2002). While research has identified the different facets related to athletes and anxiety, there seems to be a disconnect in literature as to how clinical psychologists can support these athletes when it comes to treatment of their

performance related anxiety. One of the techniques which can be used to support athletes with the redirection of their physiological symptoms during times of performance is the usage of cognitive restructuring. There has been success in the usage of this technique when it comes to reducing threat appraisals (Didymus & Fletcher, 2017) but also to other stressful performance related aspects of someone's life. This includes speaking publicly, taking an exam, or when an individual has to meet with someone of importance such as their boss (Brooks, 2014). This dialogue surrounding the usage of cognitive restructuring with athletes intends to open up the conversation with clinicians, and clinicians in training, about the importance of utilizing this technique with athletes and how the usage of this technique can help in not only adjusting individual athletic beliefs but also support in the alteration of team climate. The intent is to add tools to the clinician's tool box that can assist athletes with the maintenance of their arousal levels in performance situations, but to support them with the management of that arousal level by restructuring how athletes face their anxiety-provoking situation. Specific examples of the cognitive restructuring technique will be highlighted that can be used in treatment by the clinician when working with an individual athlete or in a team environment.

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PERCEPTIONS OF RESILIENCE AMONG NCAA COLLEGIATE ATHLETES REPORTING HIGHER AND LOWER LEVELS OF BURNOUT

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Athlete burnout has become a prominent issue with approximately 3% of athletes experiencing burnout during their athletic career. Burnout is characterized by emotional and physical exhaustion, a reduced sense of accomplishment, and sport devaluation. Psychological research indicates that developing resiliency can aid in the recovery from burnout and potentially prevent a relapse. Resiliency is defined as the process of, capacity for, or outcome of a successful adaptation despite challenging or threatening circumstances (Reference needed). The purpose of the current study was to examine perceptions of resiliency among athletes who exhibited higher levels of burnout in comparison to athletes who exhibited lower levels of burnout. The Athletic Burnout Questionnaire (reference needed) was administered to five Division I athletes and participants were categorized into higher burnout ($n=2$) and lower burnout ($n=3$) groups. Once classified, the athletes participated in semi-structured interviews informed by the Connor-Davidson Resiliency Scale (CD-RISC). Interviews were transcribed and redistributed to the athletes for member checking. Data were then analyzed for recurring themes. Four overarching themes emerged: social support, coping with stress, perceptions of control, and adaptability. Athletes with higher burnout scores were characterized by the use of more external forms of coping mechanisms; they relied more heavily on significant others outside of sport; and had greater difficulties in adapting to change. Conversely, athletes with lower burnout adopted a wider array of coping strategies; addressed obstacles by focusing on smaller tasks; relied more on teammates; and perceived changing circumstances as learning opportunities. These findings provide preliminary evidence that athletes experiencing lower levels of sport burnout possess qualities and utilize strategies central to resiliency, suggesting that strengthening athlete resiliency could be a potential avenue to combat burnout.

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PINNING THE STIGMA: IMPLEMENTATION OF SPORT PSYCHOLOGY CONSULTATION IN COLLEGIATE WRESTLING

Jeff Ruser, Indiana University, USA

The winningest collegiate wrestling coach of all time, Dan Gable, once said, "Gold medals aren't really made of gold. They are made of sweat, determination, and a hard-to-find alloy called guts." A contact sport, wrestling is often defined by its physicality and adherence to strong masculine norms. Collegiate wrestlers have a greater stigma towards sport psychology consulting services than any other sport or group of student-athletes (Martin, 2005). The head coach of 7 of the last 8 NCAA Championship teams, Cael Sanderson, described progression within the sport when he said, "Unless you continually work, evolve, and innovate, you'll learn a quick and painful lesson from someone who has." Mental skills training has the potential to contribute to the evolution of the sport by addressing the mental preparation and approach that it takes to excel in such an emotionally driven, fast-paced, and physical contest. Yet, there is a divide between wrestling and sport psychology that runs deeper than any other collegiate sport. According to Martin (2005), there is a need for additional wrestler education about the nature and benefits of sport psychology. This presentation details the experiences of a sport psychology consultant for an NCAA Division I wrestling program. Reflections will include wrestlers' and coaches' receptiveness to sport psychology services, stigma that remains, the role that masculinity plays in the sport, sport psychology interventions used, and insights on the future of sport psychology in collegiate wrestling.

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PREFERENCE OF COACH LEADER BEHAVIOUR BY NIGERIA COLLEGE ATHLETES

Olanrewaju Ipinmoroti, Tai Solarin University of Education, Nigeria

The goal of every athlete is to achieve peak performance in a consistent manner. Although there are many factors that can enhance an athlete's performance, the coach has been recognised to be very key to athlete's performance. A coach's leadership behaviour has great effect on the success or otherwise of the athletes.

This study investigated whether gender and type of sport would moderate athletes' preference of coach leader behaviour.

Two hundred (200) university athletes (male = 97; female = 103) volunteered to participate in the study. The Leadership Scale for Sport (LSS) developed by Chelladurai and Saleh (1980) was adapted for use in collecting data. Individual/ dual sport athletes were selected from athletics, table tennis and badminton while team athletes were selected from soccer, volleyball and basketball. The data generated were analysed using descriptive statistics of mean and frequency counts as well as inferential statistics of Analysis of Variance (ANOVA) and Pearson Product Moment Correlation (PPMC).

The results showed that there were significant differences in the preference of male and female university athletes in all the five coach leader behaviours.

There were significant differences between individual/dual sports and team sport athletes' preference for Autocratic, Social Support and Positive Feedback coach leader. These findings were in agreement with results of the studies of Weinberg and Gould(2003), Beam, Serwatka, and Wilson (2004); and Sharma (2015).

It was recommended that university coaches should be conscious of their leadership behaviour and be willing to align such behaviours to athletes' needs since this has a significant effect on athletes' performance.

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POSTER WITHDRAWN

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SOURCES OF STRESS AND COPING INFLUENCES ON COHERENCE SCORES IN COLLEGIATE ATHLETES

Lindsey Poe, Saint Louis University, USA;
Luke Evans, Saint Louis University, USA;
Jordan Collins, Saint Louis University, USA;
Jeffrey Shulze, Saint Louis University, USA;
Ashley Hansen, Saint Louis University, USA;
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Joanne Perry, Novant Health, USA;
Michael Ross, Saint Louis University, USA

Introduction: Optimal performance in sport is characterized by the physiological adaptation to mental, physical, and psychological stressors (Cooke & Ring, 2019). Coherence is one physiological measurement that quantifies the degree of synchronization of heart rate variability (HRV), with higher scores resulting in improved sport performance. While athletes utilize a variety of behavioral and cognitive coping strategies (Crocker, 1992), the impact of different stressors and coping strategies on coherence scores remains unclear. Methods: NCAA Division I collegiate athletes (n=38) experienced three stressors (cognitive, physical, and sport-related imagery) as outlined by a HRV assessment (Perry et al., 2017). These stressors were separated by a brief recovery period and athletes were prompted to engage in coping strategies typically utilized in sport. Coherence scores were collected throughout using HeartMath ® technology. Results: While a repeated measures ANOVA revealed no significant differences between coherence scores during types of stressors ($F(2,27) = 1.42, p = .249$), a separate ANOVA with a Greenhouse-Geisser correction determined that mean coherence scores differed significantly between recovery periods of stressors ($F(1.51, 55.99) = 6.838, p = .005$). Post hoc tests using the Bonferroni correction revealed that athletes achieved a significantly higher coherence score during the recovery period of the cognitive stressor compared to the sport-related stressor ($p = .004$). Discussion: Although athletes did not differ on coherence scores between types of stressors, athletes achieved higher coherence in the recovery period of the cognitive stressor as compared to the sport-related stressor. These findings suggest that while athletes likely experience a similar physiological response to a variety of stressors, they may have more difficulty achieving physiological recovery following sport-related stress. Differences in recovery reinforce the importance of assessing athlete coping ability in multiple domains. Additionally, findings support the use of interventions that improve athletes' recovery to sport-related stress (e.g., increasing poise, resilience training).

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STATE-BASED VERSUS TRAIT-BASED BODY APPRECIATION AMONG STUDENT-ATHLETES

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Lindsey Poe, Saint Louis University, USA;
Joanne Perry, Novant Health, USA;
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Purpose: Research has recently investigated the construct of body appreciation, an aspect of positive body image defined as the extent people hold favorable and respectful opinions of their bodies and reject media-based body ideals. Compared to non-athletes, collegiate student-athletes report higher levels of body appreciation. However, research has yet to explore if state-related differences (e.g., within-sport vs. outside of sport) exist in body appreciation among athletes. The current study will examine differences in state-based body appreciation at two time points, as well as overall trait-based body appreciation based on gender and sport. Additionally, the present study will explore the relationships between body appreciation and other positive body image and sport-related variables, including functionality appreciation and subjective performance. Methods: Participants will include Division I collegiate athletes from a Midwest university. The final sample size will include approximately 70 student-athletes. Data collection is ongoing and will be completed by May 2019. At time point 1, athletes will complete measures of positive body image outside of their sport (Trait-Based and State-Based Body Appreciation Scale-2, Functionality Appreciation Scale, and Sociocultural Attitudes Towards Appearance Questionnaire-4). At time point 2, athletes will complete the State-Based Body Appreciation Scale-2 and Subjective Performance Questionnaire directly following participation in their sport practice. Results: A mixed-randomized repeated design will be used to assess differences in state-based body appreciation as well as group differences across gender and sport. It is hypothesized that athletes will report higher levels of state-based body appreciation following engagement in their sport compared to outside their sport. Hierarchical regression analyses will be used to explore the role of sociocultural influences on trait-based body appreciation. Discussion: Results will provide sport psychologists, coaches, and athletes with valuable information about the relationship between athletes' state-based body appreciation both in and outside of sport. Implications for interventions will also be discussed.

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SWIMSUIT CHOICE: COLLEGIATE FEMALE SWIMMERS' PERSPECTIVE ON BODY IMAGE AND TRAINING APPAREL

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Cultural pressures for women to maintain a lean, thin image are prevalent in the world of sports. Athletic apparel for both competition and training is one aspect of a sport environment that has been shown to influence body image (Krane et al., 2001). Competitive swimming in particular is a sport where female athletes wear apparel with minimal coverage, yet have many choices of training suits with varying levels of coverage. Therefore, the purpose of this study was to investigate reasons

why NCAA collegiate swimmers selected different designs of practice apparel, and how they felt while wearing certain training swimsuit for training and competition. A total of 114 current female swimmers competing in NCAA Divisions I, II, and III responded to an anonymous online survey. The survey included open-ended questions on swim experience and swimsuit preference. Responses indicated that 67% chose their practice suit for functional purposes, while 33% chose their practice suit for appearance purposes. Open-ended responses showed that female swimmers consider the impact swimsuit designs have on their appearance while training and internalize societal pressures for how they appear and feel in certain training swimsuits. Common themes swimmers reported for their rationale in practice suit selection were weather, sun exposure, and avoidance of specific tan lines. Results from this study may help better guide swim coaches with how to approach body image concerns with their female athletes, provide awareness of the societal pressures on the sport of swimming, and create a more positive environment for training.

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THE RELATIONSHIP BETWEEN ATHLETE BURNOUT AND GRIT IN NCAA DIVISION I ATHLETES

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While researchers have examined the relationship between burnout and perfectionism (Appleton, Hall, & Hill, 2009), burnout and coaching (Barcza-Renner, Eklund, Morin, & Habeeb, 2016; Isoard-Gautheur, Trouilloud, Gustafsson, & Guillet-Descas, 2016), burnout and emotional effects (Bianchi & Schonfeld, 2016), as well as the physical effects of burnout on the body (Byrd, Martin, Landis-Piwowar, Aprik, & Hew-Butler, 2017), limited research has examined the relationship between burnout and grit. Grit, defined as passion and perseverance towards long-term goals (Duckworth, Peterson, Matthews, & Kelly, 2007), is a predictor of success in a variety of domains, including athletics, academics, and military (e.g., Duckworth & Yeager, 2015; Eskreis-Winkler, Shulman, Beal, & Duckworth, 2014). The purpose of this investigation was to determine if there is a relationship between burnout and grit in college athletes. Athletes higher in grit were hypothesized to exhibit lower burnout scores. NCAA Division I student athletes ($n = 241$), who competed in various sports, completed the 15-item Athlete Burnout Questionnaire (ABQ; Raedeke & Smith, 2009) and the eight-item Short Grit Scale (Grit-S; Duckworth & Quinn, 2009). Results indicated that grit significantly and positively correlated ($p < .001$) with all constructs of burnout (Emotional/Physical Exhaustion $r = .26$, Reduced Sense of Accomplishment $r = .20$, Sport Devaluation $r = .25$). These findings are counter-intuitive, given the construct of grit implies perseverance towards long-term goals. This suggests that NCAA DI college athletes higher in grit may be at an increased risk of burnout, although further research is warranted. Potential implications for athletes, coaches, and practitioners will be discussed.

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UPPERCLASSMEN VERSUS UNDERCLASSMEN: ASSESSING THE DIFFERENCES IN SOURCES OF CONFIDENCE IN DIVISION I FIELD HOCKEY ATHLETES

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Jeffrey Shulze, Saint Louis University, USA;
Ashley Hansen, Saint Louis University, USA;
Taylor Montgomery, MVP Training, USA;
Joanne Perry, Novant Health, USA;
Michael Ross, Saint Louis University, USA

Introduction: One avenue for optimizing athletic performance is through interventions to build confidence in sport. Specific domains of sport confidence (e.g., social support, skill mastery) have been shown to predict self-confidence in athletes with greater confidence associated with athlete's

self-report of performance under pressure and effective coping with adverse situations during competition (Vealey et al., 1998). The purpose of this study was to determine if sources of confidence vary for student-athletes at different stages of their academic career (e.g., freshman, sophomore, junior, senior). Methods: NCAA Division I collegiate, women field hockey players (n=15) completed the Sources of Sport Confidence Questionnaire-2 (SSCQ-2) to assess their individual levels of confidence among freshmen and sophomores (n=8) and juniors and seniors (n=7). Results: Although a one-way analysis of variance (ANOVA) failed to yield a significant difference between the two groups on total confidence scores, $F(1, 13) = .345, p = .567$, further analyses of the subscales revealed significant differences for the facets of social support. Discussion: These findings indicate that overall sources of sport confidence do not differ between under and upperclass women's field hockey student-athletes. However, there was a difference found for specific type of sport confidence among players. Specifically, there is a significant difference in sources of sport confidence between year levels as it relates to whether an athlete gets positive feedback from coach/family or not. Based on these findings, further analyses will be conducted and discussed. These findings indicate that sport psychological interventions addressing sport confidence should consider specific sources of confidence based on the academic year level of the student-athlete.

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WHO IS RESPONDING TO THE CALL FOR RESEARCH? SURVEY PARTICIPATION RATES IN NCAA DI ATHLETICS

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National Collegiate Athletic Association Division I (NCAA DI) student-athletes represent a unique population of young adults who must navigate academic and athletic pursuits amidst normative developmental changes. Researchers have found that college student-athletes perceive pressure to succeed both athletically and academically (Armstrong & Oomen-Early, 2009; Wylleman & Lavallee, 2004), yet report lower levels of developmental assets, including relationships and skills that enable positive development, than non-athletes (Hagen, Calhoun, Porter, Schulman, & Smith, 2013). As researchers and practitioners alike, our understanding of this unique group of individuals is based on research conducted with this population. Yet obtaining access to intercollegiate athletes can be a challenge on a number of levels, including administrator, coach, and athlete buy-in and participation. Understanding who is responding to the call for research can better inform our sampling techniques and the conclusions we draw. In this study, 464 NCAA DI student-athletes were recruited to participate in an on-line survey supported by the athletic department and were offered entry into a drawing for a \$50 gift card with survey completion. In total, 32% of student-athletes recruited accessed the survey. Significantly more female student-athletes accessed the survey than male student-athletes ($z = -6.22, p < .001$) and significantly more individual sport athletes accessed the survey than team sport athletes ($z = -4.25, p < .001$). Thus, even with access and support, challenges remain when sampling NCAA DI athletes. Further buy-in from coaches and student-athletes as well as compensation for research participation may be warranted. In addition, reporting sample characteristics such as sport type is needed to generalize beyond the sample of student-athletes participating in any one research study.

Consulting & Interventions

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AN APPLICATION OF THE LEADERSHIP SCALE FOR SPORT AND THE AUTHENTIC EXISTENTIAL COACHING MODEL IN COLLEGIATE ATHLETICS

William Ryan, AFSC, USA

The coach-athlete relationship and the perception of behavior in those relationships have many implications to the overall sport experience for not only the player, but also the coach. Determining the specific areas of a sporting environment where there may be a difference in a coach's self-perceived behavior, and in perceived behavior from the athletes can be the first step in looking towards areas to improve for the team. This presentation is an extension of the future direction of a previously presented poster/thesis at AASP 2018 (The Influence of Leadership Behavior and Authenticity on Burnout among Collegiate Athletes). The Leadership Scale for Sport (athlete's perception and coach self-perception; Chelladurai & Saleh, 1980) was used in an applied sport setting as an intervention technique with a Division 1 team in the southeastern region of the United States. The LSS is an assessment that measures 5 areas of leadership behavior, whether that is leadership behavior that is perceived by the athlete of their coach, an athlete's preferred leadership behavior of a coach, or a coaches self-perceived leadership behavior. For this team, discrepancy scores were calculated among coach-athlete dyads using the difference between the athletes' perception and the coaches' self-perception scores on the LSS. This discrepancy score falls into 5 different categories of leadership behavior, and from this score, steps were taken in order to improve in the areas with the highest discrepancies among individual coaches. This presentation will discuss the applied implementation of the LSS, the importance of a willing coach, and the strategies used to reduce the incongruence among areas of leadership behavior among coaches. Along with this, there will also be a focus on how the Authentic Leadership Existential Coaching model (Fusco, O'Riordan, & Palmer, 2015) was used as the foundation behind the strategy used to work with each coach.

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APPLYING PETTLEP-BASED IMAGERY TO IMPROVE SPORT PERFORMANCE

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Scott Strohmeier, University of Central Missouri, USA*

Consultants and coaches often use imagery training in efforts to improve athletic performance, but additional research is needed in order to improve the consistency and effectiveness of imagery training. The PETTLEP imagery model includes physical, environment, task, timing, learning, emotions, and perspective as important dimensions for highly effective applied sport imagery training (Smith, 2010). The purpose of this study was to investigate the effect of a PETTLEP-based Imagery script on college shot put performance (N=10). This quasi-experimental study utilized a pretest post-test design with a three week implementation of PETTLEP-based

imagery. Scripts were created using PETTLEP response training with each athlete. All scripts were vetted to ensure proper usage of the PETTLEP-based model. Throwers used pre-throw PETTLEP-based imagery and post-throw reflective imagery for all attempts. Using advanced force plate technology, biomechanical sensors, and infra-red camera equipment shown in the images below, performance variables were recorded including peak force, release angle, height of release, and release velocity. Results indicated that release velocity demonstrated a significant correlation to distance thrown in both the pretest ($r = .962$) and post-test ($r = .834$). Findings from the pretest linear regression analysis support using the model of release angle, release height, release velocity, and peak force production as a predictor of distance with a high level of confidence ($F(4,5) = 26.29, p > .001; R^2$ of .918). PETTLEP-based practices had a statistically significant impact on thrower performance as measured by distance thrown. In the future, consultants and coaches may be able to rely more on the PETTLEP imagery model as an effective way to help athletes consistently practice and use imagery to improve performance. Recommendations for future research and how practitioners can increase the generalizability of this study will be discussed.

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ASSOCIATIONS BETWEEN ENGAGEMENT AND OUTCOMES IN MINDFULNESS-BASED INTERVENTIONS FOR ATHLETES

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Carol Glass, The Catholic University of America, USA*

Research indicates that mindfulness-based interventions may provide important mental skills for athletes, with improvements in flow and sport anxiety that could contribute to better sport performance (Noetel et al., 2017; Sappington & Longshore, 2015). In research with non-athlete populations, greater engagement in mindfulness interventions is related to better outcomes (Parsons et al., 2017).

The present study explored how between-session engagement in mindfulness-based interventions for two college teams was associated with post-program outcomes. Both a NCAA D-III varsity women's lacrosse team and a varsity women's field hockey team completed measures assessing flow, anxiety, mindfulness, emotion regulation, and self-rated performance after 6 weeks of Mindful Sport Performance Enhancement (MSPE), and reported on aspects of their average weekly mindfulness practice.

Independent t-tests revealed that the lacrosse team, which made it to the third-round of the NCAA tournament, both accessed MSPE recordings for home practice and practiced MSPE exercises during their sport at significantly higher rates than did the field hockey team (which did not receive a tournament bid). No significant difference was found between the amount of time the teams spent practicing formal MSPE exercises (e.g., sitting meditation).

Pearson correlations between degree of engagement and posttest outcome measures revealed positive associations between weekly formal practice and subjective performance on both teams. Although formal practice between sessions was similar for both teams, the lacrosse team showed more

significant positive associations between formal mindfulness practice and several dimensions of mindfulness. For the lacrosse team only, Pearson correlations between degree of mindfulness practice during sports was positively associated with mindful acceptance. Independent t-tests indicated significantly more decline in sport-related worry and significant improvements in sport mindfulness in the lacrosse team only. Results thus suggest the importance of program engagement for athlete outcomes, and future research with more diverse samples can help with the generalizability of findings.

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MINDFULNESS TRAINING FOR ATHLETES: FEASIBILITY, ACCEPTABILITY, AND EFFECTIVENESS FROM WITHIN AN ATHLETIC DEPARTMENT

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Mindfulness-based interventions for athletes have gained significant attention in recent years. (Noetel et al., 2017). However, to our knowledge prior published mindfulness studies with college teams have had interventions conducted by a mental performance/sport psychology consultant, doctoral student in clinical/counseling psychology, or licensed psychologist/counselor (often from outside the athletic department).

This talk will present the feasibility, acceptability, and effectiveness of conducting Mindful Sport Performance Enhancement (MSPE) in a naturalistic setting, where the intervention was introduced for the first time by an assistant coach within a university athletic department, rather than a licensed psychologist or doctoral student. The first author learned about mindfulness both experientially and didactically using the MSPE protocol, and established a consistent mindfulness practice under the supervision of the second author. All 30 athletes on a nationally competitive Division III women's varsity team participated in the training at the Athletic Center during their preseason, and completed measures before and after the 6-week MSPE program and at the end of the semester. Results suggested a high degree of program engagement and acceptability, with 0% attrition. Participants indicated that they were highly likely (5.73 and 5.80/7.00) to continue incorporating mindfulness into both sport and everyday life, and were extremely likely to recommend MSPE for other collegiate athletes (6.30/7.00). Additionally, t-tests showed significant improvement on measures assessing multiple dimensions of mindfulness, dispositional flow, sport anxiety, emotion regulation, and both self-rated and coach-rated sport performance.

Suggestions will be offered for training coaches to administer mindfulness-based interventions with teams, a promising direction for universities unable to hire mental performance or psychology professionals. Strategies for addressing issues that may arise in working with athletes, coaches, and athletic department staff will be shared. Finally, future research will be addressed, including the need to study MSPE with more racially/ethnically diverse samples of athletes.

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BEYOND THE TACKLE: A PSYCHOEDUCATIONAL AND TEAM BUILDING APPROACH FOR COMMUNITY COLLEGE FOOTBALL TEAMS

*Makenna Henry, Orange Coast College, USA;
Leilani Madrigal, Long Beach State University, USA*

There are approximately 72,000 student-athletes that compete annually at the community college level (Watson, 2015). Often these college programs have little resources or focus on the mental preparation for athletic participation. Previous studies have shown that male athletes who have been socialized in sport that involve physical contact, such as football, may have a stigma toward seeking help for sport performance enhancement interventions and mental health issues and illnesses (Martin, 2003; Delenardo & Terrion, 2014). The purpose of this presentation is to explain challenges and successes in developing a mental training program with a junior college football team composed of approximately 100 athletes. The mental training program consisted of 16 sessions with the team as well as individual sessions with the head coach to help optimize strategic planning and performance. These sessions had a psychoeducational approach and combined team building activities in conjunction with PowerPoint presentation on mental skills topics (i.e., growth mindset, goal-setting, self-talk, etc.). To provide resources for all athletes, we will discuss time management and how to structure sessions to effectively work with an entire football team. Additionally, this presentation will provide evidence-based strategies to establish “buy-in” from coaches and players in mental skills training at this level. Previous studies have shown that a systematic way of introducing mental training skills, through the use of a workbook, consultant-lead sessions, and surveys, positively impacts coach “buy-in,” a team’s ability to implement and benefit from goal setting, conflict resolution, and team cohesion (McEwan & Beauchamp, 2018). We will also explain how we used analytical methods to obtain program evaluation following a season of mental skills training. These recommendations could help those interested in implementing additional support services for underserved teams at the junior college level.

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DIVING INTO CONSULTING: REFLECTIONS OF TWO NEOPHYTE CONSULTANTS’ IMMERSIVE EXPERIENCE WITH A NCAA DIVISION III INTERCOLLEGIATE DIVING TEAM

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Justin Worley, Ithaca College, USA;
Shelby Anderson, UNCG, USA; Allie Yule, USA;
Justine Vosloo, Ithaca College, USA*

A vital consideration for delivering effective sport psychology services is the consultant-athlete relationship (Petipas, Giges, & Danish, 1999). Essential to gaining entry and developing relationships with athletic teams is the consultant’s ability to establish respect, credibility, and trust with their clients (Ravizza, 1988). In order to establish these characteristics, it may be beneficial for consultants to demonstrate the willingness to step out of their comfort zone and take the sport-specific perspective of their client. This may be particularly relevant for diving, which is a unique high-risk sport that requires specific mental skills (e.g., imagery) to achieve optimal performance. This case study details the experience of two neophyte

mental performance consultants (MPCs) who engaged in an immersive experience with NCAA Division III divers. Building from the immersive experience of former consultants, the current MPCs were invited by the coach and athletes to dive with the team during clinic hours with the intended purpose of familiarizing themselves with the unique mindset required by the sport. The collaborative experience helped MPCs gain insight into the most pertinent psychological demands required by the sport (e.g., fear management), as well as develop an understanding of the athlete’s relationship with the sport from a first-person perspective rather than and subjective third party perspective (MacIntyre, Campbell, & Turner, 2014). Moreover, this case study illustrates how exemplifying vulnerability and a willingness to step into the athletes’ environment can expedite the consultants’ ability to gain trust and mutual respect when working within a new team environment (Sharp & Hodge, 2011). Hence, this presentation will emphasize the utility of sport-specific interactions as an effective strategy to gain entry and develop strong bonds in the MPC-athlete relationship. The presentation will also explore the professional and ethical challenges MPCs should consider when engaging in collaborative experiences with athletes.

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INVESTIGATING THE EFFECTIVENESS OF AN IMAGERY ASSISTED VIRTUAL REALITY PROTOCOL FOR SOCCER GOAL KEEPERS PHYSICAL AND PSYCHOLOGICAL DEVELOPMENT

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Imagery is “an experience that mimics real experience. We can be aware of ‘seeing’ an image, feeling movements as an image, or experiencing an image of smell, tastes or sounds without actually experiencing the real thing.” (White & Hardy, 1998, 387). The PETTLEP model of imagery highlights the importance of both the stimulus and the response proposition when effectively using imagery. As the PETTLEP model postulates, the functional equivalency of imagery is imperative for its effectiveness (e.g., Smith, Wright, Allsopp, & Westhead, 2007; Wakefield & Smith, 2012). One new technology being used to allow athletes to immerse themselves in a functionally equivalent sport experience is Virtual Reality (VR). VR is a technology widely being used in sport today (Cotterill, 2018); however, VR is limited in that it only shows an athlete the first person experience without a focus on the response to the experience. Imagery Assisted Virtual Reality is a protocol

recently designed to allow athletes to incorporate individualized imagery scripts into their first person Virtual Reality experience (Ross-Stewart, Price, Jackson, & Hawkins, 2018). The purpose of this study was to evaluate the effectiveness of the newly created IAVR protocol in soccer goal keepers using a case study approach. Two male NCAA Division I soccer players (Top 20 ranked team) completed an IAVR protocol the summer before and during a season. This presentation will focus on how the athletes used IAVR, the benefits they perceived to both their physical and psychological skill development, and suggestions for future implementation of the IAVR protocol. As IAVR is a new tool for psychological skills training, a secondary focus of this presentation will be on how to design and implement an effective and affordable IAVR protocol at the collegiate level.

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EXPERIENCES IN TRAINING AND UTILIZATION OF DEBRIEFING IN APPLIED SPORT PSYCHOLOGY

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Debriefing has been defined as a multifaceted process which influences and increases learning, motivation, emotional recovery and purpose when utilized correctly (McCardle et al., 2010). Research on debriefing has mostly been conducted in the counseling or traditional psychology fields, with no research in the field of sport and exercise psychology. As debriefing is a frequently used skill in performance consulting, it is imperative that research on the scope of its use, as well as the training provided to consultants, are known to better serve the field and performer. Currently, there is no formal training requirement in debriefing or execution of the skill to be a Certified Mental Performance Consultant. Thus, the purpose of this study was to determine what current training, in and out of academia, on debriefing exists and how practitioners are utilizing debriefing in practice. Current students, professionals, and educators in sport and exercise psychology were surveyed on their educational background, certifications, their primary work, and their views on the use, purpose, and application of debriefing. Fifty-percent of participants indicated they use debriefing in every session, yet 32% of participants were dissatisfied with the training they have received on debriefing, regardless of their educational background. Seventy-three percent of participants wished they had more training on debriefing and the majority of participants indicated they had no courses that discussed debriefing skills. The results of this study will be used to inform educational training for debriefing and define how debriefing is specifically utilized in the field.

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MINDFULNESS SKILLS TRAINING FOR ELITE ADOLESCENT ATHLETES

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David Cox, Simon Fraser University, Canada*

Sport psychology research has recently begun to assess mindfulness as a psychological skill. In psychological skills training, mindfulness focuses on present moment non-

judgmental awareness and acceptance of one's internal state and affect. Despite promising initial research among adult elite athletes (e.g., Baltar & Filgueiras, 2018), the application of mindfulness as a psychological skill is infrequently explored with elite adolescent athletes. The present study utilized a modified age appropriate mindfulness intervention focusing on teaching 38 elite adolescent soccer players mindfulness skills in six one-hour training sessions. Four initial mindfulness training sessions were utilized over a three-week period with two follow-up sessions three-months after the initial session. It was expected that participation in the mindfulness training would yield increases in self-reported performance, self-efficacy, and emotion regulation. Participants completed the dependent measures pre-intervention, post-intervention and three months after the start of the intervention. Significant improvements in performance and self-efficacy were observed; however, no significant changes in emotion regulation were observed. The results were significant at the three-month measurement. This six-session developmentally modified mindfulness intervention is a promising advance in the field of sport psychology and performance enhancement with young athletes. Furthermore, the importance of adapting and targeting mindfulness interventions for working with adolescent athletes are reinforced through this study.

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OH SNAP: THE USE OF TECHNOLOGY FOR BRIEF CONTACT INTERVENTIONS

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The use of social media and emerging technologies (e.g., FaceTime, messages, Twitter, Snapchat, apps like Headspace and Breathe2Relax) to conduct and deliver sport and performance psychology has grown in recent years (Heaney, 2013). Such resources lend themselves to brief contact interventions, defined as a single interaction for short duration within the context of an ongoing relationship (Giges & Petitpas, 2000). Brief contact interventions have long been utilized by sport and performance psychology consultants to build on the relationship by harkening back to previous experiences, utilizing the performer's words and context, and seeking "entry points" provided by the performer (Giges & Petitpas, 2000). These interventions are limited, action oriented, and present focused (Giges & Petitpas, 2000). While the use of mobile technologies likely leads to much more brief interventions than those originally defined, they still offer valuable and relatable methods of communication that meet athletes of this generation where they are at. Although useful, such platforms also introduce new ethical and practical challenges that must be considered, such as confidentiality and professional boundaries (Cotterill & Symes, 2014). This lecture will explore purposes, best practices, and ethical considerations of brief contact interventions utilizing current technologies.

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PRESSURE TRAINING IN SPORT AND HIGH-RISK OCCUPATIONS: A SYSTEMATIC REVIEW AND META-ANALYSIS

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Paul Freeman, University of Essex, UK;
Joanne Butt, Sheffield Hallam University, UK;
Marie Winter, University of Essex, UK;
Ian Maynard, University of Essex, UK*

Based on stress inoculation training in clinical psychology (Meichenbaum & Deffenbacher, 1988), pressure training is the physical practice of domain-specific skills under pressure to enhance performance in analogous competitive or real-world situations. Pressure is often increased through consequences, such as presence of evaluators (e.g., Beseler et al., 2016) and threat of punishment (e.g., Bell et al., 2013). Studies have examined sport as well as high-risk occupations, whose practices can inform sport on manipulation of pressure, implementation of interventions, and other aspects of pressure training. The current study was a systematic review and meta-analysis of this research. Its primary purpose was to assess pressure training's effectiveness in enhancing performance under pressure, and a secondary purpose was to identify the characteristics of studies with effective interventions.

The systematic review was conducted according to PRISMA guidelines (Mohr et al., 2009). Databases (e.g. SPORTDiscus) were searched using Boolean combinations of search terms determined from titles and keywords of already-identified studies. Fifteen studies in sport (k=10), aviation (k=1), and law enforcement (k=4) met pre-determined inclusion criteria.

All studies measured performance, and effect sizes were meta-analyzed using a random-effects model in Stata. While the positive effects found in 14 out of 15 reviewed studies ($g = 1.073$, $k = 15$, 95% CI [0.464–1.682]) indicated that pressure training improves performance, sub-group analysis was necessary to explain high statistical heterogeneity (I-squared = 86.3%). Studies were divided into subgroups a priori based on intervention duration, expertise level, and type of task (open vs. closed-skill). Heterogeneity decreased within subgroups; however, the small numbers of studies in each sub-group warrant further research on characteristics that make pressure training effective and applicable. Specifically, future studies could compare different amounts and frequencies of pressure training or examine pressure training's effectiveness on different tasks within a single sport or occupation.

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PUTTING DATA INTO ACTION: ACCEPTANCE BASED APPROACHES IN TRACK & FIELD

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Consistent with recent calls to include more discussion surrounding acceptance-based approaches within sport psychology research and practice, this poster highlights the direct application of previous research findings. Acceptance and Commitment Therapy (ACT) is a third wave behavior therapy that targets psychological flexibility through 6 core processes of change including acceptance, mindfulness, committed action, cognitive defusion, self as context, and

valued living (Hayes et al., 1999). ACT theory suggests that athletes experience greater performance when their actions deliberately align with their values, and when they are able to contact the present moment to accept adverse situations as they come (Noetel et al., 2017). Clark & Orr (2018) explored the relationship between values-driven Committed Action and athlete satisfaction and quality of life within a division-1 track and field program and found a significant positive relationship between Committed Action and athlete satisfaction, and a significant positive relationship between athlete satisfaction and quality of life. While results were consistent with ACT theory (Peachey & Bruening, 2012), the application of findings was not substantiated. Theoretically driven interventions targeting Committed Action were applied within a high school track and field program by an experienced sport psychology professional. The discussion is highlighted by behavioral observations that aligned with ACT theory and previous findings. Cultural implications and limitations are discussed.

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THE BENEFITS OF SPORT PSYCHOLOGY CONSULTING WITH A COLLEGIATE CLUB DANCE TEAM

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Victoria Roberts, Southern Illinois University Edwardsville, USA;
Karen Swanner, Southern Illinois University at Edwardsville, USA;
Lindsay Ross-Stewart, Southern Illinois University Edwardsville, USA*

Recognition of sport psychology practices within populations outside of sport has emerged in the form of performance psychology and continues to be ever growing (Barker, Neil, & Fletcher 2016). Although there are contrasts, there are also many parallels between athletes and performing artists, such as dancers or musicians (Hayes 2002). There have been many studies that have examined the use of sport psychology practices in dance, but most have focused on youth or professional dancers. There is also little to no research on the benefits or effectiveness of implementing psychological skills training with collegiate dance teams. Due to the lack of research, the purpose of this presentation is to reflect on a psychological skills training program completed with a collegiate club dance team ($n = 12$). Each session was conducted using inspiration from the Mental FITness (focus-inspiration-trust) model (Aoyagi, Cohen, Poczwardowski, Metzler, & Statler 2017). The skills discussed throughout each session related to confidence, focus, and motivation. Techniques used in each session included thought-stopping, mindful meditation, and goal-setting. The benefits obtained from each session was measured through feedback provided anonymously from each member of the team as well as through self-reflection by the sport psychology consultant. Follow-up questions were sent to the team for their overall feedback of the sessions. Overall, the team reported that they found the sessions to be beneficial and that they would consider continuing to use psychological skills training as well as recommend them to others. Challenges faced when organizing these sessions included the team having only one competition throughout the year, translating the sport psychology practices to cater to dance, and the consultant being a novice, which will be highlighted in this presentation.

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THE RELATIONSHIP BETWEEN AGE DIFFERENCE AND MENTAL TOUGHNESS AND COPING SKILLS IN ADOLESCENT CLUB VOLLEYBALL PLAYERS

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Courtney Speakman, Long Beach State University, USA;
Tiffanye Vargas, Long Beach State University, USA;
Leilani Madrigal, Long Beach State University, USA

Mental toughness (MT) is defined as an athlete's ability to cope better with athletic training demands than one's opponents (Jones, Hanton, & Connaughton, 2002). Mental toughness is suggested to be positively correlated with age with significant differences found in MT abilities between older and younger athletes. Studies found that athletes develop MT abilities (i.e., coping strategies) with biological and emotional maturity, suggesting that younger adolescents use more emotion-focused coping, then shift toward problem-focused coping with age (Nicholls, Polman, Morely, & Taylor, 2009). This study examined differences in MT and coping skills among older and younger adolescent athletes. Fifty-three male club volleyball players between ages 10 and 18 completed the Mental Toughness Scale-11 (Madrigal, Hamill, & Gill, 2013) and Athletic Coping Skills Inventory-28 (Smith, Schutz, Smoll, & Ptacek, 1995) after their competitive season. A median split was used to separate the older (ages 15-18) from younger (ages 10-14) athletes. A multivariate test was conducted comparing the two groups with MT scores and coping skills. The overall MANOVA was significant for ACSI, Wilk's Lambda = .66, $F(7, 45) = 3.37, p = .006$. Specifically, the younger group scored higher ($M = 8.44, SD = 2.26$) in the subscales of coping with adversity than the older ($M = 6.85, SD = 2.48$) and in confidence and achievement motivation with the younger scoring higher ($M = 9.0, SD = 2.24$) than the older group ($M = 7.35, SD = 1.72$). There was no significant difference between age groups and mental toughness or other coping subscales. Our findings suggest practitioners should continue to foster effective emotional-coping strategies to develop mentally tough athletes with skills to cope with pressure situations and have positive outcome expectancies. Strategies include behavioral coping, mindfulness, and meditation; leading athletes to become less reactive and more confident in their approach to addressing stressors.

Diversity & Culture

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A PHENOMENOLOGICAL STUDY: SOCIAL SUPPORT PROCESSES OF FEMALE STUDENT ATHLETES AFTER AN ABORTION

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Jean Marie Place, Ball State University, USA;
Lindsey Blom, Ball State University, USA;
Rachel Kraus, Ball State University, USA

Among post-abortion athletes, it is important to differentiate the type of support needed and requested by women after an abortion procedure to explore the most suitable form of assistance post-abortion experience. The post-abortion support experiences of female athletes and their desired support type before and after an abortion has yet to be examined previously. The main objective of this research was

to examine if female athletes are supported throughout an abortion experience, and if so how the support mechanisms influenced their sport and overall well-being. The participants were five cisgender women, ages 23-31 at the time of the interview, who had an abortion while they were competitive athletes (National Collegiate Athletic Association (NCAA), varsity high school, or college club sport). Their abortion procedures took place two and ten years ago when they were between the ages of 18-25 years old. The participants were recruited through reverse snowball sampling in addition to flyers posted at women's health centers, abortion clinics, universities, and running clubs across the United States. The interviews were transcribed by the primary researcher and analyzed using the interpretive phenomenological approach (IPA). The line-by-line codes were separated into four major themes and substantiated with direct interview quotes. The results suggest female athletes continue to engage in their sport goals after abortion despite their cultural background or feelings of ambivalence toward their choice or lack of choice to have an abortion. The results also indicate stronger social support and intentional informational support may increase an athlete's overall well-being and goal outcomes post-abortion. Specifically, informational support from alumni athletes and coaches, emotional support from psychologist and peers, and physical support by doulas and romantic partners were viewed as the most adaptive forms of support for coping with the abortion experience and maintaining a positive self-image.

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BAYWATCH OR FIRST RESPONDERS? DIVING INTO TRAUMA AND GENDER INEQUALITY EXPERIENCED BY OCEAN LIFEGUARDS

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Tiffanye Vargas, Long Beach State University, USA;
Alison Ede, Long Beach State University, USA

Ocean lifeguards are a subset of emergency responders who choose to accept the responsibility of aiding and protecting beachgoers, while constantly being exposed to hazardous ocean conditions, varying life-threatening situations, distressing medical scenarios, and other traumatic incidents unique to the job (Grosse, 2001). With the high frequency of rescues and demanding high-risk nature of the job, there are presumptions of strength, speed, and ability needed to effectively perform rescues and deal with difficult and traumatic situations. In a male-dominated profession, female guards therefore not only have to deal with the daily challenges involved in the occupation, but also face issues such as systemic oppression, harassment, sexism, and unequal treatment in the workplace because of their gender. With these issues being institutionalized in the workplace, the purpose of this study was to explore the negative stereotypes and difficulties that women may encounter in an imperative and demanding occupation. A total of 115 ocean lifeguards from Southern California completed an online survey looking at measures of self-efficacy, professional quality of life, and other lifeguard history demographics. The responses to experiences and challenges of 31 women were analyzed and coded, while also exploring the traumatic incidents experienced by all participants while on the job. This resulted in 4 major themes: (1) sexual harassment, (2) discrimination/sexism, (3) pride in being a lifeguard, and (4) difficulties being a woman working in a male-dominated field. Although women

take pride in their job as a lifeguard and feel a strong sense of empowerment in their ability to help and save others, they are constantly exposed to biases and unequal treatment in the field due to their gender. Therefore, future work should aim at diminishing barriers and stigmas surrounding gender differences in the workplace, ultimately increasing confidence in the ability of women to perform and deliver effective care.

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EXPLORING THE EXPERIENCES OF MILITARY ADAPTIVE ATHLETES IN SPORT AND PHYSICAL ACTIVITY

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Military operations in the Middle East and the passage of the VA MISSION Act of 2018 have increased attention to the health and wellbeing of combat veterans (Caddick & Smith, 2014; Wentling, 2018). Although sport and physical activity can lead to positive psychosocial growth among participating veterans (Burke & Utley, 2013; Carless, Peacock, McKenna, & Cooke, 2013), little research exists that explores the transferability of skills acquired through sport and physical activity involvement to those returning from combat. The purpose of this study was to examine the experiences of military adaptive athletes (i.e., veterans with physical and/or psychological disabilities who participate in sport and physical activity). Through semi-structured interviews, military adaptive athletes were asked about their experiences regarding: (a) military service history, (b) acquiring and living with a disability; (c) benefits of previous sport skills and physical activity participation; and (d) perceived resources and barriers. Participants included 10 males (Mage = 35.2 + 5.72) and two females (Mage = 42.5 + 6.50) from the United States and Canadian Armed Forces. Interview transcriptions were coded using a consensual qualitative research approach (Hill, Thompson, & Williams, 1997). Cross-case analysis revealed seven general themes present in all cases across three domains related to: (a) personal and group identity; (b) coping skills from sport participation; and (c) needed support and resources from family, friends, community, and organizations. These findings contribute to the literature informing coaches, athletic trainers, and sport psychology professionals assisting military adaptive athletes, and may provide additional insight for future research, applied interventions, and programs designed to meet their specific needs and goals.

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MIND, BODY, AND SOUL: A FOUNDATIONAL MODEL OF PERFORMANCE

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Much like family gatherings, certain topics in the field of sport psychology are rarely discussed. Among these has been religion in general, and Christianity in particular. Instead, sport psychology has been predominantly secular and humanistic, tending towards a dualistic consideration of mind and body, as opposed to the holistic inclusion of mind, body, and spirit (Watson & Parker, 2013). The thought of connecting spirituality to performance and high achievement in professional sport has received limited acknowledgement in the academic literature of sport psychology (Nesti, 2012).

This lecture steps into that gap, outlining a foundational model of performance grounded in the belief that a faith-based identity provides a transformative freedom to perform. Such an identity shifts performers' motivation from proving self-worth to one of witness, worship, and vocation. Athletes experience an enhanced focus in the present moment, thereby reducing fear, anxiety, pressure, and comparison. This model has the potential to equip athletes with the attitude and resilience necessary to navigate the challenges of a career in sport and life beyond.

Mental performance consultants best serve their clients when their contextual intelligence is highly developed. With a greater percentage of athletes reporting a Christian affiliation (NCAA, 2011) than the general public (Pew Research Center, 2014), consultants would do well to be conversant in a holistic model of performance that integrates the mind, body, and soul. Regardless of personal belief, such competency will serve to strengthen rapport and advance a client's performance. The foundational model is a tool well-suited to that end.

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QUALITATIVE EXPLORATION OF THE IDEAL BODY AND APPEARANCE ROLE MODELS AMONG ATHLETES WITH PHYSICAL DISABILITIES

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Alison Ede, Long Beach State University, USA;
Leilani Madrigal, Long Beach State University, USA;
Tiffanye Vargas, Long Beach State University, USA

Research has shown that media exposure of thin-and-beautiful images is linked to the internalization of sociocultural attitudes regarding what an ideal body should look like (Yamamiya, Cash, Melnyk, Posavac, & Posavac 2005). However, previous qualitative research among athletes with physical disabilities has shown participation in sport leads athletes to shift their focus on appearance to function of the body (Galli, Reel, Henderson, & Delting, 2016). Images of athletes without physical disabilities dominate the media, which leaves few media images of athletes with physical disabilities. Due to this lack of media exposure it is important to analyze athlete perceptions of the ideal body and to determine if athletes are being influenced by media images of athletes with or without physical disabilities. The purpose of this study was to explore athletes' thoughts on a) characteristics of the ideal body for an athlete and b) which athletes they would like would to resemble. A total of 44 athletes participated in the study; 19 identified as female and 25 identified as male. Thematic analysis showed that athletes primarily focused on physical attributes (e.g., characteristics that were related to the body and health). Four sub-themes emerged: function, health, lean, and muscular; function and health had the highest frequency (27.3%). Three major themes appeared when analyzing who the athletes would like to resemble: elite athletes without a physical disability, elite athlete with a physical disability, and there is no one the athletes would like to resemble. Almost half of the participants (40.9%) reported that there is no one that they wish to look more like. Results from this analysis demonstrates that athletes with physical disabilities may focus more on function and health rather than appearance, which could lend support to the idea that sports have a positive influence on body image for those with physical disabilities.

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SLEEP AND AFRICAN-AMERICAN STUDENT-ATHLETES: RECOGNIZING AND ADDRESSING THEIR UNIQUE PROBLEMS

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Sleep is an essential component of our health, with specific associations to health concerns (e.g. asthma; obesity; diabetes), to emotion regulation, and to cognitive and academic performance. When investigated amongst elite and professional athletes, sleep has been found to play an important role in athletic performance (Venter, 2012) and in recovery after injuries (e.g. Juliff, Halson, & Peiffer, 2015). Similar findings have been reported with collegiate athletes who have to balance demanding academic and athletic schedules (Mah et al. 2011). But less attention has been paid to the unique challenges of African-American athletes who are more susceptible to poor sleep health as a result of often increased socioemotional challenges (i.e. institutional racism; microaggressions). Further, because racial minority status is strongly associated with health disparities (Gee & Ford, 2011), African-American athletes may be more prone to have conditions that are known to relate to poor sleep, including asthma and metabolic disorders.

In this presentation, we will first briefly review prevention and intervention strategies for sleep problems in all college athletes including self-report surveys; sleep diaries; sleep tracking apps, sleep hygiene education, and screening for clinical sleep disorders (e.g. insomnia, sleep apnea), many of which have already been incorporated in some collegiate athletic programs (e.g. Northwestern; Stanford). We will then review evidence for unique exacerbated risk for sleep problems and their sequelae amongst African - American student-athletes. Finally, suggestions will be provided for best practices by athletic personnel in helping mitigate the risk for deleterious outcomes in this population.

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THE USE OF AUTOETHNOGRAPHY AS CRITICAL REFLECTIVE PRACTICE IN A KINESIOLOGY GRADUATE CLASSROOM: A CASE STUDY

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Standard three of AASP's ethics code states, "AASP members recognize that differences of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status can significantly affect their work" (Whelan, 2011). Critical reflective practice is one way to facilitate one's awareness of identity and differences as well as examine one's relations to broader sociocultural contexts. Despite its importance, research on critical reflective practice has been scarce. Although Knowles and Gilbourne (2010) proposed autoethnography, a research methodology that uses one's personal experience to analyze cultures, as a way of facilitating and documenting critical reflective practice, research responding to their call has been minimal. Thus, the purpose of this research was to examine whether an autoethnography project in a graduate class could help facilitate critical reflective practice amongst graduate students. We examined a sport, exercise and performance

psychology (SEPP) graduate student's experiences engaging in autoethnography through a case study research design. The student, an international male master's student, completed 10 reflective journal entries throughout the semester, wrote an autoethnography, and completed an interview about his autoethnography experiences at the end of the semester. Through reflective author-centered writing, he critically reflected upon his identity development and career decisions through a Marxist lens. He drew connections between his cultural background and the capitalist production model to how it influenced his career decisions and shifting identity. Relating critical theories to personal experiences appeared to deepen the student's understanding of his own life experiences and career decisions in SEPP while also making the course content relatable and applicable. Although further research is warranted, learning critical theories, journaling, and autoethnography seem to be promising ways for SEPP graduate students to engage in critical reflective practice.

Elite/Pro Sport

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AN IMPULSIVE WINNER: CAN SELF-CONFIDENCE AND A POSITIVE SOCIAL ATTITUDE TURN A DEVELOPMENTAL INHIBITOR INTO A GROWTH CATALYST?

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Agnieszka Wojtowicz, The University of Physical Education in Krakow, Poland

Low frustration tolerance can typically be associated with poor performance. However, in some cases, high level of impulsiveness may be an advantage (Dickman, 1990). Research has shown that successful athletes outscore their non-athlete peers on self-regulation that enables them to control their thoughts, feelings, and actions (Baumeister & Vohs, 2004; Gagné & Gulbin, 2010; Jonker et al., 2010). On the other hand, research also revealed that the most successful athletes scored significantly higher in impulsiveness than athletes who are less successful and possess the same skill level (Siekanska, 2013). The aim of the study was to determine the differences in personality profiles between successful and non-successful athletes with a high level of impulsiveness. Using semi-structured interview and NEO-PI-R with 128 elite athletes (from individual and team sports) who were identified as "talents" in the early career stages, 54 athletes with a high level of impulsiveness were identified (31 males and 23 females; age M=28.35). In the next step, they were divided into two groups: successful (n=24) and non-successful (n=30). The analysis of variance showed differences in the personality profiles of successful and non-successful athletes with high levels of impulsiveness: both for scales ($F(4,208)=6.96$; $p<0.001$), and subscales ($F(28,1456)=3.50$; $p<0.001$) of NEO-PI-R. Successful athletes with high impulsiveness (N5) had a lower overall level of neuroticism, but then possessed higher levels of extraversion, openness to experience, trust in others (A1), and competence (C1, $p=0.08$) compared to non-successful athletes. The results indicate that successful athletes had good emotional control, and were convinced of their own effectiveness even after experiencing stressful life events. The results provide information to help improve the understanding of the psychological factors that influence athletes' optimal development, and to increase sport adherence through supporting an athlete's social development.

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EFFICACY AND VALUATION OF SIMULATION-BASED TRAINING IN PROFESSIONAL BASEBALL BATTING

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Effective baseball batting is arguably the single most difficult task in all sport – exemplified by on-base percentages (OBP) of elite MLB batters ranging from 35-46% (FANGRAPH, 2018). Baseball batting requires effective coupling of psychological skills (perceptual-cognitive) and the execution or inhibition of a ballistic motor action requiring spatial and temporal accuracy (Higuchi et al., 2016; Higuchi, Nagami, Nakata, & Kanosue, 2018; Müller & Fadde, 2016). To date, simulation-based training interventions have demonstrated promise as a tool implemented to improve psychological skills – specifically the perceptual-cognitive skills of cue & pattern recognition (Appelbaum & Erickson, 2016; Fadde, 2006, 2016). However, the majority of simulation-based training systems have relied upon two-dimensional stimuli, computer generated pitcher mechanics, and/or artificially created pitches. Emerging virtual, augmented, and mixed reality platforms paired with radar-based ball flight tracking data provide an opportunity to improve upon the perceptual realism of simulation batter training through the incorporation of three-dimensionally (3D) projected ball flights that derive from precise physical properties of actual pitcher mechanics and the subsequently pitched baseballs. Improvements in simulation realism allow for batters to train perceptual-cognitive skills in game-speed conditions otherwise unavailable – likely facilitating acquisition of the critically important psychological skills that characterize elite batters (Mann, Spratford, & Abernethy, 2013; Müller, Lalović, Dempsey, Rosalie, & Harbaugh, 2014; Takeuchi & Inomata, 2009).

Twelve MiLB-Rookie batters engaged in a 3D simulation-based batter training program that lasted four to six weeks. During the program, batters were tasked to discriminate pitch-type as quickly as possible during simulated pitched ball flights. Statistically significant ($p < 0.05$) improvements (M improvement = 8.03%) were observed in pitch-discrimination accuracy between a baseline and follow-up assessment. Batters’ corresponding on-field performance metrics (K%, wOBA, wRAA, \$/WAR) will be discussed as they relate to the evaluation of simulation-based training transfer and value added to on-field performance.

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HOW WEIGHT-REGULATION MAY INFLUENCE SELF-EFFICACY IN MIXED MARTIAL ARTS ATHLETES

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Mixed martial arts (MMA) has captivated audiences due to it being an unarmed combat sport that promotes the many different styles of martial arts (Brett, 2017). However, MMA has also become controversial due to the procedures taken by athletes to make weight for competition. Despite the consequences of weight cutting being well known, the psychological processes underlying the weight cut have been

predominantly under researched, alongside the psychological outcome of perceived self-efficacy to make weight towards competition. The purpose of this study was to investigate the relationship between self-regulation and perceived self-efficacy to make weight in MMA athletes. This survey was administered to 46 amateur & professional MMA athletes (43 males; 3 females). Ages ranged from 19-36 with the majority of athletes competing in the Southern California area. The survey questions included duration and methods to cut weight, the Self-Regulation of Eating Attitudes Sport Scale (SREASS), and Perceived Self-Efficacy to Regulate Weight (PSE). SREASS measured eating attitudes using five subscales including (a) food temptation, (b) negative affect, (c) social interactions, (d) lack of compensatory strategy, and (e) lack of anticipation of consequences on performance. A Pearson’s correlation revealed a significant positive relationship between the subscale negative affect (SREASS) and perceived self-efficacy to make weight, $r = .421$, $p < .05$. Athletes reported their perceived self-efficacy to make weight increased when they also reported an increase in their ability to regulate eating habits in times of negative affect. This may be indicative that combat athletes who are more capable of regulating eating habits during distressful times of training camp are also more likely to feel confident in making weight, and thus more prepared for competition. Future research should look to investigate how self-regulation functions to regulate combat athletes towards mental preparedness for competition.

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ICING THE KICKER REVISITED: DOES IT REALLY WORK IN THE NFL?

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For the current study, we revisited the strategy of “icing the kicker” in American football. To accomplish this, a coach will call a time out prior to a field goal attempt by the opposing team’s kicker. This is often done toward the end of a close game, to theoretically cause the kicker to get nervous as a result of having to wait, and then subsequently miss the kick. Goldschmied et al. (2010) previously studied data from National Football League games across 2002-2008, and found that attempts to ice the kicker were generally effective. We updated this previous research by collecting data from all NFL regular season and playoff games from 2010-2018. Field goal attempts were included if performed with less than two minutes remaining at the end of a close game. Of the 369 kicks attempted when no time out was called by the opposing team, 301 were made (82%). Of the 162 attempted when the kicker was iced, 121 were made (75%), suggesting a marginally significant difference ($p = .07$). This effect did not depend on the distance of the field goal attempt; kicks were on average 40 yards when a kicker was iced, and 41 yards when a kicker was not. Also explored were the effects of an opposing team opting not to call a time out when one was available, thus perhaps fooling the kicker into thinking he would be iced. Differential effects of icing in regular season versus playoff games were also investigated. In practice, the current project suggests that the impact of icing the kicker

may not be quite as strong as previously thought. Qualitative data on the cognitive impact of such icing will also be useful in future studies, to better understand the psychology of the field goal kicker.

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MOTIVATION GAIN IN NATIONAL BASKETBALL ASSOCIATION: KÖHLER EFFECT VERSUS SOCIAL COMPENSATION

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This study tested whether the motivation gain effect in groups is due to social compensation or the Köhler effect by examining scaled individual salaries of National Basketball Association (NBA) players and standard deviations of salary in each team, using hierarchical linear modeling analysis. Both theories explain the positive effects of a group, unlike social loafing; however, the causes are different in that motivation gain is caused by the low performer (high performer) in the Köhler effect (social compensation theory). To test motivation gain effect, this study uses 11-year NBA statistical data of 3,247 players. The result of the investigation shows social compensation, rather than the Köhler effect. We believe that our study makes a significant contribution to the literature because previous research examining motivation gain effect in sports has been based on specific sports and performance records (e.g., swimming); however, since this study analyzed group effects using 11 years of scaled NBA big data, the significance of this study includes adding diversity in the research about group effects in sports. In addition, future researchers should examine whether social compensation exists in the less-competitive sports (e.g., exercise) based on tasks with clear collective goals.

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QUALITY OF LIFE IN ELITE SPORTS

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Elite athletes' holistic experiences of their quality of life (QOL) has received sparse attention in the sport psychology literature compared to the study of negative psychological symptoms or conditions. QOL is a subjective multidimensional construct, including the person's evaluation of cognitive, physiological, emotional, and social/environmental aspects in life related to culture, goals, values, as well as life-satisfaction and happiness (e.g., Frisch, 2007; Green-Shortridge & Odle-Dusseau, 2009). Elite sports participation involves a rather unique life-situation and the QOL-perspective offers a contextual frame for the understanding of normative values, needs and demands in this population. Eight Swedish individual elite sports athletes (3 men and 5 women; mean age 25.5 years, range: 20-32 years) were interviewed twice about their experienced QOL. Procedures were in accordance with Swedish national ethical standards and were approved by the regional ethical board. Results showed that the essence of the athletes QOL was explained to consist of an inner striving for athletic development. This superordinate category was

followed by lower order categories; perceived gratitude for the opportunity to invest in the sport, goals and behaviors that were linked to significant important inner values of the athlete as well as good prerequisites for sports investment in combination with relief from life- or sport related stressors. QOL was also expressed by the experience of both short-term and durable emotional states. These results emphasize the need of research efforts that search to truly increase the understanding of the complexity and multidimensionality of mental health among high level elite athletes, a population which is highly motivated to strive towards high-level performance. Researchers need to adopt a holistic perspective where elite athletes' psychosocial resources, level of resilience and their goals and values are investigated together with and balanced against various stressors and demands that undoubtedly will be present in a high- performance environment.

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THE UTILIZATION OF SPORT PSYCHOLOGY CONSULTANTS IN THE NATIONAL FOOTBALL LEAGUE

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In recent years, there has been increasing interest among scholars in expansion of sport psychology employment opportunities (e.g., Connole et al. 2014; Mugford et al., 2017). Although some investigations have focused on the utilization of sport psychology consultants at the intercollegiate level (e.g., Hayden et al., 2013), fewer studies (e.g., Klonsky, 2013, 2015, 2018) have examined the nature of sport psychology services in professional sports. Thus, based upon previous research which has examined the percentages of NBA, MLB, and NHL teams providing sport psychology services (e.g., Klonsky et al., 2013, 2015, 2018) and the stigma sometimes attached to utilizing sport psychology consultants at the professional and college levels (e.g., Steinfeldt & Steinfeldt, 2012), it was hypothesized that there would be an underreporting and underutilization of such services in the NFL. In order to test these predictions, content analyses of NFL online media guides/directories and websites were conducted. In addition, Google searches were employed to more accurately assess the number of NFL teams utilizing the services of sport psychology and mental skills consultants. Results of the present study revealed that almost 66% of NFL organizations reported the utilization of sport psychology or mental performance consultants in 2018, while 53% of NFL teams were utilizing these services in 2016. Interjudge agreement in classifying sport psychologists and mental skills consultants was 81%. Long-term trend analyses in the NFL's use of sport psychology and mental skills consultants will be provided from data obtained from the Sporting News Official NFL Guides (from 1992-2006 when publication ceased). Data utilizing a snowball sampling methodology will also be presented. This sample of AASP Certified Consultants/CMPCs will be given standardized interview questions to indicate the prevalence of sport psychology consultants not listed in NFL websites and indicate their team usage patterns/roles.

Exercise/Health/Fitness

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POSTER WITHDRAWN

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BASIC PSYCHOLOGICAL NEEDS, EXERCISE INTENTION, AND SPORT COMMITMENT AS PREDICTORS OF RECREATIONAL SPORT PARTICIPANTS' EXERCISE ADHERENCE

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This study aims to predict exercise adherence by examining from the standpoints of the exercise intention, the self-determination theory, and the sport commitment model. Data were collected from 391 Korean sports center members (teens: 5.4%, twenties: 15.1%, thirties: 25.1%, forties: 28.1%, and ≥ fifties: 26.3%). Questionnaires assessed the exercise intention and sport commitment as well as autonomy, competence, and relatedness. Exercise adherence was measured by electronic attendance system. Data were analyzed using reliability testing, descriptive statistics, correlation analysis, logistic regression analysis, and binary classifier system. All variables except for cognitive commitment had significant predictive power for 3-month exercise adherence. In contrast, only basic psychological needs were found to have significant predictive power for 6-month exercise adherence. Further, autonomy" (OR=4.30) showing the strongest predictive power (classification accuracy = 86.2%). These findings imply that basic psychological needs plays a more key role than exercise intention in predicting 6 month exercise adherence. The results of the study show that the person participating in the first 3 to 6 months of exercise should helped by instructor to feel the relatedness, autonomy and competence rather than exercising without unsupervised settings. Especially in the early days, it is most important for participants to feel relatedness with their instructors and group members when they exercise.

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EXERCISE SELF-EFFICACY RATINGS AMONG COLLEGE STUDENTS ENROLLED IN A SPORT EDUCATION FITNESS CLASS VERSUS A TRADITIONAL FITNESS CLASS

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There is a substantial body of literature focusing on factors that affect exercise adherence (Dishman & Buckworth, 2001; Hausenblas & Rhodes, 2017). Self-efficacy theory has produced some of the most consistent findings (e.g., Buckworth & Dishman, 2007; Maddison & Prapavavessis, 2004; McAuley & Blissmer, 2002; Rovniak et al., 2010). Studies examining the effect of a sport education-based fitness course on participant's levels of exercise self-efficacy are virtually

non-existent (Hastie, Martinez de Ojeda, & Calderón Luquin, 2011). Sport education is a curriculum and instruction model used in school physical activity classes incorporating direct instruction, cooperative small-group work and peer teaching (Siedentop, 1998). The purpose of the study was to determine the effect of a sport education model on exercise self-efficacy ratings of participants in university fitness courses. Twenty-six students participated in a university fitness course that incorporated sport education principles and twenty-eight students participated in a traditional university fitness course. All students completed the Self-Efficacy and Exercise Habits Survey (SEEHS; Sallis et. al, 1988) at the beginning and end of the course. A 2 x 2 mixed-design ANOVA revealed a significant Time x Curriculum model (sport ed. vs. traditional model) interaction ($F(1,52) = 32.14, p < .001$) for the SEEHS subscale of "Sticking to It." The main effects for time and curriculum model were also significant for this subscale ($F(1,52) = 56.88, p < .001$ and $F(1,52) = 14.29, p < .001$, respectively). A 2 x 2 mixed-design ANOVA revealed no significant Time x Curriculum model interaction ($F(1,52) = 2.08, p = .155$) for the SEEHS subscale of "Making Time." The main effect for time was significant ($F(1,52) = 5.06, p < .05$), but not for curriculum model ($F(1,52) = .052, p = .821$) for this subscale. A sport education-based university fitness course can improve a person's level of exercise self-efficacy.

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EXPLORING RELATIONSHIPS AMONG EXERCISERS' MINDFULNESS, STRESS LEVELS, BODY ENERGY, AND SLEEP ACTIVITY: AN APPLICATION OF SMART WATCH USE

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Mindfulness has been examined extensively over 20 years and has been found to be important in maintaining individuals' well-being (e.g., Brown, Ryan, & Creswell, 2007; Leyland, Rowse, & Emerson, 2019). In addition, current smartwatch technology enables individuals to keep track of potential variables related to mindfulness such as stress levels, body energy (can be influenced by sleep and/or stress based on heartrate), and sleep activity (duration and levels such as light, deep, and REM sleep). Therefore, the purpose of this research study was to explore the relationship among exercisers' mindfulness, stress levels, body energy, and sleep activity. 56 participants including college students and faculty/staff (Mean age = 22.08; SD = 4.06; Female = 32, Male = 17, Prefer not to answer = 1, Missing = 6) volunteered to complete pre and post mindfulness surveys (Cognitive and Affective Mindfulness Scale-Revised: CAMS-R; Feldman, Hayes, Kumar, Greeson, & Laurenceau, 2007), in addition to wearing a smartwatch for 6 consecutive days. Cronbach's alpha of CAMS-R for pre and post were .71 and .85, respectively. Pearson product-moment correlation coefficients revealed that participants who reported higher scores of mindfulness in both pre ($r = .51, p < .01$) and post surveys ($r = .38, p < .01$) were likely to demonstrate higher body energy on average, measured by their smartwatch. No other single variables such as stress and sleep variables were significantly associated with mindfulness. Results indicate that maintaining individuals' body energy being enhanced through adequate sleep and stress coping, which may be key features of being mindful. Future research should employ a larger sample size to take daily changes and gender into consideration as well as designing mindfulness base intervention.

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I THINK I CAN: AN EXAMINATION OF GOAL CONTENT AND GOAL SELF-EFFICACY AMONG ADULT EXERCISERS

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Previous research has shown that individuals who believe strongly in their ability to meet challenging standards are more likely to ultimately achieve those goals (Poag & McAuley, 1992). The purpose of the current study was to examine how the content of exercise goals and goal self-efficacy (e.g., confidence in one's ability to achieve their goals) change over time. Adult exercisers currently attending a fitness center, geared towards older adult programming, completed surveys two times over a three month period. Each time, they were asked to list their current goals and their confidence in their ability to achieve those goals from a scale of 0 (not at all confident) to 10 (100% confident). The final sample consisted of 121 adults (34 men and 84 women), ranging in age from 32 to 93 ($M = 67.34$, $SD = 9.99$). Two researchers independently coded exercisers' goal content and created 27 goal categories (e.g., general fitness, specific health conditions, activities of daily living, weight loss, etc.). The most frequently listed goals reflected a strong emphasis on improving or maintaining strength, flexibility, balance, and cardio endurance. Results indicated that there was no significant difference in goal self-efficacy from pre ($M = 8.27$, $SD = 1.56$) to posttest ($M = 8.28$, $SD = 1.37$), and goal self-efficacy scores reflected high levels of confidence. While the exercisers stayed consistent in their confidence to achieve their goals, the content of their specific goals changed over the three month period. Therefore, results suggest that practitioners working with older adult exercisers should approach goal-setting as a flexible and dynamic process over time.

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IS THERE A DUNNING-KRUGER EFFECT IN THE MOTOR PERFORMANCE DOMAIN?

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The Dunning-Kruger effect refers to the tendency of relatively poor performers to grossly overestimate their ability and performance. According to the influential "metacognitive deficit" explanation, poor performers are ignorant of their own lack of skill, which suggests that the Dunning-Kruger effect applies only to task domains in which competence is wholly dependent on knowledge. Since competence in the motor performance domain is dependent on factors other than knowledge (e.g., physical skill), it is generally assumed that this domain is not susceptible to the Dunning-Kruger effect. The present study aims to test this assumption. Eighty-three male participants performed one trial of the hand-grip strength task using their dominant hand. They also estimated their relative ability on the task, their relative performance on the task, and their score on the task. Participants were split into quartiles based on their actual task score. For each quartile, the mean estimated ability percentile and the mean estimated

performance percentile were compared to the mean actual task score percentile. Also, mean estimated task score and mean actual task score were compared across quartiles. Consistent with the typical Dunning-Kruger effect, we found that the worst performers were the most miscalibrated and significantly overestimated themselves, whereas the best performers significantly underestimated themselves. These findings indicate that the Dunning-Kruger effect can occur in the motor performance domain. They also cast doubt on the "metacognitive deficit" explanation, suggesting instead that motivational biases and defenses play a key role in the Dunning-Kruger effect. Our study has important applied implications. Athletes who fall prey to the Dunning-Kruger effect are likely to ignore crucial performance feedback and thus undermine their motor learning. Given this, future research should examine the motivational underpinnings of the Dunning-Kruger effect with a view to informing strategies that help athletes avoid its negative impact.

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MIND OVER MILES: AN INTEGRATIVE COMMUNITY OUTREACH PROGRAM TO INCREASING PHYSICAL ACTIVITY THROUGH RUNNING AND WALKING

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The purpose of this program was to provide a low-cost, non-threatening, and sustainable avenue for increasing physical activity (PA) within a low income and majority Hispanic population in the southern US. This walking and running community outreach program was grounded in social cognitive theory (Bandura, 1977), and aimed to enhance physical and mental health through an increase in PA behavior by addressing participants' level of self-efficacy to overcome barriers, self-efficacy for PA, outcome expectations, amount of social support, and physical environment. The program was developed and implemented in cooperation with the city parks and recreation department, included faculty and students from the university, and partially funded by the AASP Community Outreach Grant. Undergraduate students from various kinesiology courses (including exercise psychology), under the supervision of faculty members, organized and led weekly group runs, provided wellness coaching, conducted health and fitness assessments, coordinated the 5k running/walking event at the end of the program, and assisted in program assessment. Evaluation data revealed the fall program did not meet all of the proposed objectives for community members – in particular the program reach was low. However, qualitative data collected from the students post-program participation assessment revealed the student learning objectives were met and additional positive unexpected outcomes occurred as well. Students reported greater motivation for the course, increased confidence in their ability to perform wellness coaching and work with people, improved their own PA and awareness of opportunities in the community for PA, and enhanced rapport with faculty members through interaction in an informal setting outside of the classroom. Furthermore, several students reported that participating in this program inspired them to help their family members get more active by running or walking together. Lessons learned and tips will be provided for other practitioners to implement similar programs aimed at increasing PA among community members.

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PROFILES OF EXERCISE AND ALCOHOL USE: WHEN MIGHT EXERCISE BE PROTECTIVE?

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Despite its protective properties in a host of bio-psychosocial domains, regular exercise is often associated with frequent drinking among college students (Musselman & Rutledge, 2010). Studies suggest that factors related to identity as an exerciser or athlete—namely, competitiveness and conformity to masculine norms—may play considerable roles in increasing risk for heavy alcohol use among this population (Serrao et al., 2008; Weaver et al., 2013). This study examined Colorado college students that reported drinking within the last month ($n = 986$). A Latent Profile analysis (LPA) was conducted to discern latent classes of minutes exercised per week. Once profiles were identified, differences in competitiveness, masculine norms, typical and heavy week alcohol consumption, and descriptive norms were tested. A three-profile solution provided the best overall model fit. Profile 1 was characterized by about 224 minutes per week of exercise and was labeled the low exercise class (LX). Profile 2 was characterized by about 2054 minutes and was labeled the moderate exercise class (MX). Profile 3 was characterized by about 5417 minutes and was labeled the high exercise class (HX). Difference tests were significant for competitiveness, masculine winning norms, and descriptive norms of a close friend. Comparisons revealed that HX were more competitive and had greater masculine winning norms than LX and MX. Additionally, MX reported greater drinking during a heavy week than HX. Results indicated that among college students, a profile of high exercise was positively associated with risk factors like competitiveness and masculine norms; yet these students reported less alcohol use. Findings suggest that competitiveness and masculine norms may be dynamic among exercisers and perhaps even protective at a certain level of exercise. Interventions might consider exercise frequency, consequences of alcohol use, and positive qualities of athlete identity as means to reduce college student drinking.

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THE INTERSECTION OF FITNESS TRACKING WITH SOCIAL MEDIA AND MENTAL HEALTH

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The Mayo Clinic promotes lifestyle and home remedies as medical intervention for mental health disorders. Among those listed, keeping physically active and tracking your progress is listed as primary methods (Mayo Clinic, 2018). The National Institute of Fitness and Sport (NIFS) states that fitness tracking is considered to have several benefits, including greater likelihood of reaching or surpassing goals, efficiency of workouts, accountability, motivation, and keeping committed to a plan (Bireline, 2017). The fitness tracker market is expected to increase into a 5-billion-dollar industry by the year 2019 (Sullivan & Lachman, 2016.) Combined with the need for more people to engage in physical activity, these numbers demonstrate an opportunity to use technology to support workouts.

In order to determine if fitness tracking had any impact on mental health, Naslund et. al (2015) studied patients who used a wearable tracker connected to a smartphone and application where they could track their health goals over time. Yet with an increase in the use of social media to track personal fitness, there is little information about whether these platforms have a positive, negative or neutral effect on anxiety and depression.

The primary objective of this research was to evaluate the relationship of whether using social media to track fitness had a perceived impact on generalized anxiety or depression, and if the impact was felt as positive or negative. A secondary objective was to investigate the frequency and purpose of postings for those who do post, and objections to posting for those who do not post.

Qualitative data included in-depth interviews of selected mental health practitioners and fitness participants with one of the variables. The results of the survey included 319 men and women between the ages of 18 and 74 years.

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THE RELATIONSHIP BETWEEN BODY COMPOSITION, TESTOSTERONE, AND JEALOUSY

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Previous studies suggest a negative relationship between the quality of a relationship, jealousy, and BMI, especially if individuals' body mass index (BMI) is higher than their partners (Salwen, O'Leary, & Hymowitz, 2016). Additionally, testosterone level (i.e., 2D:4D ratio) is negatively associated with jealousy (Wieling, 2006) and BMI (Shamim, Ali Khan, & Arshad, 2015). Given the relationship between various mating constructs (e.g., quality of a relationship) and testosterone levels (Maestripieri et al., 2014), the present study examined prenatal androgen exposure (as measured by the second-to-fourth digit ratio or 2D:4D), BMI, and jealousy (i.e., cognitive, behavioral, and emotional). Two-hundred and two participants from a university in the Midwest between 18 and 29 years of age ($M = 20.06$, $SD = 2.22$) completed a demographic questionnaire and Multidimensional Jealousy Scale (Pfeiffer & Wong, 1989). The 2D:4D ratio was determined by measuring the relative lengths of index and ring fingers. Majority of the participants identified as heterosexual (92.5%), some as bisexual (2.8%), and others did not report their sexuality (4.7%). The average BMI (calculated from self-reported height and weight) of these individuals was 23.78 ($SD = 4.10$) which is healthy according to the American Heart Association (2018). A multiple linear regression was performed to examine the relationship between BMI, jealousy, and 2D:4D. BMI significantly predicted cognitive jealousy ($\beta = -.70$, $p = .02$). The results are congruent with the previous research suggesting a negative correlation between BMI and jealousy (Salwen et al., 2016). However, due to the correlational nature of the study we cannot determine cause and effect. Additionally, replacing the subjective BMI with other approaches to assess body composition may provide more sound results. Nevertheless, our findings can inform physical trainers, sport psychology consultants, and other mental health professionals on the psychological effects of body composition to help support and motivate their clientele.

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“...THE TIGHTER THE BETTER”: EXPLORING THE EXPERIENCES CROSSFIT WOMEN HAVE WITH TRADITIONAL AND EXERCISE APPAREL

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Major CrossFit sponsors (e.g. CrossFit Headquarters and Reebok) advertise an informal “uniform” for female athletes that is form-fitting and revealing, featuring tight Lululemon athletic shorts and a sports bra. On the surface, this apparel seems to support a traditional gender orientation which sexualizes and objectifies the female body. Yet, CrossFit women push boundaries by redefining the ideal female body, its functionality, and norms for “proper” attire. This qualitative exploration investigated the struggle CrossFit women face as they try to clothe their muscles and powerful body in apparel that is functional, feminine, and fitting of their transformed body. Results of this study indicated that CrossFit women prefer to wear clothing that is tighter fitting and physique revealing, not for aesthetic purposes, but in order to enhance their functionality and overall exercise experience. Additionally, CrossFit women discuss their experiences shopping for, and wearing, traditional apparel. CrossFit women indicate the challenges they face when trying to clothe their transformed bodies in straight-sized clothing and how this experience has contributed to their overall body image. This study provides a deeper understanding into how CrossFit women use their transformed bodies to challenge gender stereotypes and redefine beauty and athleticism for females.

Injury/Rehabilitation

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2 SEASONS, 2 MINUTES, 2 INJURIES: MY ROAD TO RECOVERY

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When assessing an injury, it is important to understand the psychological experience as well as the physical. This study used retrospective auto-ethnography to explore and compare personal experiences with sport related concussion (SRC) and an anterior cruciate ligament (ACL) tear during my career as a university student-athlete. The data analysis focused on my emotional response to injury as well as sport injury related growth (SIRG). A layered accounts method (Ellis, Adams & Bochner, 2011) was used with the theoretical frameworks to augment personal experiences. The models included were the integrated model of psychological response to injury (Wiese-Bjornstal, Smith, Shaffer and Morrey, 1998) and the grounded theory of SIRG (Roy-Davis, Wadey, & Evans, 2017). Data was collected through retrospective personal reflection, which was mapped on to documentation to create a comprehensive timeline of key moments. A qualitative content analysis was used to analyze the raw data. The experiences were divided into three phases of the injury rehabilitation: 1) the injury, 2) the rehabilitation, and 3) the return to play. Themes emerging from the data centered on coping and the differences between the

two injuries. The development of coping strategies contributed to a significant improvement in my emotional profile (e.g. goal setting allowed to decrease fear of re-injury). A lack of coping strategies led to maladaptive behaviours, which was detrimental to recovery (e.g. a lack of support contributed to feelings of depression). The experience of overcoming injury led to SIRG, which manifested through a new appreciation for sport, a sense of inner strength and confidence, and sense of altruism. It is critical to share experiences of struggle to embrace others who have been struggling and learn how to best support them to a positive result. With this understanding, practitioners can assist in facilitating positive experiences for athletes during their rehabilitation process.

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BASIC PSYCHOLOGICAL NEEDS SUPPORT IN PHYSICAL THERAPY

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Researchers have documented numerous benefits of adherence to physical therapy programs. Unfortunately, patient adherence to physical therapists’ (PT) recommendations is notoriously low. Poor adherence influences treatment effectiveness, patients’ quality of life, treatment cost, patient’s functional abilities, and rehabilitation time. Given the benefits of rehabilitation adherence, as well as the adverse consequences of poor adherence, there is a need to better understand factors that support patient adherence to physical therapy. Research guided by self-determination theory (SDT) has shown that the extent to which individuals experience support for their basic psychological needs will have important implications for health behaviors such as exercise and rehabilitation adherence. Unfortunately, no measurement tool exists to examine psychological need support within a physical therapy context. The following studies sought to develop and test a questionnaire designed to measure basic psychological needs support in physical therapy. In study 1, semi-structured interviews with patients (n = 9) and practitioners (n = 9) examined the strategies by which PTs support basic psychological needs. Further, this initial study provided candidate items for questionnaire development. Following the development of candidate items, two additional studies were conducted to refine and psychometrically test a measure of patients’ perceptions of basic psychological needs support in physical therapy: The Basic Psychological Needs Support in Physical Therapy Questionnaire (BPNS-PT). In Study 2, a panel of self-determination theory academics assessed the candidate items for content relevance, representativeness, and item clarity. In Study 3, responses from 199 physical therapy patients were used to identify the best fitting model through confirmatory factor analysis. A 3-factor 10-item measure displayed good fit to the data and illustrated evidence of internal consistency. Findings from these studies provide initial psychometric support for the BPNSPT as a valid and reliable measure of patient perceptions of basic psychological needs support in a physical therapy context.

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EXPLORING THE RELATIONSHIP BETWEEN REHABILITATION ADHERENCE AND THE MOTIVATIONAL CLIMATE CREATED BY ATHLETIC TRAINERS USING A MIXED METHODS APPROACH

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Rehabilitation adherence is one of the most notable issues related to sport injury (Grandquist, Podlog, Engel, & Newland, 2014). Athlete motivation has been suggested as a major contributor to adherence, which is understood to be maintained by the motivational climate created by certified athletic trainers (ATCs) (Brinkman & Weiss, 2010). Benefits, such as increased positive affect and self-esteem, for ATCs to create an empowering motivational climate that includes tenets from Self-Determination Theory and Achievement Goal Theory for injured athletes have been supported (Podlog & Eklund, 2007). Given that past research has emphasized the role ATCs have in building empowering motivational climates (Brinkman & Weiss, 2010), the specific strategies they used and how they were related to athletes' motivation were examined.

Four ATCs from one NCAA Division I institution were asked to reflect on their experiences with two high- and two low-adhering athletes. The study implemented a convergent mixed methods design, using the Rehabilitation Adherence Measure for Athletic Training (RAdMAT; Granquist et al., 2010) as a quantitative measure of adherence and a semi-structured interview to establish the strategies ATCs used to organize the rehabilitation process, provide feedback, and evaluate progress.

Results indicated that high-adhering athletes received more task-involving, basic need satisfying strategies than low-adhering athletes. Additional factors such as injury specifics and the athlete's ability to stay focused while working in groups also impacted how the motivational climate was created. While the relationship indicates high-adhering athletes may be experiencing empowering motivational climates more than low-adhering athletes, additional research must be conducted to understand the interaction of the other factors (e.g., athlete/ATC relationship) in the creation of motivational climates in the sport injury rehabilitation context.

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IMPROVING ATHLETES' CONFIDENCE AND MINDSET POST-ACL RECONSTRUCTIVE SURGERY

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Tears to the anterior cruciate ligament (ACL; Hughes & Watkins, 2006) represent a serious sport injury that can be physically and psychologically debilitating for athletes. Recovery from ACL surgery is a six to nine month process, though the first four months of rehabilitation represents the key time of recovery (Millett, 2007). Thus, psychological interventions should target these first four months, but examine their effects over the longer term. In our study, athletes who tore their ACL and required surgery (N=31) were randomly assigned to either a goal setting only (GS; n=10), GS plus imagery (IM; n=11), or GS plus mindful self-compassion (MSC; n=10) intervention. Researchers, who were doctoral level counseling psychology

students, met with athletes four times in person and four times via phone calls over the course of four months. Session format involved reviewing GS, teaching new psychological tools specific to athletes' intervention group, and planning for how they would work toward their goals and use these tools in the upcoming weeks. Prior to their surgeries, and then at four and six-months post-surgery, athletes completed measures assessing their reinjury anxiety, athletic identity, primary and secondary cognitive appraisals, confidence in returning to sport, and subjective knee functioning. We used hierarchical linear modeling to examine time and intervention effects. Although there were significant time effects for all variables, there were only intervention effects for reinjury anxiety, cognitive appraisal, and subjective knee functioning. The significant intervention effects indicated that including GS improved the rates of change for these variables; however, the inclusion of the skills related to IM and MSC did not contribute beyond what was explained by GS. Therefore, the main intervention effect was related to the extent to which the athletes set and worked toward their physical and psychological rehabilitation goals in a structured manner. Specifically, engaging in this structured goal setting helped the athletes decrease their reinjury anxiety, reduce their stress related to injury, increase perceptions of coping abilities, and improve subjective knee functioning.

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INJURY AND PROFESSIONAL WRESTLERS

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The risk of injury exists for all athletes, and professional wrestling is no exception as it is a unique combination of athletics and performance. Research on risk of injury says when athletes experience injury there is a possibility to develop re-injury anxiety which can lead to diminished and decreased level of performances, a lack of confidence in the injured body part, and can delay reintegration into sport participation (Wadey et al., 2014). The purpose of this research was to understand the injury experience of professional wrestlers within the contexts of injury and sport culture. Five professional wrestlers with a range of three to 15 years of in-ring experience were interviewed in semi-structured format about their experiences with injury and their perceptions of the sport culture. Analysis of the interviews was done deductively, guided by the research questions and inductively, in the format of conceptual exploratory factor analysis of the interviews data. The two themes that were investigated were Injury and Sport Culture. The interviews yield 111 Meaning Units (MU) of participants' descriptions of their experiences regarding injury (84 MU's) and within the unique sport culture (27 MU's). Professional wrestlers experience the full spectrum of the psychological, emotional, financial and physical effects of injury. Under the primary issue of injury, the themes re-injury anxiety and coping strategies were identified. For sport culture the main theme was conformity to sport culture. Wrestler represent a unique population of performers, similar to circus acrobats, they require high athletic skills in addition to entrainment skills. Working with this type of population requires a unique approach that takes into consideration the interaction of the sport-cultural and injury experiences. Future research should examine the efficacy of mental performance interventions that are suitable for these hybrid athletes who experience and return from injury.

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PROGRESS IN ASSESSING CONCUSSION IN D1 COLLEGIATE ATHLETICS

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Repeated concussion or mild traumatic brain injury (mTBI) can impart long-term brain detriments including an increased risk for neurological disorders including motor disorders and dementia. A significant focus has been paid lately to repeated mTBIs in athletes involved in American football, but clinical or cognitive data are lacking for other high impact sports, including lacrosse, soccer, ice hockey and gymnastics and few studies have followed people with mTBI longer than a few weeks post-concussion. Furthermore, the pathological mechanisms of TBI are poorly understood. We have assembled a unique team of investigators, including the athletic performance team, engineering, basic sciences, psychology, and neurology to examine the long- and short-term consequences of repeated mTBIs, in collegiate athletes. Currently, 326 D1 athletes have participated in baseline symptom, cognitive, movement/balance, and biomarker collection; 28 athletes with acute concussion have been re-tested post-concussion. The highest rates of previous mTBIs were found among lacrosse players (41%), followed by soccer (38%) and hockey (32%). 33% of enrolled athletes reported a previous history of mTBI. This poster will present dynamic balance data, cognitive assessment, and blood biomarker findings to date. This work will continue with recruitment of persons who competed at the college level 10, 20, or 30 years ago to evaluate long-term effects on these markers and integration of subjective assessments to obtain a holistic perspective of athlete concussion recovery. The long-term plan for this collaborative research program is to develop better diagnostics that may lead to translational intervention paradigms for concussions.

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PSYCHOLOGICAL EFFECTS OF SPORT INJURY ON AN NCAA DIVISION I STUDENT ATHLETE: A QUALITATIVE CASE STUDY

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Negative emotional states are common for injured athletes, yet a 2016 survey suggested that only 38.3% of NCAA institutions had a full or part-time mental health professional (Kroshus, 2016). In considering the lack of support for mental health conditions in NCAA athletics, and the emotional and psychological challenges that come with injury, there is a gap in the psychological treatment of injured student-athletes. To date, the extant literature suggests that sport medicine professionals (SMP) play a critical role in the psychology of injury recovery, yet lack formal training in psychological interventions (Clement et al., 2013). Moreover, research examining athlete and SMPs experiences of the psychological aspects of injury rehabilitation is largely limited to retrospective accounts (e.g., Clement et al., 2015; Tatsumi & Takenouchi, 2014). The purpose of the current study was to prospectively examine the psychological challenges of injury rehabilitation in an NCAA athlete. A qualitative case study grounded in narrative methodology, and an interpretive epistemology, was conducted (Smith, 2009). Research interviews were conducted with an injured athlete, the athlete's SMP, and a member of the

athlete's social support team at baseline (i.e., post-injury and prior to the start of rehabilitation) and during the sport-specific rehabilitation phase. Additionally, the athlete kept a journal to document the psychological and emotional struggles that took place during the rehabilitation process. Data analysis was iterative through each phase of the study and followed Polkinghorne's (1995) seven stages of narrative analysis. Results suggest that issues with identity are central to the injury-rehabilitation-return to play process. Notably, data suggest an ongoing struggle between the loss of identity in the present, the fear of identity loss in the future, and a desire to maintain a positive outlook on current circumstances. Implications for SMPs as well as sport psychology professionals working with injured athletes will be discussed.

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SPORT INJURY REHABILITATION ADHERENCE: MEASURING UNDER- AND OVER-ADHERENCE

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Patients' rehabilitation adherence is considered a key factor in overall rehabilitation outcomes (Brewer et al., 2000). While instruments exist to measure under-adherence (e.g., poor attendance, completing too few exercises) and over-adherence (e.g., not complying with activity restrictions, completing too many exercises), no one instrument exists that measures both under- and over-adherence collectively and provides total scores for each end of the adherence spectrum. Therefore, the purpose of this pilot study is to capture adherence behaviors across the adherence spectrum and examine the statistical relationships between existing adherence measures.

Following IRB approval and informed consent, participants were eligible to participate in this study if they were at least 18 years of age and had completed rehabilitation for a sport-related injury. Thirty participants (14 male, 15 female, 1 non-report; mean age 20.4 years) completed paper surveys for the following: Rehabilitation Adherence Measure for Athletic Training (RAdMAT; Granquist et al., 2010), Sport Injury Rehabilitation Adherence Scale (SIRAS; Brewer et al., 2000), Rehabilitation Overadherence Questionnaire (ROAQ; Podlog et al., 2013).

The RAdMAT mean was 56 (range 41-64, SD=4.93). The SIRAS mean was 12.5 (range 8-15; SD=2.03). The ROAQ mean was 25.07 (range 14-42, SD=5.84). The RAdMAT and ROAQ were inversely related ($r_s = -.448$, $p = .013$); the SIRAS was not significantly related to the RAdMAT or ROAQ. There were no statistically significant differences in measure totals between males and females.

In contrast to the current findings, previous research has found the valid and reliable SIRAS to be related to the RAdMAT (Granquist et al., 2010). Future research should include more participants and to work towards a comprehensive measure of adherence, one that includes both under- and over-adherence behaviors and provides total scores for each. This is an important direction because likely different factors influence under- and over-adherence behaviors.

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THE LIVED EXPERIENCES OF NCAA ATHLETES WITH ONE OR MORE CONCUSSIONS

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The discussion of sports-related concussions has become a prevalent yet extremely controversial topic throughout the world of athletics. A concussion and its physical presentation and recovery have been researched and documented numerous times, but the experiences of living and recovering from a concussion needs more research to be done. The purpose of this study was to examine the lived experiences of NCAA Division-I student-athletes who have received one or more concussions. The athletes were interviewed utilizing a blend of idiographic, inductive, hermeneutic, and interpretive phenomenological approaches. They discussed the physical and psychological symptoms they experienced due to their concussion(s) and how their symptoms affected their athletic and academic performance, personal relationships, and quality of life. Athletes also took the Big Five Personality Test to examine the relationship between their personality and how they cope with their concussion(s) and recovery. In addition to the interview and Big Five Personality Test, athletes responded to journal prompts to provide any information that may not have been stated in the interviews.

These findings will help contribute to the knowledge of what it is like to experience one or multiple concussions and the recovery process for the thousands of collegiate student-athletes and those involved in their lives.

Mental Health

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ASSESSING ATHLETE MENTAL HEALTH: MEASUREMENT ISSUES AND ALTERNATIVE APPROACHES TO ENHANCE RESEARCH AND PRACTICE

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Increasing consideration of athletes' mental health is noted in both research and applied sport psychology practice. Predominantly, the investigation of athletes' mental health has been undertaken using clinical measures of symptom reporting not designed for use in sport. Without considering the unique characteristics of the athlete persona and the specific culture in which athletes compete, there is a risk of both under- or over-estimating the prevalence of mental health issues in the domain of sport. The present study examines relationships between scores on clinical measures of symptoms of depression, anxiety, and obsessive-compulsive disorder, with sport specific measures of trait anxiety and motivation. Findings arising from the analysis of 205 elite athletes' (114 female, 91 male) surveys indicate that 9.9% of athletes suffered from clinical levels of depressive symptoms; 30.2% suffered from clinical levels of anxiety symptoms; and

22% reported clinical levels of obsessive-compulsive disorder symptoms. All of the measures of symptoms associated with mental health issues correlated negatively with intrinsic motivation and positively with sport trait anxiety; depressive symptoms also predicted low levels of intrinsic motivation. Initial assessment of the results may highlight concerning levels of mental health issues in elite athletes; however, upon closer inspection of the items and consideration of the context in which they are completed requires further discussion. In particular, the need for the development of sport specific measures is warranted as inappropriately assigning the designation of pathological conditions has implications for both athletes and practitioners. Alternative approaches to assessing athlete mental health are discussed in relation to research and the training of sport psychology practitioners.

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AWARENESS OF MENTAL HEALTH ISSUES IN ELITE SPORT AND EXPLORING THE REFERRAL PROCESS

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With the increase in mental health issues in sport the role of the sport psychology consultant in identifying possible clinical issues has become increasingly important (Van Raalte, Cornelius, Andrews, Diehl, & Brewer, 2015). Further, because of the unique characteristics of a high performing sport environment, there is continued need to understand the referral process in more detail. The purpose of this study was to explore both sport and clinical psychologists' perceptions of athlete mental health issues and their experiences of the processes involved when referring athletes for clinical support. The study was underpinned by the key principles embedded in phenomenology. Ten psychologists (5 sport; 5 clinical) from the UK who hold the Professional Body's qualification for practice (HCPC) participated in the study. Semi-structured interviews were conducted and analyzed using thematic analysis (Braun & Clarke, 2006). To achieve data credibility, analyst triangulation and member reflections were used during analysis (Tracy, 2010). Within the general dimension of awareness, three themes emerged: prevention (i.e., athlete education, sport system), understanding high performing sport (i.e., knowing the athlete, athlete environment), and training (i.e., practitioner competence, previous experiences). Characterizing practitioners' experiences of the referral process, the following themes emerged: transition breakdown (e.g., role clarity, joined-up approach), returning to sport (e.g., early preparation, culture to share experiences), resources (e.g., sport organization, networks), and practitioner-athlete relationships (e.g., adherence, practicing boundaries). Findings offer some practical implications for practitioners when working with athletes who are experiencing mental health issues, and in particular, identifies the important role sport psychology consultants play in both starting the referral process and helping athletes prepare to transition back into the high performing sport environment.

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EATING DISORDER OF EARLY ADOLESCENT ATHLETES: RACIAL/ETHNIC IDENTITY AND PSYCHOSOCIAL PREDICTORS

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Among college students, racial/ethnic identity is inversely, and societal weight pressures positively, related to eating disorders (ED) (e.g. Rogers & Petrie, 2010; Rakhkovskaya & Warren, 2014). Although eating disorders have been thoroughly examined among high school age and older athletes, studies among younger athletes, particularly that consider racial/ethnic identity, are nonexistent. Thus, we surveyed 6-8th grade athletes who were boys (n = 282) and girls (n = 304), from a large suburban school district regarding their racial/ethnic identity, ED, and psychosocial predictors (e.g., societal pressures, body appreciation).

Using ChEAT scores as the ED outcome, we controlled for BMI, SES, and pubertal development in Step 1, and then entered the remaining variables at Step 2. For the boy athletes, the full model was significant, adj.R2 = .21, F(11, 270) = 7.60, p < .001. Specifically, the boys who were exploring their racial identity ($\beta = .17$), experiencing pressures to lose weight ($\beta = .28$), and feeling less appreciative of their bodies ($\beta = -.16$) reported higher levels of disordered eating. For girl athletes, the full model also was significant, adj.R2 = .26, F(11, 292) = 9.33, p < .001. Specifically, having a larger body composition (i.e., BMI; $\beta = .15$), being committed to their racial identity ($\beta = .12$), and feeling pressure to lose weight ($\beta = .23$) were associated with higher self-reported disorder eating behaviors.

Based on the results, the developmental processes occurring during early adolescence may influence the relationships between identity and disordered eating. Specifically, exploration of racial identity may create more stress for adolescent boys. Furthermore, girls who feel a greater sense of belonging to their racial group may experience elevated pressure to meet the westernized standards of beauty. Future research may explore differences between sport type and the longitudinal trajectory of identity development within athletes.

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HIGH-INTENSITY RESISTANCE TRAINING HAS POSITIVE EFFECTS ON PERCEIVED PHYSICAL AND MENTAL HEALTH OF ANOREXIA NERVOSA PATIENTS AFTER HOSPITALIZATION

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Objective: The use of exercise as a complementary treatment in patients with anorexia nervosa (AN) has been controversial. For that reason, exercise prescription studies with AN patients have mainly used low-intensity resistance training (RT) with only a few studies utilizing high intensity. Overall, RT was safe and improved muscular strength and body composition. However, whether physical fitness changes were accompanied or not by improvements in perceived health, remain unknown. This study aimed to analyze the effects of high intensity RT on perceived physical and mental health in AN patients using the Health Questionnaire Short-Form 36 (SF-36).

Methods: A total of 41 participants with body mass index 17.28 ± 2.55 kg/m² and 12.61 ± 0.59 years old were randomized into RT (n=21) and control (n=20) groups. Perceived health was evaluated using SF-36 questionnaire in both groups before and after 8 weeks of training, and muscular strength was assessed using a 6-repetition maximum (6RM) test. Training intensity was set at 70% of 6RM. A total of 8 exercises, 3 sets of 8-10 reps were performed. The warm-up consisted of dynamic exercises that engaged the major muscle groups.

Results: We detected significant time effects on physical functioning (PF) (F[1,39]=4.44, p=0.042) and the physical component scale (PCS) (F[1,39]=4.47, p=0.036). Pairwise comparisons showed significant changes in MH (p=0.047) and physical role (RP) (p=0.030) for RT group. In addition, relative and absolute muscular strength improved for the intervention group (p<0.001) compared to controls.

Discussion: Our results indicate that high-intensity RT does not only improve muscular strength for patients with AN after hospitalization, but also can induce positive changes in both perceived physical (PF, RP and PCS) and mental health (MH). Further research is needed to understand the mechanisms and role of RT as complementary treatment for the improvement of mental health of patients with AN.

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PERFORMANCE ON A PFC-RELIANT TASK DURING FLOW IN SUBMAXIMAL EXERCISE

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Hypofrontality theory predicts that the prefrontal cortex is suppressed in the flow state (Dietrich, 2003). The purpose of this study is to examine the role of the prefrontal cortex (PFC) in flow state during endurance running. Flow state is characterized by eight distinct characteristics: concentration, clarity, timelessness, loss of self-consciousness, challenge skill ratio, sense of control, effortlessness, and intrinsically rewarding (Csikszentmihaly, 1990,1993). In order to participate, participants needed to have shown that they were prone to entering flow state by completing the Swedish Flow Proneness Questionnaire (SFPQ; Ullén, et al., 2012). Researchers controlled the variable of enjoyment in activity by recruiting runners who enjoy endurance running. Researchers were able to facilitate a flow environment to better test the participant entering an altered state of consciousness while in a lab setting.

After being assessed for proneness to entering flow state using the SFPQ, participants were strapped with a heart rate monitor and hooked to a treadmill. They were then asked to run until they felt themselves entering flow. Once in flow they

used a hand gesture signaling to the researchers to begin the cognitive testing. Executive function suppression (PFC) was assessed by the Wisconsin Card Sorting Task (WCST; Grant & Berg, 1948). The cognitive test was administered while the participant ran on a treadmill. Control groups were matched for time (Control 1) or heart rate (Control 2) and compared on their performance on the WCST. After the participants completed the running and cognitive tasks, they took the Flow State Scale (FSS; Jackson & Marsh, 1996) questionnaire to measure if they reached self-reported flow. Results and implications are discussed in relation to Hypofrontality theory.

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REMEMBERING AND FORGETTING EMOTIONAL SPORT EVENTS

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The overall purpose of this study was to examine the effect of directed forgetting in sports. In addition, it aimed at determining the effect of directed forgetting on various emotional events. Forty-eight undergraduate students taking courses at Florida State University were recruited for this study. A recognition method was used to assess the "forgetting" phenomenon. Sixty scenarios were presented in a pictorial format, which employed positive ($k = 20$), negative ($k = 20$), and neutral ($k = 20$) sport scenarios. A 3x2 within-subjects analysis (RM-ANOVA) was employed. The two independent factors were the Instruction (to be remembered -TBR vs. to be forgotten -TBF) and Emotional Type (positive vs. negative vs. neutral). The dependent factor was the number of the correct answers on the recognition test. The analyses revealed that more pictures were correctly remembered under the TBR than under the TBF instructions. Negative pictures were recognized more accurately than the positive and neutral pictures across both TBR and TBF instructions. Negative pictures given TBR were remembered the most, and neutral TBF were remembered the least. Findings are discussed considering the conceptual framework of the retrieval inhibition theory and selective rehearsal theory.

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SPORT-BASED HELP-SEEKING: THE NEED FOR MENTAL HEALTH SUPPORT WITHIN COLLEGIATE ATHLETICS

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Collegiate student-athletes face unique challenges due to their dual commitments of performing academically and athletically (Fletcher, Benschhoff, & Richburg, 2003). Although previous research has been done examining how exercise and sport has a positive correlation with the mental health and wellbeing of college students (Beable et al., 2017), little research has been done examining how the mental health of student-athletes influences and is influenced by collegiate athletics. The current research study analyzed the rates of help-seeking behavior in student-athletes when trying to manage their mental health, specifically anxiety and depression. A total of 109 participants between 18 and 22 years of age from a Division III collegiate athletic program participated in this study. To evaluate the mental health and help-seeking behavior and tendencies, researchers used the Patient Health Questionnaire (PHQ-9) and the General Anxiety Disorder-7 (GAD-7) scale. In addition, sport specific information, in-season-scaling, injury, demographic

information and accessibility to counseling on and off-campus was also collected for further analysis. The high results of anxiety and depressive symptoms recorded in the research study indicate that continuing research is needed to determine how student-athletes can be better supported throughout collegiate athletic departments.

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THE NEGATIVE RELATIONSHIP BETWEEN MENTAL TOUGHNESS AND FEAR OF FAILURE IN MIXED MARTIAL ARTS FIGHTERS

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Mental toughness is "the natural or developed psychological edge that enables you to generally cope better than your opponents with the many demands that sport places on a performer, specifically, being more consistent and better than your opponents in remaining determined, focused, confident, and in control under pressure" (Jones et al., 2002, p. 209). Fear of failure can lead individuals to focus on the perceived connection between failure and aversive consequences, such as experiencing shame, letting others down, or having an uncertain future (Conroy, 2001). Fear of failure is negatively related to mental toughness as fear hinders the mental capacity to overcome obstacles. The purpose of this study was to examine the relationship between mental toughness and fear of failure in mixed-martial artists. A survey was administered to 46 amateur and professional MMA athletes (43 males; 3 females). Ages ranged from 19-36 with the majority of athletes competing in the Southern California area. Athletes completed a survey including measures of mental toughness (i.e., the Mental Toughness Scale; Madrigal et al., 2013) and the Performance Failure Appraisal Inventory (Conroy, Willow, & Metzler, 2002). Mental toughness was not related to general fear of failure ($r = -.03$, $p > .05$) or any of the subscales for the PFAI ($p > .05$). Descriptive stats, indicated athletes reported relatively high levels of mental toughness ($M = 4.27$, $SD = .90$), and low levels of fear of failure. Future research in this area should consider exploring the personality characteristics of MMA fighters, as well as track changes in fear of failure from novice to expert. It is possible that MMA fighters have personality traits that self-select into the sport, or, perhaps, that as they advance from novice to expert, they develop a set of coping skills to control fear of failure.

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THE RELATIONSHIPS AMONG SELF-COMPASSION, STIGMA, AND ATTITUDES TOWARD COUNSELING IN STUDENT-ATHLETES

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Although factors involved with help-seeking have been widely studied in the general college population, the help-seeking attitudes of college student-athletes have received less attention. One factor that has been consistently associated with help-seeking attitudes in college-athletes

is stigma (Bird et al., 2018; Wahto et al., 2016). Specifically, lower levels of stigma are associated with more positive attitudes toward help-seeking in athletes. However, less is known about factors that might moderate the influence of stigma on help-seeking attitudes. Self-compassion, through its emphasis on self-kindness and associations with improved well-being, might be a variable that reduces the influence of stigma (Heath et al., 2018). Therefore, the purposes of this study were to 1) examine the moderating role of self-compassion on the relationship between public and self-stigma, 2) determine if self-stigma is associated with attitudes toward seeking counseling in college student-athletes, and 3) investigate the above mentioned differences between males and females. A sample of 243 student-athletes from NCAA Divisions I and III participated in the study. Using structural equation modeling, self-compassion did not moderate the relationship between public and self-stigma. However, public stigma was positively associated with self-stigma, and self-stigma was negatively associated with attitudes toward counseling. A multigroup analysis did not find differences between males and females for the model, although there was a trend toward significance for males. The results of this study have implications for professionals who work with college student-athletes and findings suggest that efforts should aim to reduce stigma and examine alternative factors that might improve attitudes toward mental health help-seeking.

Non-Sport Performance Applications

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COLLEGIATE DANCERS' PERCEPTIONS OF THE COACH-CREATED MOTIVATIONAL CLIMATE PRIOR TO A NATIONAL COMPETITION IN RELATIONSHIP TO PERFECTIONISM AND MINDFULNESS

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While ballet and onstage performances are some of the most widely recognized dance platforms, competitive collegiate dance teams represent an underexplored form of dance. Collegiate dancers are expected to execute moves perfectly to earn approval from judges; such expectations present a unique psychological challenge. Grounded in Achievement Goal Theory (Nicholls, 1984), this study explored collegiate dancers' perceptions of the coach-created motivational climate (Adie, Duda, & Ntoumanis, 2012) in relationship to dancers' experiences of multidimensional perfectionism (Dunn, Dunn, & Syrotuik, 2002) and daily mindfulness (Kaufman, 2008). Collegiate dancers (N = 126) representing 16 universities completed online versions of a demographic questionnaire, the Perceived Motivational Climate in Sport Questionnaire-2 (Newton, Duda, & Yin, 2000), the Sport-Multidimensional Perfectionism Scale (Dunn et al., 2006), and the Mindfulness Attention Awareness Scale (Brown & Ryan, 2003). Multiple regression analyses of the perceived motivational climate in association with dancers' perfectionism and dancers' daily mindfulness as well as dancers' perfectionism in association with their daily mindfulness were explored. Results revealed

that dancers who perceived their coach to create a more task-oriented climate also perceived higher Personal Standards ($\beta=0.240$, $p=.008$) and Perceived Coach Pressure ($\beta=0.131$, $p=.043$), and higher scores on daily mindfulness ($\beta=0.203$, $p=.031$). Conversely, dancers who perceived their coaches to create a more ego-oriented climate also perceived higher Personal Standards ($\beta=0.405$, $p<.001$), Concern Over Mistakes ($\beta=0.483$, $p<.001$), Perceived Parental Pressure ($\beta=0.319$, $p=.001$), and Perceived Coach Pressure ($\beta=0.782$, $p<.001$). Lastly, Personal Standards was related to higher scores on daily mindfulness ($\beta=0.247$, $p=.011$) and Concern Over Mistakes was related to lower scores on daily mindfulness ($\beta=-0.499$, $p<.001$). These findings provide insight into the competitive collegiate dance world. Full descriptions of results, future directions, and practical applications for coaches and consultants will be provided.

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MOTIVATION FOR UNDERGOING AND COMPLETING A THROUGH-HIKE ON THE PACIFIC CREST TRAIL: A CASE STUDY

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"Through-hiking", an activity where an individual hikes the entire length of a growing number of extended trails (the most well-known being the Appalachian Trail), has increased exponentially in recent years. One such trail growing in popularity is the Pacific Crest Trail (PCT), a 2,659-mile (4,279-km)-long trail that runs from the US-Mexico border to the US-Canada border and is purpose-built for through-hiking. While recreational hiking is a common activity in the US, there is little research on through-hiking. Understanding the motivation for this type of ultra-endurance activity, where physical challenges are magnified by adverse weather and trail conditions, may help expand our knowledge on participation motivation in extreme-sport athletes. Therefore, the purpose of this study was to explore the motivation used by one individual to complete a through-hike of the PCT. A semi-structured interview was conducted post-PCT through-hike with a 26 year old healthy male subject. This was his second through-hike, the first being the Appalachian Trail in 2015. Completion of the PCT took him 140 days and results indicated that he was intrinsically motivated, had an innate ability to set effective short-term and long-term goals, and possessed a great deal of grit and resilience. He reported relying on an underlying positive attitude to overcome physical, environmental, and social barriers. The present case study suggests that with a positive mindset, determination to accomplish daily tasks, and short-term goals, one may be successful in completing a through-hike. Future research should focus on documenting specific challenges faced by through hikers with the use of techniques such as journaling or more frequent communications with investigators during the hike. It is possible that in physically fit individuals, these ultra-endurance activities are more psychological than physical in nature, requiring a great deal of intrinsic motivation, effective goal setting, and grit to complete.

Olympic Sport, International, and Global Perspectives

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LEADERSHIP THROUGH SPORT IN JAMMU AND KASHMIR, INDIA: CONFLICT PREVENTION AND SPORT INCLUSION COACH TRAINING

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Built around Redmond and Dolan's (2014) conceptual model of youth leadership development, the Leadership through Sports in Jammu and Kashmir training was designed to help Indian youth coaches and physical training teachers learn how to use sport as a positive youth development tool. For this study, researchers explored how participation in this training affected coaches' and teachers' attitudes and behaviors related to the training topics of conflict prevention and resolution, leadership development, positive relationships with youth, positive coaching approaches, and inclusion of girls and youth with disabilities. Study participants included 9 women and 11 men from Jammu ($n = 12$), Kashmir ($n = 4$), and Ladakh ($n = 4$) India, with an average age of 40 years. Two participants identified as being Buddhists, four as Sikh, seven from a Hindu background, and seven as Muslim. Participants completed a pre and post survey with Likert scale and open-ended items, a semi-structured interview, a personal action plan, and story sharing through What's App for six months post-training. Overall, the findings indicated meaningful outcomes as a result of the training, with participants reporting new knowledge related to training topics and increased ties with individuals from the U.S. The participants' action plans demonstrated a strong desire to change their coaching/teaching behaviors and positively change their communities. What's App stories demonstrated participant behavior changes post-training, with reports of participants organizing local coaching workshops on these topics, creating increased opportunities for girls and youth with disabilities to participate in sport, using learned conflict prevention and resolution strategies with their athletes and students, and exercising more positive coaching practices. The presentation will include information about training development, challenges and highlights when conducting the training, results from the training, and practical implications for similar programming.

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PROVISION OF SPORT PSYCHOLOGY SERVICES IN THE 18TH ASIAN GAMES JAKARTA PALEMBANG 2018

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Delivering effective sport psychology services for various national sports teams at an international competition is a challenging task. There are only few models of sport psychology services regarding working and traveling with multiple sports teams at an international competition available to the field. Following the key components of Poczwadowski and Sherman's (2011) and Poczwadowski, Sherman, and Ravizza's (2004) sport psychology service delivery models, this paper provides a personal account of over 10-year experience of sport psychology services with elite national teams and working model at international competitions. Guidelines including professional philosophy, making contact, ranges of services, intervention implementation, assessment, programs and consultant evaluation are provided. On-site working models, complex issues, challenges, coping strategies, and time management for sport psychology consultants working and traveling with elite national athletes are discussed as well.

Professional Development, Supervision, and Mentoring

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A SYSTEMATIC REVIEW OF PROFESSIONAL IDENTITY IN SPORT PSYCHOLOGY

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The establishment of a strong professional identity among sport psychology professionals has the potential to increase the likelihood of ethical working, awareness of professional roles, and, ultimately, support of a more effective and lasting career. Nevertheless, there is currently no global consensus regarding a definition of sport psychology professional identity, and it is imperative for scholars to develop a clear definitional and conceptual foundation if gains are to be found within training and practice. In this study, we conducted a systematic review of the literature with the aim of developing an understanding of existing sport psychology professional identity knowledge. Using PRISMA guidelines, the initial research database searches identified 1,321 research records. Following the removal of duplicate studies, 1,305 records were screened by title and abstract against pre-determined inclusion criteria. Next, 83 full-text articles were assessed for eligibility, of which, 61 articles were excluded due to issues surrounding the language, sample population, variables studied, and publication type. Analyses of the twenty-two included studies revealed three prevailing themes: values pertinent to the profession, beliefs about the profession, and the unique characteristics of sport psychology professionals. These findings may provide implications for professional bodies and educational programs alike, as well as help inform future research, which might include the development and validation of instruments to measure and interventions to promote SEPP's professional identity.

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HOW SELF-REFLECTIVE PRACTICE CAN FACILITATE LEARNING IN NEOPHYTE SPORT PSYCHOLOGY CONSULTANTS

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A growing body of research continuously reinforces the notion of using self-reflective practice to enhance the learning experience in practicing professionals (Cropley 2010, Schön 2017). The research extends beyond practitioners, specifically, and is proven to also ameliorate the learning process in teachers, nurses, business professionals, leaders, and students. Here, the focus is shifted to analyzing the effects self-reflective practice and experiential narrative writing have on a neophyte sport psychology consultant. The parameters that the practice was executed in are as follows: semi-weekly meeting, consistent class attendance with varying individual attendance, two different groups at separate times, ten-minute time periods, and minor occurrences of non-private, one on one talks. The consultant used questions outlined by Ghaye (2001) as a template to base reflective questions on and Gibbs' (1998) adaptation of Kolb's (1984) self-reflective cycle to further detail answers to each question. The self-reflective cycle allowed the consultant to reveal specified reactions, emotions, and action plans. Session by session reactions were documented immediately after the session and reviewed the following day as well as with the supervisor once per week. The training consultant met with a supervisor weekly to review the consulting experience itself and the reflective practice process. The neophyte found within the first week just how valuable it was to use a structured metacognitive process to document thoughts, reactions, ideas, and overall self-evaluations. Dual group comparisons became useful to document instantaneous changes from session to session and allowed for a unique opportunity to analyze immediate ramifications and altered session delivery practices. The learning experience combined with the evaluative documentation yields a benefit to the idea of self-reflective practice in regards to improving session structure, new ideas and activities per subsequent sessions, emotional reactivity and regulation during sessions, improvement of the evaluation of one's self, and learning to reflect effectively.

Professional Issues & Ethics

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SEXUAL AND NONSEXUAL BOUNDARY CROSSING IN SPORT PSYCHOLOGY GRADUATE STUDENTS

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Although sexual attractions have been studied extensively with psychologists (Lamb & Catanzaro, 1998), and has begun to be considered with sport psychologists (Moles et al., 2016), limited research on this topic has been conducted with sport psychology graduate students (SPGs). Thus, we surveyed SPGs about their beliefs and behaviors regarding sexual attraction and nonsexual boundary crossings (NSBCs) in their roles as teachers/supervisors. Participants were 59 female and 48 male SPGs. Mage = 28.4 years (SD=5.8); 76.7% had a master's or higher (49 in psychology, 53 in sport science). The majority had training in ethics (73.8%) and specifically sexual attraction (15%). Of the 107 SPGs, 37.4% (25 male, 15 female) had felt sexually attracted to one or more students they had advised, taught, or supervised. Regarding these attractions, SPGs rarely sought supervision (M = 1.93 on a 5-point scale). For the 40 who reported attractions, 7 discussed sexual matters (4 male, 3 female), one intimately caressed/touched (female), one kissed (female), one dated (female), and three had sexual intercourse (2 male, 1 female). Regarding NSBCs, the 107 SPGs engaged most frequently with their students in these behaviors: attended parties where students were (56.2%), engaged in nonsexual touching (51.9%), stayed at a party where a student was (49.1%), remained social friends with students (45.3%), and disclosed personal stressors to students (38.7%). Further, the SPGs perceived engaging in these behaviors as demonstrating a moderate level of professionalism (mean ratings ranged from 2.78 to 3.34 on a 5-point scale). Like professional SPCs (Moles et al.), SPGs had attractions, but very few engaged in actual sexual behaviors with their students. Further, SPGs engaged in a range of similar NSBC behaviors that they viewed as moderately acceptable to do. These data expand our understanding of SPGs' sexual attitudes/behaviors across the multiple professional roles they undertake.

Research Design

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DO WE TRUST EACH OTHER? – DYADIC TRUST IN TENNIS DOUBLES TEAMS

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Trust is not only important for sport psychologist consultants to establish good relationship with their clients (e.g. Ravizza, 1990), but also for sport teams. Research shows, that trust in business teams is associated positive performance outcomes (Breuer, Hüffmeier, & Hertel, 2016). Hereby, trust is defined as the "willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will

perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party (Mayer, Davis, & Schoorman, 1995). In their interpersonal model, the antecedents of trust are the perceived trustworthiness (ability, benevolence and integrity) of the other. Dreiskämper, Pöppel and Strauß (2016) have adapted this model successfully to sport. Support found that trust impacts performance positively in sport teams as well (e.g. Zhang & Chelladurai, 2013). However, studies haven't measured both trust directions. The aim of this study is examining the relationship of trust at the dyadic level in tennis doubles teams, from both perspectives. Trustworthiness was measured with a validated questionnaire (9 items). Furthermore, time played together, expertise and their shared mental models of tennis situations (video-based measurement) were measured. A total of 30 male tennis doubles teams participated. On average participants were 35.17 years old (SD = 12.83) and had around 23.35 years (SD = 12.01) tennis experience. Results indicate that trustworthiness of one partner correlates with the trustworthiness of the other partner ($r = .40$). Especially important is the perceived benevolence of the partner. Furthermore, overall trustworthiness is not influenced by the time played together, their expertise level or their shared mental model. Although no predictor of trustworthiness was found, looking at trust from the dyadic perspective is promising. Thus, when working with teams, consultants should keep the importance of trust in mind.

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MEASURING MINDFULNESS AND PERFECTIONISM AMONG INTERCOLLEGIATE GYMNASTS

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Research regarding mindfulness and perfectionism in sport has been prolific in recent years (e.g., Hill, Mallinson-Howard, & Jowett, 2018; Noetel, Ciarrochi, Van Zanden, & Lonsdale, 2017). In a sport like gymnastics, athletes are judged on their performance to a benchmark of perfection. The purpose of the present study was to assess the psychometric properties of mindfulness and perfectionism measures in a single sport context, and to explore relationships between mindfulness and perfectionism subscales among intercollegiate gymnasts. Participants were female gymnasts ($N = 301$), ranging in age from 18 to 22 years ($M = 19.46$, $SD = 1.20$), who attended NCAA Division I, II, or III colleges and universities in the United States. Gymnasts completed the Athlete Mindfulness Questionnaire (AMQ; Zhang, Chung, & Si, 2017), and the personal standards and concern over mistakes subscales of the Sport Multidimensional Perfectionism Scale-2 (i.e., Sport-MPS-2; Gotwals & Dunn, 2009). Results of the correlational analyses supported theoretically expected associations among constructs (e.g., present-moment attention and awareness, $r = .62$; acceptance and concern over mistakes, $r = -.41$), and internal reliability coefficients across the mindfulness and perfectionism subscales ranged from .74 to .88. Confirmatory factor analyses supported the original three-factor structure of the AMQ [RMSEA = .06, SRMR = .05, CFI = .92] over a one-factor mindfulness model. The two-factor perfectionism model did not show good fit. However, the mindfulness and perfectionism subscale means ranged from 2.93 to 4.11 on 5-point Likert scales, and this may indicate the salience of these constructs within the sport experiences of athletes in judged sports. The present findings support the use of the AMQ in the judged sport of gymnastics, but also

suggest that perfectionism may be perceived differently by gymnasts. Future research using the full perfectionism scale, and linking these scores to performance, is needed.

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NEURAL MECHANISMS OF LEARNING IN A VIDEO-GAME SHOOTING TASK

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Research on the neural markers of skilled performance exists (Carlstedt & Balconi, 2019). However, changes in neural processes using a learning paradigm and interactive motor tasks, as opposed to a performance paradigm and passive stationary tasks, remains an understudied topic (Konvalinka & Roepstorff, 2012). Accordingly, in this study we explored changes in alpha power and perceived psychological states using a learning paradigm and an interactive video-game task. Fourteen participants, 27 years old on average ($SD = 11.15$), agreed to take part in the study. The experimental task consisted of playing the game "Link's Crossbow Training" on Nintendo Wii using the Wii Zapper console over 10 consecutive trials – first two trials served as pre-test and last two trials as post-test. Each trial lasted 80 sec and the participants' objective scores in the game and self-report measures of attention and activation were recorded throughout the experimental task. Electroencephalography (EEG) activity was also recorded throughout the experimental task using the ANT-Neuro EEGO Sport System with a 32-node cap. Participants' scores in the game were higher at post-test ($p < .05$), suggesting that learning occurred over time, as expected. No statistical differences between pre-test were observed for attention and activation but alpha power decreased in Cp5 and P7 at post-test, in comparison to pre-test ($p < .05$). These findings are consistent with the neural efficiency hypothesis, which purports that as individuals learn a task, they become more proficient and require less attentional focus for task-related actions (i.e., aiming, movement and memory; see Bertollo et al., 2015). These findings echo the notion that the learning of novel motor tasks is associated with specific brain networks. As such, neuro-feedback and brain-stimulation interventions (e.g., transcranial direct current stimulation) aimed at enhancing learning must be task-specific and target specific brain regions.

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THINKING OUTSIDE THE BOX: UNIQUE QUALITATIVE METHODOLOGIES & BEST PRACTICES

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Lindsey Blom, Ball State University, USA

Over the previous two to three decades, the field of sport psychology has seen a radical growth in the utilization and dissemination of qualitative research, particularly in newly developed qualitative specific journals (Smith & McGannon, 2018). Faulkner and Sparkes (1999) remind researchers that "The power of qualitative data, however, lies not in the number of people interviewed but in the researcher's ability to know well a few people in their cultural context" (p. 148). To achieve this qualitative "power", researchers must select and tailor appropriate methods to best suit the sample of interest, remaining cognizant and reactive to population

specific experiences. This presentation will offer insight into the application of unique qualitative methodologies used with elite female high jump athletes, international youth coaches from developing countries, and high school female Burmese refugees. One researcher will discuss the process of designing and managing triangulation across the methods of semi-structured interviews, self-report diaries and retrospective think-aloud protocols, identifying potential best practices for conducting research and working with elite athletes. The second researcher will discuss traveling to developing countries to interview youth sport coaches in several native languages, as well as working with a diverse research team. Finally, the third researcher will discuss the use of photovoice (Wang & Burris, 1997) with youth refugees, drawing attention to the importance of considering language and cultural barriers, appropriate timing for task completion, and retroactive interpretation when utilizing this method. This work will discuss the successes and challenges that the researchers encountered and offer important future research considerations and best applied practices for those pursuing similar lines of work.

Social Justice, Equity, and Inclusion

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COLLEGIATE ATHLETES' VIEWS ON SOCIAL SUPPORT AND SOCIAL CAUSES: IMPLICATIONS FOR ATHLETE ACTIVISM

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Race, diversity, and social justice are prominent social issues in the United States. Recently, due to several high profile athletes utilizing their platform for social activism (e.g., Colin Kaepernick, Malcolm Jenkins), these issues have been more prominent in the public consciousness. Even though acts of social activism have become more common in professional sport, they occur less frequently at the collegiate level. There may be several reasons for this discrepancy. Two possible reasons might be collegiate athletes' perceptions of various social justice issues and the perceived support they receive from various significant social agents. Therefore, to investigate these two possible influences on engagement for social activism, 2093 collegiate athletes completed a survey that assessed how they viewed various social justice causes and perceptions of support from various significant social agents (e.g., parents, coaches, teammates, university administrators and the athletic department. In terms of social issues, athletes were most likely to view racism and sexism as social justice issues and slightly less likely to think of LGBTQ, mental health, poverty, and disability causes as social justice issues. In all three types of social support (general support, assistance with a problem, support in engaging in social justice initiatives) from significant others, student-athletes viewed parents and friends as most supportive. In contrast, the athletes viewed their athletics department, professors, and university administration as least supportive. Though the relative order of significant other support for the three types did not differ, the values of support varied differently across the three types. Finally, the views of support varied among subgroups, with white and male athletes perceiving higher levels of support than black and female athletes. Implications for intervention are discussed, including how programming for each identity subgroup might be implemented for best results.

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PREVENTING ATHLETE SEXUAL VIOLENCE: A REVIEW OF PROGRAMMING AND IMPLICATIONS

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Sexual violence is a pervasive public health and social welfare concern across the United States and worldwide. Male athletes have been identified as a population of concern. Athletes' unique leadership potential, social platform, and ability to create social change has provided a call to action for researchers and efforts to focus on this population. The purpose of this scoping review was to evaluate the current state of sexual violence prevention science targeting male athletes in high school, intercollegiate, and professional settings. Secondary purposes were to provide insight into how these programs were developed, delivered and evaluated. Fourteen widely used electronic bibliographic databases were searched and 167 articles were identified. Inclusion criteria were peer-reviewed articles published from 1987 to 2018 that included pre- and post-test assessments in interventions with adolescent, collegiate, or professional male athletes who participated in sexual violence prevention programs. Ten articles met inclusion criteria after excluding duplicate publications and those not meeting criteria. Preliminary analysis showed that prevention programs were delivered in-person by peers, coaches, violence prevention counselors, faculty members or a mix of these professionals. Most programs (90%, n=9) used a bystander theoretical approach with bystander intervention programs being the most commonly used framework. Five of the ten studies reported statistically significant outcomes from pre- to post-test related to sexual violence knowledge, bystander efficacy, and intentions to intervene as a result of the programs. Seven studies included a small and relatively homogenous sample and only three utilized a randomized controlled trial; methodological limitations in other studies prevent clear conclusions regarding efficacy. The small amount of empirically evaluated programs suggests there is a need for scientists and practitioners to work together in order to develop and evaluate robust sexual violence programming with athletes. Ecological and comprehensive approaches to sexual violence prevention approaches will be discussed.

Tactical Populations

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ANALYSIS OF PERFORMERS' PERSONAL CONSTRUCT OF INDOCTRINATED ORGANIZATIONAL ATTRIBUTES IN ELITE TACTICAL POPULATIONS

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From an organizational psychology perspective, the more closely aligned a person's values are to the values of the organization they are involved in, the higher their commitment to task demands (Chatman, 1987; Finegan, 2000). An organization in the U.S Military aims to develop eight key attributes (Integrity, Courage, Professionalism, Personal Responsibility, Adaptability, Capability, Team Player & Perseverance). These attributes are used as higher-order evaluation criteria for soldiers in elite training courses. The revised performance profile (R-PP) is an intervention used

to help performers reflect on and articulate their personal belief of what key attributes are needed to be a top performer within a specific domain (Gucciardi & Gordon, 2009). Whereas the typical administration of the R-PP allows the performer to identify their own key attributes, these soldiers are in a context where the attributes are explicitly identified and used to evaluate their performance. According to personal construct psychology, an individual's personal meaning of key attributes is an essential source of information for identifying areas of improvement. Without this information the path to development becomes more ambiguous. Presenters' previous observations indicated that soldiers tend to passively accept the attributes as officially defined. Thus, the presenters became interested in examining how soldiers who have recently failed a tactical evaluation personalize organizational attributes and how these attributes can influence preparation for upcoming performance demands. A phenomenological approach was utilized and key results demonstrated consistency of definitions across the population for some of the attributes and inconsistencies for others. Additionally, not all attributes were equally identified as being aligned with performance task demands. The presentation will include a discussion of how the intervention was conducted, the resulting observations and insights, and how this was used to both enhance soldier preparation and inform follow-on interventions.

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COACH EDUCATION: RETHINKING THE STRATEGY TO IMPROVE SOLDIERS' READINESS AND RESILIENCE

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Pam Kumparatana, TechWerks contractor at the Walter Reed Army Institute of Research, USA;

Alexis Rivera, Army Resiliency Directorate, USA;
Casey Olson, Army Resiliency Directorate, USA

Resilience is a key component of the Army's critical attribute of "presence" and is credited with enhancing leader effectiveness (4-2 ADRP 6-22, 2012). Leaders must develop their own resilience and the resilience of their subordinates through teaching, coaching, counseling, and mentoring. At Master Resilience Trainer Courses (MRT-C), a train-the-trainer course, mid-level leaders learn resilience skills to support the Army's shift to a more ready and resilient culture. Army officials hoped these skills would then be integrated in day-to-day activities; however, the transition from classroom to the field has been challenging. Since mid-level leaders coach tactics and techniques on a regular basis, Army officials are considering enhancing these leaders' coaching effectiveness by expanding their repertoire to add resilience skills that address unit- and mission-specific challenges.

Data come from a program evaluation that examined MRT-C effectiveness and unit implementation. Surveys (N = 348) were gathered from soldiers at 11 Army installations who responded to questions about coaching as a resilience teaching tool, and effectiveness of current coaching strategies by rank levels (e.g., How effective or ineffective is this Staff Sergeant at the following: Coaching strategies to help Soldiers prepare mentally for different tasks). Chi-square, ANOVA, and linear regression were conducted to examine perceived coaching effectiveness.

Enlisted participants (N = 283; 86.54%) responded that they believed the concepts and skills in the MRT-C will be useful when they coach others. Of these, 54 (19.08%) were Sergeants, 148 (52.30%) were Staff Sergeants, 68 (24.03%) were Sergeants First Class, and 13 (4.59%) were Master Sergeants and above. Preliminary results suggest that the rank of Sergeant was perceived as the least effective at coaching by all ranks (p -value > 0.05). Based on results, the differences in coaching behaviors and effectiveness by rank, suggestions for integration of resilience skills and coaching development practices will be discussed.

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PREVALENCE AND PUBLICATION RATES OF MILITARY-RELATED ABSTRACTS PRESENTED AT SPORT AND EXERCISE PSYCHOLOGY CONFERENCES

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

Over the past several years, abstract presentations focused on military application have become more prevalent at the Association for Applied Sport Psychology (AASP) Annual Conferences. In order to better understand the nature and impact of these presentations, the purposes of this study were to 1) document features of military-related abstracts presented as a poster or lecture at the AASP Annual Conferences from 2007-2018, 2) determine full-text publication rate of work presented in abstract form at AASP conferences from 2007-2013, and 3) investigate factors influencing this publication rate.

From 2007-2018 there were 87 abstracts presented as a poster (n=56) or lecture (n=29) that were military-related. This is approximately 3.1% of all abstracts presented at the annual conferences during this time period. Military-related abstracts were most prevalent at the 2017 conference, with 6% of all abstracts categorized as military. Most of the military-related abstracts (60%) were presented in novel applications or military/tactical populations conference sections.

To allow for a 2-year publication window, a systematic search was conducted to locate full-text publications of military-related abstracts presented at the 2007-2016 AASP Annual Conferences. Of the 59 military abstracts presented at the annual conferences within that timeframe, eight (13.6%) were published in full-text. Odds of full-text publication increased if it was a lecture presentation within the novel application section of the conference. Majority of full-text publications were published in military-related journals (e.g., *Military Psychology*) and the *Journal of Applied Sport Psychology*.

The low abstract-to-full-text publication rate is a concern for sport and exercise psychology application within military settings. Additionally, those attending conferences should be cautious when translating conference data into applied work. In order for sport and exercise psychology practitioners to be effective contributors to evidence-based practices within the military, it is important to conduct research and make it readily and widely available.

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THE INFLUENCE OF SOCIAL FACTORS ON U.S. ARMY ROTC CADETS' BASIC PSYCHOLOGICAL NEEDS: A QUALITATIVE INVESTIGATION

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Rebecca Zakrajsek, University of Tennessee, USA;
Morgan Eckenrod, University of Tennessee, USA;
Tara Ryan, Penn State Altoona, USA;
Todd Gilson, Northern Illinois University, USA

Commissioned officers hold a fundamental position within the United States (U.S.) Army's organizational structure because they "are responsible for leading and training enlisted Soldiers, planning missions, and organizing the internal and external affairs of the Army" (U.S. Army, 2016). More than 70% of these officers are developed through the Reserve Officers' Training Corps (ROTC). Currently, approximately 30,000 cadets are enrolled in 275 programs located at over a thousand universities and colleges across the U.S. (U.S. Army Cadet Command, 2016). However, in recent years, there have been high attrition rates among ROTC cadets (Doganca, 2006). Although the reasons for people's engagement in the military are complex and comprise a variety of tangible and intangible factors (Griffith, 2008), motivation has been found to be a vital contributor to individuals' ongoing service in the armed forces (Ngaruiya, Velez, Clerkin, & Taylor, 2014). Self-determination theory (Ryan & Deci, 2017) offers a framework to comprehensively explore the antecedents, mediators, and consequences of motivated behavior, such as individuals' engagement in ROTC. The purpose of the present study was to qualitatively explore the influence of social factors on U.S. Army ROTC cadets' basic psychological needs and subsequent motivation. Fourteen cadets (seven male, seven female; Mage = 20.9 years) participated in semi-structured interviews. Using thematic analysis (Braun & Clarke, 2006), four themes were constructed: (a) global features that shaped cadets' overall experience in ROTC, (b) situational and contextual factors that influenced cadets' perceptions of relatedness, (c) situational and contextual factors that influenced cadets' perceptions of autonomy, and (d) situational and contextual factors that influenced cadets' perceptions of competence. The current findings suggest that social factors played a meaningful role in generating fluctuations in participants' need fulfillment. This presentation will highlight practical implications on how to foster self-determined motivation among U.S. Army ROTC cadets and, in turn, improve retention.

Teaching

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A TALE OF TWO IDENTITIES: HOW STUDENT-ATHLETES CONCEPTUALIZE SKILLS AND CHALLENGES

Shannon White, University of Kentucky, USA;
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The expectations and demands of student-athletes is two-fold; they spend countless hours practicing, training, recovering, and in team meetings in order to perform up to their own expectations, and those of family, friends, peers, community members, sponsors, and university donors (Simons, Bosworth, Fujita, & Jensen, 2007). At the same time, student-athletes

are required to meet the same academic standards as other students, all while maintaining a high caliber of performance within their respective sport (Simons, Bosworth, Fujita, & Jensen, 2007). This leads to a lifestyle consisting of two identities: academic and athletic. In addition, student-athlete stereotypes held by peer, faculty, and community members can exacerbate a student-athlete's ego and lead to a fixed mindset. A fixed mindset can be caused by protecting one's ego, ultimately generating a reduced effort within academia.

By exploring the stereotypes and challenges experienced by student-athletes, this study employed a grounded theory approach to examine how student-athletes can improve upon the challenges of self-discipline, motivation, and mindset within the context of their academic identities. Reflective conversations about student-athlete experiences were held by the researchers from various disciplines. This included an examination of student-athlete identities, struggles, and psychological skills. Thus, a conceptual model was developed to provide a visual representation of how a student-athlete's identity begins to splinter. Furthermore, the model involves the constructs of Csikszentmihalyi's flow model (1997) to identify challenge and skill levels of a student-athlete within academia. In addition, the initiation of an ego defense is depicted in the model to show how an individual reduces discomfort. Overall, the model suggests finding a passion for challenging one's self and learning to conceptualize failure as a learning experience to improve upon future endeavors.

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DON'T JUST BELIEVE WHAT YOU SEE, DEFINE AND MEASURE IT FIRST! USING OBSERVATIONAL RESEARCH PROJECTS AS A SPORT PSYCHOLOGY TEACHING TOOL

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Although much of sport psychology is based upon self-report, Horn (2008) asserted that observation is an important task for both researchers and practitioners. The primary purpose of this study was to assess the extent to which conducting an observational research project would enhance students' understanding of this process. Twenty-eight students enrolled in a Sport Psychology course conducted naturalistic observational research projects to answer a research question of their choice. Students formulated hypotheses, developed operational definitions, and utilized systematic recording methods to observe, record, and quantify behaviors of athletes, parents, coaches, officials, or fans. Students were assessed pre-project and post-project on their ability to develop specific and measurable operational definitions and identify difficulties and challenges in observational research. Results showed moderate improvement in successfully creating operational definitions for hypothetical sports situations from 7% pre-project to 29% post-project ($X^2(1, N = 28) = 5.39, p < .05$). Nevertheless, by the project completion, only 36% of the students had developed operational definitions for their actual project that were both specific and measurable. This was surprisingly low since most students reported little difficulty in conducting such observations on their pre- and post-project rating scales. Similar to the confidence sport observers might have in perceptions of momentum (Koppen & Raab, 2012) or the hot hand phenomenon (Gillovich, Vallone, & Tversky, 1985), sport psychology students and practitioners might be overconfident in their ability to accurately observe

behaviors and measure psychological constructs in a sport setting. In view of the mistaken confidence that many sport psychology students had in their own observational skills, these results support the recommendation of Holder and Winter (2017) that training in observation is necessary to enhance the applied practice of sport psychology. Didactic and experiential activities, such as interrater reliability exercises, would benefit sport psychology students in their understanding and appreciation of observation.

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EFFECTS OF A DYNAMIC MOVEMENT PROGRAM ON SUSTAINED ATTENTION AND DISCRIMINATION TASK IN ELEMENTARY STUDENTS

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Dynamics for coordinative movement in physical education may prove to be an important method of enhancing those aspects of children's mental functioning central to cognitive development. Therefore, the purpose of this study was conducted to determine whether the effects of acute dynamics for coordinative movement program was reflected in the sustained attention and discrimination task patterns of healthy elementary students. Additionally, demonstrating that short bouts of coordinative movement have salutary effects on physical condition should have direct application to those involved in promoting physical fitness performance. Of the 152 healthy elementary school students, 77 participants were assigned to the acute coordinative movement lesson as the experimental group, 75 participants were assigned to the non-physical activity lesson as the control group. During the intervention, each child's heart rate and target HR zones were used for exercise manipulation check. The Visual Pursuit Test, Determination Test, Fitness Test, and educational performance were assessed before and after each treatment. Significant improvements in accuracy rate and reaction time of the two tests were observed over time in the experimental group compared with the control group. These findings suggest that alternative therapies such as acute coordinative movement activity can be complementary to behavioral interventions for children with attention and inhibition problems. Schools and parents of children should consider alternatives for maximizing the opportunities that such children can engage in structured acute coordinative movement activity.

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EMPLOYING EVIDENCE-BASED TEACHING TO ENHANCE STUDENT LEARNING OF MOTIVATION

Todd Wilkinson, University of Wisconsin - River Falls, USA

Over 100 years ago, Pierre de Coubertin founded the modern Olympic Games. Importantly, he instituted educational conferences as part of the Olympic movement.* In tribute to de Coubertin, the AASP Teaching Sport and Exercise Psychology SIG has developed the concept of "Coubertin's Corner" as a way of grouping and integrating poster submissions on teaching topics. Importantly, this presentation illustrates an example outline of a specific lecture on the concept of motivation. The following strategies of teaching and learning are aimed at enhancing what might be considered 'typical

content' in a lesson on motivation to create opportunities for students to synchronously experience motivation. This lesson has been designed based on the scientist-practitioner model by using evidenced-based techniques (EBT) encouraged in the teaching of psychology (Boser, Scherer, Kutcha, Wenzel & Horz, 2017). The use of these techniques, such as active learning strategies have been shown to promote higher-level thinking in psychology (Richmond & Hagan, 2011). In this lesson, specific tools include video vignettes of Olympic and Paralympic athletes discussing what motivates them in their sport, an interactive variant of "Pong," a 'Quotes Quiz' to promote differentiation between varying types of motivation, completion of the Sport Motivation Scale (SMS; Pelletier et al., 1995) and other strategies. Further, the classroom environment is manipulated to provide task-involving and ego-involving climates, structured in both individual – and team – oriented contexts. Students are challenged to consider their own motivation continually as they move throughout this mixed-methods experience. A specific goal of this presentation is to provide instructors of sport and exercise psychology with evidence-based strategies and tools to promote student mastery and retention of important course material with the intent that educators may promptly apply them to their own courses.

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PERFORMANCE PROFILING: MAKING GOAL SETTING FUN

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Students taking Sport and Exercise Psychology courses are likely to be presented with the topic of goal setting. Goal setting is a common psychological skill used not just in sport, but also in many life contexts. In fact, famous athletes, coaches, entrepreneurs, and political leaders note the importance of goals in numerous quotes. However, while setting goals can be an enjoyable experience, the planning phase to accomplish goals (i.e., work to set up the plan for goal achievement) can be boring and tedious and is often overlooked or poorly executed. To help combat this and maximize the enjoyment of teaching the goal setting process, the technique of performance profiling can be used.

Because of the creativeness that Butler and Hardy's (1992) method of performance profiling affords, pairing this technique with goal setting in the classroom can bring the topic to life and address common errors. The presenters will summarize the purposes and benefits of this technique, and highlight the innovative ways in which it can be used based on target population, visual representation, and/or assessment. In doing so, different examples of performance profiling topics will be discussed in and outside of sport. When teaching students with a variety of career interests, it is necessary to show the applicability of topics to the clientele with which they will be working. Sport-based topics may address what students believe to be the most important characteristics of effective coaches or of effective SEP consultants; non-sport topics may address what students believe to be the most important characteristics in running a successful physical therapy clinic or a successful fitness facility. Lastly, the presenters will share ideas for classroom activities and assignments related to performance profiling.

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SPICE IT UP! A CREATIVE APPROACH TO THE SYLLABUS IN THE SPORT PSYCHOLOGY COURSE

Urska Dobersek, University of Southern Indiana, USA

Regardless of its purpose and format, the course syllabus is one of the most extensively used documents in higher education (Harrington & Gabert-Quillen, 2015). Students not only learn about the course (i.e., traditional syllabus) and obligations (i.e., contractual syllabus), but also form impressions about their instructor. According to the signaling theory, students use limited information that is provided in syllabus to infer broader qualities about the course and instructor (Spence, 1974). Additionally, instructors can 'signal' specific information to aid student learning and motivation. As such, it is imperative to create an informative and effective syllabus. Syllabus might "not only [be] the road map for the term's foray into knowledge but also a travelogue to pique student's interest in the expedition and its leader" (p. 33) (Nilson, 2009). This can be accomplished through a) the use of various elements of graphic design (e.g., images, colors) to create document like a newsletter, b) the use of text that is student-focused, and c) the description of the course that connects to broader themes (e.g., life success) or professional experiences (Ludy et al., 2016). In addition to the class content, teaching methods, and requirements, instructors should consider additional factors when creating the syllabus. For example, 1) the content and methods should be presented in a student-oriented, engaging, and meaningful ways, and 2) the effect of the presentation on students' perception of the instructor, interest, and motivation in the course (Ludy et al., 2016). The attendees of this session will gain knowledge on how to spice up their syllabi to make it more appealing and consequently fostering student learning.

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THE EFFECTS OF ATTENTIONAL FOCUS AND SKILL LEVEL ON THE PERFORMANCE OF GOLF PUTTING

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The purpose of this study examined the distance of varying focus of attention for experienced and novice golfers on a golf putting task. Based on prior literature, it was hypothesized that external-proximal focus of attention instruction would yield the maximum benefits for novice golfers; whereas the best performance would be seen under external-distal focus of attention instruction for experienced golfers. Forty-eight experienced (aged 21.17 ± 2.35 years old, 39 males, 9 females) and forty-eight novice golfers (aged 22.13 ± 4.87 years old, 26 males, 22 females) were randomized into four attentional focus conditions: control (no instruction), internal (i.e., focus on the arm movement), external-proximal (i.e., focus on the golf club), and external-distal (i.e., focus on the target) conditions. The online visual information was blocked throughout the execution of the putt. Performance outcomes (the perceived level of confidence, number of golf putts made, and golf putt points) were recorded. Moreover, the post-experimental manipulation check would be applied to ensure

that participants were focusing as directed. Experienced golfers expressed higher perceived level of confidence, more golf putt made and higher golf putt points than novice golfers. Contrary to the hypothesis, an advantage for an external-distal focus over external-proximal focus of attention was not evident among experienced golfers. It was possible that the transition to expertise in the experienced group led to no difference in putting performance between two external focus conditions. Compared to external-distal and internal foci of attention, the advantage of external-proximal focus of attention instruction was seen among novice golfers. The external-proximal focus might enable a perception-action learning process for novice golfers to compare the relationship between action planning and the surrounding environment. Practitioners might benefit from future studies with large sample size, expert group and psychophysiological measures (e.g., EEG, eye-tracking) to enhance our understanding of optimum distance of external focus of attention.

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THE RELATIONSHIP BETWEEN THE DESIRED FOR MESSAGES FROM PHYSICAL EDUCATION TEACHERS ON PRE-PERFORMANCE AND PERSONALITY AND MOTIVATION FOR PHYSICAL EDUCATION

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This study aimed to investigate how the relationship between students' personalities and motivation for physical education affected the desired for messages from physical education teachers (PETs) evoking pleasant or unpleasant feelings on pre-performance. We requested university students (494 males, 461 females) for recollections of their high school PETs and to evaluate their likes and dislikes pertaining to their PETs. Moreover, we requested them to complete the Japanese version of the Ten-Item Personality Inventory (TPI-J), Motivation Inventory for Physical Education (MIPE), and the desired messages from PETs on pre-performance. There were five choices for messages: a) I don't want to provide any messages, b) I want to provide messages evoking pleasant feelings, c) I want to provide messages evoking unpleasant feelings, d) I want to provide messages evoking pleasant or unpleasant feelings depending on the situation (e.g., praise, reproof, encouragement), e) other. The results using two group discriminant analysis, whose dependent variable were select based on whether each choice was made or not, showed the distinctiveness as follows: 1) the students who selected a) liked PETs and scored higher on "agreeableness," "neuroticism," "desire for activity," and "worthwhileness of exercise," and lower on "physical competence." 2) The students who selected b) scored higher on "agreeableness" and "anxiety about exercise." 3) The students who selected c) scored higher on "desire for activity." 4) The students who selected d) liked PETs and scored higher on "desire of activity." 5) The students who selected e) scored higher on "agreeableness." These results suggest that the degree of positive feeling toward PETs; "agreeableness" of personality; and "desire for activity," "physical competence," and "anxiety about exercise" pertaining to the motivation for physical education were related to the hope for messages from PETs on pre-performance.

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USING PEER INSTRUCTION AS A FACILITATED STUDY TECHNIQUE IN A PSYCHOSOCIAL ASPECTS OF YOUTH SPORT CLASSROOM

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Evidence-based teaching, referring to teaching methods that are supported by research to be effective for a variety of learners on multiple occasions (Brown-Chidsey & Brickford, 2016), is an important component of instructor success in a college classroom. An evidence-based teaching method that has been found to be beneficial to student learning is the Peer Instruction technique (Mazur, 1997). This technique uses questions to help students practice critical thinking about the material and uses peers as tools to clarify concepts in the questions, typically throughout the course of a semester. It has often been found that after the peer instruction, the class percentage of correct answers improves (Fagen, Crouch, & Mazur, 2002). This Peer Instruction technique has often been used and examined in hard science classrooms, such as physics, chemistry, and biology as a component of regular lectures. However, Peer Instruction may be beneficial if used in other areas or manners (Butchart, Handfield, and Restall, 2009). Thus, the purpose of this study was to examine the potential benefits of using Peer Instruction as a facilitative study technique in a social science course. Two exam reviews were conducted in an undergraduate Psychosocial Aspects of Youth Sport classroom, where students engaged in a control condition, following a commonly used "quiz bowl" style review for the first exam, and then the experimental Peer Instruction style review for the second exam. A survey was used to assess students' feelings of preparedness and confidence for their exam before and after each exam review. There was a significant difference in the students' understanding of the material ($p > .005$), feelings of preparedness ($p > .001$), and confidence in using the material outside of class ($p > .01$) after the Peer Instruction review, while no significant differences were found in the control review sessions.

Youth Sport

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A COMPARISON OF EARLY SINGLE-SPORT SPECIALIZERS AND SAMPLERS ON THEIR HIGH SCHOOL SPORT MOTIVATIONS, PERCEPTIONS OF MOTIVATIONAL CLIMATE, AND BURNOUT

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While youth sports remain popular in the US, trends of earlier sport specialization have been linked to burnout and dropout (Fraser-Thomas, Côté, & Deakin, 2005; Harris & Watson, 2014). Motivational processes (Holmberg & Sheridan, 2013) and coach-created motivational climates (Ntoumanis, Taylor, & Thørgerson-Ntoumani, 2012) may also influence sport motivations and youth athlete burnout. Yet, while research has examined connections between sport motivation and burnout, and perceived motivational climate and burnout, these relationships have not been examined within the context of the Developmental Model of Sport Participation (DMSP; Côté & Fraser-Thomas, 2007). Therefore, the purpose

of this study was to compare young adults' retrospective recall of high school sport experiences based on whether they were "early specializers" or "samplers" according to the DMSP. Specifically, young adults who played one sport in childhood (before age 12) and continued that sport throughout high school (specializers) were compared to young adults who played multiple sports in childhood but played a single sport throughout high school (samplers) on their sport motivations, perceptions of motivational climate, and burnout. First-year college students ($N = 156$; M age = 19.75; $SD = 1.89$) were surveyed on their youth sport track (specializer or sampler), sport motivation (Sport Motivation Scale, Pelletier, Rocchi, Vallerand, Deci, & Ryan, 2013), motivational climate perceptions (Motivational Climate Scale for Youth Sports, Smith, Cumming, & Smoll, 2008), and burnout (Athlete Burnout Questionnaire, Raedeke & Smith, 2001). Separate one-way MANOVAs comparing sport track on sport motivations, motivational climate perceptions, and burnout were not significant ($p > .05$). Regression results on global burnout (ABQ) using SMS subscales and MCSYS subscales as predictors indicated that amotivation was a significant predictor of global burnout ($F(8,147) = 7.04$, $p < .001$, $R^2 = .29$). In non-elite sport settings, self-reported specializers and samplers do not appear to differ on their burnout, sport motivations, or perceptions of high school sport motivational climate.

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ANTECEDENTS AND CONSEQUENCES OF PARENTAL INVOLVEMENT IN YOUTH SPORT EXPERIENCE

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Parents are a unique and enduring feature in the sporting lives of children involved in youth shaping their experiences, behaviours and goals. Through recognising the challenges of parental involvement it is important to examine the factors that influence parents' experience and involvement in youth sports. The objective of this study was to conduct a systematic review of parental involvement in sport literature with a focus on; antecedents and consequence of parental involvement, athletes' experience of parental behaviours and factors that influence parents' decisions within youth sport. We used the Preferred Reporting Items for Systematic review and Meta-Analysis Protocols (PRISMA-P; 2015) guidelines. SPORTDiscus, PsychInfo, Web of Science, Science Direct, Scopus and Google Scholar were consulted. Seventy-four papers written in English, Spanish or Portuguese, involving parental or athletic population (8-18 years old), published in peer-reviewed journals between January 1974 and October 2018 were included in the analysis. These were assessed using the Standard Quality Assessment Criteria for Primary Research Papers from a Variety of Fields (Kmet, Lee, & Cook; 2004). The results indicate parental involvement is moderated by a number of diverse behaviours and settings (e.g. level of sport, pressure experienced, goals, and environment). Youth experience during sport is influenced by parental perceptions (e.g. perceived benefit of the sport, athlete's positive or negative experience during sport, verbal behaviour) and the consequences young people perceived parental involvement (e.g. parent-athlete motivation, continuing involvement, enjoyment, psychosocial outcomes). These antecedents and consequences of parental involvement are important

to consider when addressing research design specifically exploring the stability or fluctuation of parental behaviours, influences and decision on youth sporting experiences.

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EFFECTIVE APPLIED SPORT PSYCHOLOGY TECHNIQUES FOR YOUTH BASKETBALL: OVERVIEW OF SUCCESSFUL INTERVENTIONS

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When life skills (goal setting, positive thinking, problem solving) are integrated within a physical activity, participants increase their ability to believe in themselves and enhance in their sport performance (Goudas & Giannoudis, 2008). Additionally, "mental toughness" in athletes can be improved and achieved by (i) incorporating interventions that may reduce stress, (ii) teaching young athletes how to respond to pressure situations by incorporating relaxation techniques, and (iii) enhancing positive attitudes towards competition abilities (Smith & Smoll, 1996). Through funding provided by the annual Community Grant, provided by the Association for Applied Sport Psychology (AASP), an applied sport psychology program was integrated into the Drew League Foundation's inaugural Summer Basketball Youth Camp (DLFSBYC) in South-Central Los Angeles, California. Over a 5-week span the presenters utilized sport psychology interventions in group settings to 100 DLFYBC participants of the camp. Each Interventions was selected with a specific life skill development goal each week. The interventions are listed below: Internal and External Motivation, Drill Team Shooting Challenge, Emotional Management/Visualization: Suicide Runs, Diaphragmatic Breaths, Free-Throws, Focus Internal and External focus: Team Juggle, Non-Verbal Communication /Teamwork: Build a Pyramid, Goal Setting/Concentration / Teamwork/Non-Verbal Communication: Invisible Maze. Per program evaluation, participants stated that the interventions of Internal and External Motivation, Drill Team Shooting Challenges, and both Non-Verbal Communication/Teamwork modalities were positive benefits. This program shows the importance and impact of integrating applied sport psychology interventions within a basketball program for underserved youth.

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FLIPPING THE SCRIPT: USING AN ONLINE CAPTAIN'S COURSE TO LEVERAGE LEADERSHIP DEVELOPMENT TRAINING WITH CLUB SOCCER ATHLETES

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Engaging youth athletes in leadership and life skills development through sport, and explicitly helping them identify how to transfer those assets to other areas of their life has been encouraged in recent sport psychology literature (Bean et al, 2018; Pierce, et al, 2017). However, when sport psychology professionals are tasked with tackling the complex call of raising the leadership potential of young athletes, they often face many contextual barriers that make actualizing this duty difficult. In such an experience, our team was asked to help a small group of U15 club soccer athletes expand their

understanding and implementation of leadership behaviors using only 20-30 minutes allotted prior to practices once per week. Therefore, we leveraged the free online Captains Course from the NFHS in a "flipped classroom approach". This allowed the lead consultant and the athletes to make the most of their brief sessions before practice. Our presentation will describe the process of utilizing an additional online resource to supplement leadership training to leverage the short time the lead consultant had with the athletes. By first discussing the barriers and challenges of working around the athletes' training schedule, we will share how the online resource was a valuable asset for our goals, what the players thought of the coursework required to participate in our leadership training, and the tactics and strategies the consultant used during face-to-face meetings with the players to focus and contextualize the online material. We will conclude with the significant lessons we learned from our experience in implementing a youth athlete leadership program utilizing an online supplement and how other consultants may find a similar approach beneficial for their athletes' learning. Our aim is to provide practitioners with a strong guide for implementing a similar program in the future.

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MALE MIDDLE SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN MATH AND READING: A LONGITUDINAL STUDY OF FITNESS AND PHYSICAL ACTIVITY

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Adolescents who participate in physical activity (PA), and are aerobically fit (Sardinha et al., 2016), may perform better academically than their less fit or active peers (Cosgrove, Chen, & Castelli, 2018; Donnelly et al., 2017). For example, Wittenberg et al. (2010) found a positive relationship between the PACER and reading and math scores among middle school boys. Because many fitness – academic performance studies have relied on cross-sectional data, the longer-term effects of being fit on younger students' academic performances is less clear. In this study, we addressed this concern by examining the relationships of objectively determined physical fitness (cardiorespiratory [CRF], muscular strength, and BMI) and self-reported PA that were measured in Year 1 to performances on state mandated math and reading achievement tests in Year 2 (a time lag of 12-18 months). Middle school boys (N=1158) completed the FITNESSGRAM® as part of their annual fitness testing and provided data on aerobic, strength and flexibility PA during academic Year 1. We also collected state reading and math achievement test scores from Year 1 and Year 2. For Year 2 reading performance, after controlling for their Year 1 scores, only CRF was a significant predictor ($\beta = .059$). For Year 2 math performance, after controlling for Year 1 scores, only self-reported strength PA was significant ($\beta = .072$). CRF is an important predictor of how well boys perform on reading achievement tests even after controlling for their past reading performance; for math, being involved in strength related activities has a similar effect. These results suggest that PA

and objective fitness may have longer term effects in terms of improving middle school students' academic performance over the course of one to one and a half years. More research, however, is needed to determine the mechanisms through which these fitness and PA effects occur.

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REDESIGNING A YOUTH SPORT PROGRAM: HOLISTIC DEVELOPMENT TO REDUCE DROPOUT RATES

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Researchers and practitioners agree the rate of children dropping out of sports by the time they are 12 or 13, or earlier is a major concern (Witt & Dangi, 2018). Dropout occurs as a result of multiple intrapersonal, interpersonal, and structural constraints (Montesano, Tafuri, & Mazzeo, 2017; West & Strand, 2016). The current study analyzed the effectiveness of a redesigned, holistic sport development program to address factors leading to dropout amongst youth soccer players. Researchers used Lerner's 5 C's (connection, competence, character, confidence, and caring; Lerner et al., 2005) as a theoretical basis. Researchers completed phase one (i.e., goal setting, program overview, and program development) and phase two (i.e., field observations, pilot data) of this four-phase project. Youth athletes ($n = 52$) completed the 24-item Youth Program Quality survey (National Research Council, 2002) about their experiences related to the 5 C's. Parents ($n = 54$) completed a survey about their exposure to and perceptions of the new holistic youth development approach, and their experiences and their child's experiences in the program. Coaches ($n = 10$) completed a survey about their experiences in the club overall and experiences with aspects of implementing the 5 C's. Parents and coaches also had an opportunity to respond to open-ended, qualitative questions about the redesign. Results indicated that youth reported strong feelings of connection, caring, character-building, and confidence-building; parents believe the program cares about their children and supporting children's overall growth, and coaches feel prepared to encourage character building and foster confidence in players. The next phases in this project will explore recommendations for improving the redesign and the program's impact on dropout rates.

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SOCIAL SKILL TRANSFER FROM A SPORT-BASED POSITIVE YOUTH DEVELOPMENT PROGRAM TO THE SCHOOL SETTING

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Dawn Anderson-Butcher, The Ohio State University, USA;
Rebecca Wade-Mdivanian, The Ohio State University, USA

Learning in Fitness and Education through Sports (LiFEsports) is a sports-based positive youth development program consisting of a one-month summer camp and year-long follow-up sports clinics designed to increase social skills, including Self-Control, Effort, Teamwork, and Social Responsibility,

amongst disadvantaged, urban youth. Evidence has repeatedly demonstrated the value of this program in fostering these outcomes (Anderson-Butcher et al., 2013). While the program includes curriculum and design aspects to promote social skill transfer, little is known about the effectiveness of the transfer to contexts beyond sports. Using the Pierce et al. (2017) life skills model as a framework, this study explored: (a) the extent to which camp participants transferred self-control skills to school during the year after participation, and (b) the influence of contextual and personal factors on transfer. The sample included 176 youth (M age=11.75, 63.1% male, 84.7% African-American, 60% on free/reduced lunch) who participated in the 2017 LiFEsports camp and then returned in 2018. Ninety-one percent of youth reported using self-control at school. Open-ended responses revealed specific examples of youth applying self-control at school to avoid problematic confrontations (e.g., walking away from a fight) and to approach academics for success (e.g., working quietly by oneself). A regression analysis showed that the frequency of self-control transfer to the school setting was significantly predicted by a set of contextual and personal factors ($R^2=.48$). Significant predictors included personal importance, perceived autonomy, confidence in transferring self-control, the degree of reflection on self-control learning during LiFEsports the previous year, and the perception that peers valued their use of self-control in school. Non-significant predictors included the perception that adults valued their use of self-control and positive feedback from either adults or from peers. Results suggest youth participating in LiFEsports report transfer of self-control, and point to important contextual and personal processes affecting life skills transfer.

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SPORT PSYCHOLOGY FOR BEGINNERS: INTERVENTION APPROACHES FOR MIDDLE SCHOOL AND HIGH SCHOOL STUDENT-ATHLETES

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Jeff Ruser, Indiana University, USA

Sport psychology professionals face unique challenges in introducing and applying mental skills with middle school and high school student-athletes (Martin, 2005). Delivering sport and performance interventions, for the first time, requires a specific educational approach from practitioners. Familiarizing students with new skills and a new mentality of sport performance is essential for their future athletic success (Petitpas, Cornelius, Van Raalte, & Jones, 2005). According to research, middle school students have a shorter attention span and are easily distracted (Greenberg & Harris, 2012). Practitioners are best served by recognizing the age-related attentional characteristics and athletes' feedback in order to implement optimal methods for teaching mental skills and performance enhancement principles. A concrete foundation with the group of young athletes is built by using simple language, relatable activities, and framing and clarifying new concepts (Henriksen, Larsen, Storm & Ryom, 2014). In addition to covering pedagogical considerations, ideal settings for teaching mental skills will be discussed. Lastly, educating and updating parents ensures a safe environment of trust between the professionals, students, and their families. Each of these aspects: pedagogy, setting, and parental involvement will be explained to provide guidelines for practitioners to utilize.

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THE ROLES OF COACHES, PEERS, AND PARENTS IN HIGH SCHOOL ATHLETES' MOTIVATIONAL PROCESSES: A QUALITATIVE INVESTIGATION

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Sport participation produces many psychosocial benefits, yet research indicates increasing rates of athlete burnout and dropout during the high school years (Sabo & Veliz, 2016). Guided by self-determination theory (Deci & Ryan, 1985), the purpose of this qualitative study was to investigate the influences of coaches, peers, and parents in the negative motivational processes of high school athletes who experienced relatively high amotivation or burnout.

Participants were 37 athletes (24 boys, 13 girls), recruited from two high schools in the southwestern U.S., who participated in a previous quantitative study and showed high amotivation and burnout within the highest quartile range. Purposeful and stratified sampling was used to select eight homogenous focus groups of only boys or girls for semi-structured interviews. Three coders conducted content analysis to identify meaningful units related to the roles of coaches, peers, and parents, followed by frequency analysis to examine the prevalence of the categories across gender and competitive level (i.e., freshman, junior varsity [JV], and varsity).

The transcription generated 225 pages of single-spaced text with 590 meaning units. Boys more frequently indicated coaches or parents as their most positive social agent and teammates as their most negative social agent, whereas girls more frequently indicated teammates as their most positive social agent and coaches as their most negative social agent. The most positive agent was comparable across competitive level; however, varsity athletes more frequently reported coaches as their most negative social agent, while JV and freshman athletes more frequently reported teammates as their most negative social agent.

Coaches have the largest influence in high school athletes' motivational processes, especially for boys and non-varsity athletes, while peers have important positive influence on girls and varsity athletes. Future interventions should address all three social agents instead of only coaches to promote high school athletes' sport motivation and participation.

SYMPOSIA

SYM-01

EXAMINING THE CULTURE AND CONTEXT OF HIGH SCHOOL SPORT IN THE UNITED STATES TOWARD THE LEADERSHIP AND LIFE SKILLS DEVELOPMENT OF HIGH SCHOOL ATHLETES

Jedediah Blanton, University of Tennessee, USA;
Scott Pierce, Illinois State University, USA

Discussants: Jill Kochanek, Both-AND Coaching, USA &
Jason Mead, Waubonsie Valley High School, USA

High school sport in the United States caters to approximately eight million adolescents (NFHS, 2019). Much research in sport psychology has explored the experiences of these athletes around leadership and life skills acquisition (e.g. Camiré, et al., 2009; Voelker, et al., 2011), and describing and evaluating programs built to deliver those skills (e.g. Monda et al., 2016; Pierce, et al., 2018). However, much of this literature is without a stronger contextual description from those who participate in or control the governance of interscholastic sport. Scholars have indicated that sport, and thus the development of young people, is not an isolated experience, but embedded within varying ecological factors and influenced by more distal systems (Coakley, 2011; Holt, 2016). Academic institutions should value the education of young people, but sport can be at odds with the educational mission of those institutions. The purpose of this symposium is to examine the purpose, possibilities, and challenges for high school sport as a context for positive youth development from multiple perspectives, and provide recommendations for critiquing and reclaiming interscholastic sport as a person-centered developmental experience. First, a study will be presented that explores how state-level high school sport administrators view the purpose, mission, issues, and their constituent stakeholders to offer a definition of “educational athletics.” Second, a study will share how high school student-athletes perceive others (e.g., coaches) in the sport eco-system as helping or hindering their development through sport. Third, student-athletes’ perceptions and experiences of leadership in high school sport will be explored in a study examining the factors influencing the development and application of leadership as a life skill. Discussants will offer their experiences as scholars and coaches within high school sport and make a call to action for researchers and practitioners to become more critical agents in their work within educational institutions.

SYM-01A

HIGH SCHOOL SPORT ADMINISTRATORS’ PERSPECTIVES ON THE PURPOSE, GOALS, AND CHALLENGES OF “EDUCATIONAL ATHLETICS”

Jedediah Blanton, University of Tennessee, USA;
Scott Pierce, Illinois State University, USA;
Kylee Ault, Michigan State University, USA

A philosophical phrase commonly used amongst executive staff and administrators within high school sport, as well as commonly part of school athletic department mission statements is “education-based athletics” or “educational athletics” (see Fitzgerald, K., 2017). To better understand positive youth development through sport, there is a need to

critically examine specific socio-cultural sport settings (Holt et al., 2017; Pierce et al., 2017). Therefore, the purpose of this study was to define and describe how and why “educational athletics” is differentiated from other sport opportunities. A grounded theory (Cresswell, 2007; Strauss & Corbin, 1990) study gathered perspectives from powerful positions in high school sport to understand how they viewed this phrase and what it should represent to stakeholders, participants, practitioners, and consumers of high school sport. Eight individuals who serve as the executive or associate executive director at a state high school athletic association, and one associate director from the NFHS were interviewed about the definition of “educational athletics”, how it differs from other sport opportunities, and the challenges they face in facilitating sport within an academic setting. As a result, “educational athletics” was defined as an extracurricular sport-based context that supports the mission of the academic institution through offering youth experiential learning of life skills with the aim of developing constructive members of society. Thematic elements include the conflicts with the goals of that mission, a call to action for administrators, athletic directors, and coaches, as well as an important step in better marketing and narrating stories behind the participants and communities in the sport eco-system.

By recognizing the unique purpose of sport embedded within an academic institution as a contextual obligation to educate and develop young people, practitioners and coaches will be encouraged to anchor their interventions and programs with long-term development in mind aimed to increase civic engagement.

SYM-01B

ATHLETES’ PERCEPTIONS OF THEIR HIGH SCHOOL SPORT ECOLOGY AND LIFE SKILLS DEVELOPMENT

Kylee Ault, Michigan State University, USA;
Jedediah Blanton, University of Tennessee, USA;
Scott Pierce, Illinois State University, USA

Sport psychology researchers have examined the degree to which youth sport participation leads to positive developmental outcomes. Contemporary findings suggest that these outcomes are more likely to occur when adults intentionally design environments that foster life skills development. However, many of these studies have only examined one adult relationship (e.g. Camiré, Trudel, & Bernard, 2013; Gould, Collins, Lauer, & Chung, 2007; Turnnidge, Côté, & Hancock, 2014) without acknowledging the larger context surrounding interscholastic sport. The purpose of this study was to examine high school student-athletes’ perceptions of how stakeholders in their high school sport-ecosystem influence their life skills development and contribute to their well-being. To consider this system and the power of those who influence interscholastic sport, Bronfenbrenner’s Bio-Ecological Model (1977; 1996) and Prilleltensky’s (2003; 2011) concept of psychopolitical validity were used as a dual theoretical framework. Seven focus groups and eight individual follow-up interviews were conducted with student-athletes (n=46) who are members of student advisory councils for three state associations. Participants were asked how others (e.g. peers, coaches, parents, athletic directors, and state associations) shape the psychological factors and political dynamics that promote or hinder their well-being (Prilleltensky, 2003; 2011). Themes suggest that student-athletes value adults at each ecological sphere who build

personal relationships with them, explicitly foster learning life skills, and offer them a voice in their experience. However, it was uncommon for these skills learned through sport to be explicitly targeted toward increased civic engagement, which falls short of total well-being (Evans & Prilleltensky, 2005). Based upon these voices, practitioners and coaches will be encouraged to foster meaningful relationships with student-athletes and support individual agency in their sport experience, encompassing a focus on life skills transfer and increasing civic engagement in their future beyond sport.

SYM-01C

HIGH SCHOOL STUDENT-ATHLETES' PERSPECTIVES AND EXPERIENCES OF LEADERSHIP AS A LIFE SKILL

Scott Pierce, Illinois State University, USA;
Karl Erickson, Michigan State University, USA;
Mustafa Sarkar, Nottingham Trent University, UK

There is a need to critically examine high school sports as a developmental context (Camiré, 2014), establish how youth develop leadership (Gould, Voelker, & Blanton, 2013), and explore if and how they transfer leadership skills between sport and other life domains (Pierce, Erickson, & Dinu, 2018). The purpose of this study was to gain student-athlete perceptions of: (1) the definition of leadership for high school student-athletes; (2) the process of leadership development in high school sport; (3) the factors that have helped or hindered leadership transfer between high school sport and other life domains. Using an interpretivist qualitative approach, a purposeful sampling approach identified 33 student-athletes (15 females and 18 males; Mage = 16.2 years), who were members of state high school athletic association student-advisory committees in the United States. Five semi-structured focus-group interviews were conducted, followed by thematic analysis (Braun & Clarke, 2006) of the interview data. Results revealed that student-athlete leadership was viewed as a skill-set and a dispositional mindset, driven by individual agency. As an on-going process, student-athletes gained awareness of leadership skills, increased self-expectations and self-confidence in their using their leadership skills, and developed a transformational leadership mindset, as they encountered and engaged with critical learning opportunities in high school sport and gained support for coaches and peers. Leadership application outside of sport was a multidimensional psychological process, including both active and automatic elements, and facilitated or constrained by environmental opportunities and social support. The findings will be followed by recommendations for practitioners and coaches to critically examine how they guide and support the development of leadership as a life skill within interscholastic sport. Practitioners can help student-athletes acknowledge their leadership potential, empower and support student-athletes when they encounter challenging opportunities to lead, and promote reflection on utilizing leadership skills through civic engagement outside of sport.

SYM-02

PERSONAL JOURNEYS: REFLECTIONS FROM SPORT AND EXERCISE PSYCHOLOGISTS CONTEMPLATING LIFE TRANSITIONS

Bonnie Berger, Bowling Green State University, USA;
Jack Lesyk, Ohio Center for Sport Psychology, USA;
Frances Price, Independent Practice, USA;
Michael Sachs, Temple University, USA

Discussant: Elizabeth Shoenfelt, Western Kentucky University, USA

Navigating life transitions is a process that often evokes positive, as well as challenging, experiences, but sometimes negative and difficult experiences. These transitions can be exciting opportunities for exploring one's talents and goals and achieving freedom by reducing obligations. They also can be intimidating as a result of embarking on an unknown future, and/or threatening as reflected by losing one's securely-established identity (Alfermann & Stambulova, 2007; Schlossberg, 1981, 2004, 2009).

In this symposium, four sport psychologists with more than 150 years of combined experience focus on their own and/or their clients' transitions, and the role of sport and exercise in navigating this journey. The first presenter is a clinical psychologist who will present several client-based vignettes focusing on life transitions, personal adjustment, and subjective well-being. She also will analyze her own experiences and the roles of exercise and sport in easing life transitions. The second presenter will explore multiple ways that recreational and competitive exercise can facilitate life transitions. His personal experiences will be discussed within a conceptual framework including self-determination, self-actualization, the aging process, and changing motivation over time. The third presenter will employ the transtheoretical model to highlight her lengthy process of deciding to transition out of academia. She will share her initial misgivings about retirement that have transitioned into feelings of cautious enthusiasm for new beginnings. The final presenter will address the planning process that underlies his decision to embrace retirement and transition from academia to post-academia. He will explore what post-academic life might include and the potential roles of exercise and sport in this process. The symposium will conclude with audience-based discussion led by a facilitator to highlight fears, considerations, and opportunities that life transitions may bring. From students, to early career professionals, to nonagenarians – we all face transitions and can learn from these journeys.

SYM-02A

LIFE TRANSITIONS: THE INTERSECTION OF IDENTITY, HEALTH, AND CULTURAL PERSPECTIVES

Frances Price, Independent Practice, USA

Work and careers play critical roles in the lives of the general population. Multiple studies have found consistent correlations between job and life satisfaction (e.g., Judge & Watanabe, 1994; Moser & Schuler, 2004). Individuals with higher work satisfaction also report fewer psychological problems (Fritzsche & Parish, 2005; Swanson, 2012). Conversely, the underemployed, those with low-wage jobs, and those who are involuntarily unemployed often experience occupational stress, and a variety of negative psychological

and physical health concerns (Broom et al., 2006; Rosenthal et al., 2012). Researchers also have found that work plays an important role in identity development (Hartung & Subich, 2011). Since work-related concerns and vocational well-being heavily influence emotional well-being (Blustein, 2008), work-related factors appear to be crucial to client welfare. Likewise, individuals who identify themselves as athletes may be at risk for adjustment difficulties if injured or facing sport career termination (Brewer, Van Raalte, & Linder, 1993; Lavallee & Andersen, 2000). Sport psychologists need to be aware of the transitions out of sport that may result in an identity change (Murphy, Petitpas, & Brewer, 1996), as well as those associated with moving from work to retirement (Czaja & Sharit, 2009). It is important to appreciate the intersection of work and/or athletic identities with the behavioral, emotional, and physical aspects of health. Sport psychologists also need to understand developmental, contextual, and cultural perspectives when working with individuals facing life transitions. The presenter will explain how her levels of understanding and empathy increased following her own life-altering, transitional experience. She also will present cases illustrating how she works with individuals facing career and/or athletic life transitions including an accomplished high school athlete who did not participate in collegiate athletics, as well as a former athlete, coach, and university professor who struggled to remain active in retirement.

SYM-02B

MY MARATHON AND BEYOND

Jack Lesyk, Ohio Center for Sport Psychology, USA

One of the unique aspects of sport and exercise psychology is that professionals who teach, conduct research, and practice in this discipline are frequently themselves involved in regular sport and or exercise activities. The nature, frequency, and intensity of their participation is likely to change during their adult lifespan and the accompanying life changes: psychologically, physically, and motivationally. The presenter will share his personal journey of 40 years of participation in sport and exercise, how it evolved during this time span, and how it influenced his career as an applied sport psychologist. His personal experiences will be discussed within a conceptual framework including self-determination (Ryan & Deci, 2000), self-actualizing (Maslow, 1962), the aging process, and changing motivation over time (Belsky, 1990; Rowe & Kahn, 1998). Specifically, the presenter went through several major career and personal changes as he went from leading a relatively unhealthy lifestyle as a cigarette smoker of 18 years to an avid exerciser, to a dedicated marathoner, and back to an avid exerciser. Each stage affected his personal growth as well as major career decisions, including current considerations about retirement. Of special significance is the major transformation that he experienced after completing his first marathon.

SYM-02C

THE TRANSITION INTO RETIREMENT: REFLECTIONS ON THE QUESTIONS, DO I? OR DON'T I? OR MAYBE SOMEDAY?

Bonnie Berger, Bowling Green State University, USA

Navigating the life transition from being a full-time professor actively engaged in teaching, research, and service to retirement status is a complex process that often evokes

a myriad of responses and emotions. These include both positive and negative reactions which, over time and with personal effort, can evolve into a preponderance of positive responses and emotions. This presentation highlights a multifaceted transition process. The process can provide exciting opportunities for exploring one's talents, interests, and goals as the academic focuses on the personal freedom achieved by reducing university-based obligations (Robinson, 2019; Schlossberg, 1981, 2004, 2009). Transitioning into retirement can be intimidating, because it requires the academic to embark on a new, unknown future. It also can be personally threatening as reflected by a loss of one's established identity and the need to forge a new one. In this presentation, the transition processes experienced by an exercise psychologist will be compared to those of athletes retiring from sport who face multiple challenges associated with establishing new components of identity that can replace or augment their athletic identities (Alfermann & Stambulova, 2007; Brewer, Van Raalte, & Linder, 1993). Finally, the stages of precontemplation, contemplation, preparation, action, and maintenance within the Transtheoretical Model will provide a base for highlighting the presenter's process of transitioning into retirement (Prochaska & DiClemente, 1983; Prochaska, DiClemente, & Norcross, 1992). As emphasized in this model of behavioral change, different activities are helpful for navigating specific retirement stages. For example, reading the professional and trade literature was helpful in the early stages, but the services of a retirement coach facilitated navigating the later stages within the Transtheoretical Model. Throughout this presentation, there will be a focus on changing the view of retirement from something to be avoided to a leap of faith that is highly desirable and energizing.

SYM-02D

OH, THE PLACES YOU'LL GO!

Michael Sachs, Temple University, USA

Although the wonderful book by Dr. Seuss (1990), *Oh, the Places You'll Go!*, is intended for those graduating from school, the sentiment is relevant for those transitioning from academic employment to the great beyond This presentation addresses the planning process that goes into making the decision to embrace the sometimes dreaded "R" word (retirement), and the transition from academia to post-academia, what this post-academia existence might look like, and how exercise and sport plays a critical role in this process. The transition decision is based on numerous factors, including age, years in academia, tolerance for the 'stuff' one has to deal with in academic settings, and available future alternatives. This transition carries exciting possibilities but also potentially some trepidation at what lies ahead. Post-academia existence reflects available opportunities professionally (if one desires to do so and one doesn't just 'disappear') and, especially, personally (e.g., desire to spend time with family, such as aging parents as well as children and grandchildren, and also to travel and explore other opportunities). Finally, for the vast majority of us, exercise and sport have been part of our lives for decades, and our athletic identity and, especially, our exercise identity, are strong. The desire to focus on exercise opportunities, both recreationally and competitively, serves as an important bridge from pre-retirement status to post-retirement status. Opportunities to develop one's athletic/exercise skills in unexplored areas are present, as well as chances to expand upon one's present athletic/exercise capabilities (e.g.,

especially competitive opportunities but also recreational adventures in terms of exploring new settings). These areas are presented from a personal perspective, with a focus on the adventure that awaits. As the famous philosopher Buzz Lightyear once said, "To Infinity and Beyond ..."

SYM-03

A COACHING EDUCATION INTERVENTION FOR AMERICAN INDIAN YOUTH SPORT COACHES ON THE ZUNI RESERVATION

Mary Fry, University of Kansas, USA;
Joseph Claunch, Zuni Youth Enrichment Project, USA;
Candace Hogue, Penn State, Harrisburg, USA;
Susumu Iwasaki, Fort Lewis College, USA;
Erving Peynetsa, Zuni Youth Enrichment Project, USA

This symposium will provide an overview of an intervention conducted with volunteer youth sport coaches on the Zuni Reservation in New Mexico. Some American Indian youth have fewer opportunities to participate in high quality after-school activities that promote positive youth development. The Zuni Youth Enrichment Project (ZYEP) is a non-profit organization that helps to bridge a gap by providing year-around youth programs to hundreds of Zuni youth free of charge annually. Members of a university sport and exercise psychology laboratory received funding from Olympian Billy Mills and his Running Strong for American Indian Youth organization to work with ZYEP to provide coaching education to their coaches. This symposium will include 5 speakers. Speaker 1, the Director of the ZYEP, will introduce the Zuni community and the families that live on the reservation, as well as the ZYEP and their programming. Speaker 2 will highlight the intervention including the coaching education training that was provided to the youth sport coaches. Speaker 3 will review the results of the intervention including the perceptions of the coaches who participated in the workshops, and pre- and post-season survey data collected with the young athletes. Speaker 4 is one of the youth sport coaches that underwent the coaching training and will speak to the experience of trying out the strategies presented in the workshop, the impact of the activities on the athletes, and the overall effectiveness of the training. Speaker 5 will be the discussant who will highlight the benefits of this type of collaborative project that brings sport psychology programs together with community youth sport programs such as ZYEP that sometimes lack resources. The discussant will also identify future areas for research and service collaborations with underrepresented athletes and coaches.

SYM-03A

AN INTRODUCTION TO THE ZUNI, NEW MEXICO COMMUNITY AND THE ZUNI YOUTH ENRICHMENT PROJECT

Joseph Claunch, Zuni Youth Enrichment Project, USA

Zuni Pueblo is a remote village insulated by the desert mesas of western New Mexico and remains one of North America's most intact Native language and cultural systems. While Zuni Pueblo has tremendous community strengths, it is also struggling to cope with profound changes that threaten these foundations, including the loss of the Zuni River, transition from traditional forms of agriculture, movement from Pueblo to government housing, and dramatic population growth. Zuni youth face many challenges on their transition to adulthood, including poverty (over half of Zuni children), obesity (over

half of Zuni children and contributes to diabetes rates 3 times the national average), substance abuse (leading cause of death, locally), and youth suicide (7 times the national rate). These challenges have been heightened by the stark lack of opportunities for local youth to have access to safe places to play, learn, and grow. The Zuni Youth Enrichment Project (ZYEP) is a grassroots, non-profit 503(c) founded in 2008 by community members dedicated to enhancing the health of Zuni youth. Since its inception, ZYEP has cultivated broad community support, developing close working partnerships with the Zuni Tribe, local artists, cultural leaders, schools, health care organizations, businesses, foundations, and other collaborators to offer free health and wellness programs to hundreds of local youth annually. Through a culture- and evidence-based model, ZYEP has developed a series of year-round programs that include summer camps, art programs, and sport leagues that aim to enhance Zuni youths' health while giving them a deeper connection to their traditions. As ZYEP enters its second decade, the focus of our programming continues to evolve. ZYEP's Performance Academy Sport Program outlined in this project reflects how our programs are becoming increasingly intentional about using cultural and evidenced based practices to provide Zuni youth with the highest possible quality programming.

SYM-03B

AN INTERVENTION TO ASSIST ZUNI COACHES TO CREATE A CARING AND TASK-INVOLVING CLIMATE DURING THEIR BASKETBALL SEASON

Candace Hogue, Penn State, Harrisburg, USA

Speaker 2 will highlight the intervention including the coaching education training for the ZYEP youth sport coaches. Two workshops were provided prior to the basketball season that included strategies and hands-on activities to help the coaches create a caring, task-involving climate with their athletes. The workshops were developed in light of the ZYEP's mission, and were based on Nicholls' achievement goal perspective theory (1984, 1989) and Newton, et al.'s (2007) addition of the caring climate dimension. The ZYEP believes that children are "at-promise" instead of "at risk", and seek to provide youth with engaging activities and positive role models so they will have a brighter future and make positive decisions. The defining characteristics of a caring, task-involving climate were explained to the coaches, and activities were created in an effort to encourage group discussion on how to create a caring, task-involving climate during basketball practice and competition. Coaches participated in hands-on activities (drills designed to augment the climate features) and they also had opportunities to practice their coaching behaviors (e.g., pre-game and time-out talks). Concerns and questions were addressed by the researchers, director, and fellow Zuni coaches during an open forum. The importance of creating a caring, task-involving climate for Zuni youth was at the center of discussions throughout training. This allowed for the researchers to better understand the unique challenges of native youth, and how to identify the transferable skills being taught to the athletes. Coaches completed surveys prior to and immediately following the workshops, and at the end of the season. The young athletes were surveyed pre and post season to assess their sport experiences. At the end of the season the researchers visited Zuni again and had the opportunity to interact with the coaches to hear their stories about creating a caring, task-involving climate for their athletes.

SYM-03C

BENEFITS OF A COACHING INTERVENTION TO CREATE A CARING AND TASK-INVOLVING CLIMATE WITH ZUNI ATHLETES

Susumu Iwasaki, Fort Lewis College, USA

This large-scale project included multiple data points with youth basketball coaches (N= 46 females and males, aged 17-47) completing three surveys across the season: a) a pre-season survey about their general coaching experiences; b) a post-coaching education training survey to assess their perceptions of the workshops, and c) a post-season survey to glean information about their experiences in the current season. Preseason the coaches indicated they enjoy coaching and were interested in learning more about how to optimize their athletes' experiences. The coaches' post workshop responses indicated they found the workshops helpful, gleaned many strategies that they felt would be useful for helping their athletes have fun, develop skills, and learn life lessons. Post season, the coaches shared many stories about how the strategies they learned in the training led to athletes gaining confidence, supporting one another, and developing their basketball skills. They described children who in particular benefited from the creation of a caring and task-involving climate (e.g., quiet, lower skilled, had larger body size than peers). In addition to the data collected with the coaches, the young athletes (N= 190 girls and boys, aged 7-12 years) also completed pre- and post-season surveys about their sport experiences in general and specific to the basketball season. The athletes reported perceiving a highly caring and task-involving climate; they also reported high effort, enjoyment, and desire to continue to play the sport. Two findings that the ZYEP staff were particularly pleased to see were the decrease in the children's ego orientation scores and the decrease in their perceptions that they get angry when they lose a competition. These scores were significantly lower post versus pre-season. Together, results revealed that the coaches were effective in helping their athletes have a rewarding basketball season.

SYM-03D

ZUNI COACHES' PERCEPTIONS OF BENEFITS OF PARTICIPATING IN TRAINING TO CREATE A CARING AND TASK-INVOLVING CLIMATE

*Erving Peynetsa, Zuni Youth Enrichment Project, USA;
Joseph Claunch, Zuni Youth Enrichment Project, USA*

As youth sport coaches in the Zuni Youth Enrichment Project (ZYEP), we are committed to helping Zuni kids grow into strong and healthy people. Most of us do not have formal training in coaching, we are simply members of the community that care deeply and want to give back. ZYEP has a successful track record of working with community volunteers to offer youth sport and in the last three years, Co-Director, Joe Claunch, has made great strides in enhancing these programs. One approach that he has used is to invite groups to provide coaching training, such as this team from a university sport psychology lab. They provided two evenings of training to our coaches prior to the start of our basketball season to help us learn how to create a caring and task-involving climate with our athletes, and de-emphasize ego involving features of the climate. While we were familiar with this approach, we found this workshop very beneficial because we had the opportunity to be on the court, interact with our peers like we were teammates, and

see how drills could be set up to enhance the features of a caring and task-involving climate. We also talked about the messages we wanted to reinforce to our athletes when we had opportunities to speak with them before and after games and practices, and during timeouts/at halftime of games. The workshops gave us ideas and strategies that we could use with our athletes across the season. It was fun at the end of the season to gather with the workshop leaders to share our highlights of the season. Clearly, many of us had stories to tell of how our teams and athletes benefited from our ability to create a caring and task-involving climate.

SYM-04

INTERNATIONAL APPROACHES TO SPORT PSYCHOLOGY PROGRAMMING AND DELIVERY IN SOCCER (FOOTBALL)

*Karen Lo, Inner Edge Limited, Hong Kong;
Sydney Querfurth, WWU Münster, Germany;
Felix Yu, Chicago Fire Soccer Academy, USA;
Shameema Yousuf, Empower2Perform / Brighton & Hove Albion FC, UK*

The Fédération Internationale de Football Association (FIFA) has stated their ambition to grow the game of soccer so that 60% of the world's population is involved in the sport by 2026, be it at grassroots level, 5-a-side leagues or at the top level (FIFA, 2017). Media reports suggest that soccer is the world's most popular sport based on participation numbers (Pledgesports, 2017). Given the growing numbers in the sport worldwide, it may not be surprising to see sport psychology practitioners take up roles within a number of soccer environments with the sport impacting all involved, as well as influencing a wider culture of politics, religion, ethics, marketing, business, leadership, philosophy, and the arts. While there appears to be more acceptance and demand for practitioners in the sport, budgets may be limited influencing the approach to psychology programming, structures and delivery. In addition, being an international sport with FIFA represented by 211 national association members, international approaches in delivery may differ and require multiple layers of cultural understanding, which includes the organisational culture, individual and collective cultural identities, and the social environment. Considering a scientist-practitioner framework (Jarvis, 1999, Lane & Corrie, 2006), this symposium provides four distinct approaches within certain sociocultural contexts. Attendees will hear from practitioners in Hong Kong, USA, Germany, and UK about their developmental approaches to sport psychology programming and interventions, working in professional league soccer clubs and elite academies, with male or female teams. Presenters will shine a light on reflections, challenges and lessons learned.

SYM-04A

CULTURAL INFORMED LEADERSHIP DEVELOPMENT WITHIN A HONG KONG PROFESSIONAL MEN'S SOCCER CLUB

Karen Lo, Inner Edge Limited, Hong Kong

One of the biggest challenges when implementing sport psychology interventions is working with teams in the absence of clear athlete leadership. Culturally, this is a typical phenomenon among teams in Hong Kong (HK). Players tend not to take the initiative to express opinions or actively

engage in leading other players because they have long been taught over the years through Confucius values that passivity and obedience from teachers and head coaches in the sport context, is a sign of respect (Kennedy, 2010). According to Fransen, Vanbeselaere, de Cuyper, Coffee, Slater & Boen (2014), role differentiation is essential in improving team confidence, team identification, and higher team rankings. In a HK professional men's team, player silence and need for direction from coaches was observed. Sport psychology programming focused on athlete leadership development to ensure concrete understanding of player roles, and to improve team cohesion and identification (Fransen et al., 2014). Improving task and social cohesion (Fransen et al., 2014), called for four leadership roles being introduced: task, motivational and social leadership with the external leader role in media and sponsorship communication held by an existing club staff member. Attendees will learn about the culturally informed implementation and monitoring of a leadership approach engaged by the sport psychologist that led to improved role identification, and confidence levels within a professional team.

SYM-04B

INTEGRATION OF MENTAL SKILLS WITHIN A HOLISTIC APPROACH AT A US MLS SOCCER ACADEMY

Felix Yu, Chicago Fire Soccer Academy, USA

Soccer is widely considered the “global game”. It transcends languages, beliefs, and cultures, providing individuals the chance to enjoy the game they love, for the most part, without restraint. There has been growing research over the past few decades indicating that the incorporation of an athlete's physical and technical development is not enough anymore—there needs to be a greater emphasis on factors such as personal identity, mental skills, and the integration of other components in their development (Côté, Lidor, & Hackfort, 2009; DiPaolo, 2017). Within the United States (US), there is an increasing level of engagement in soccer. The Major Leagues Soccer (MLS) academies is one component that is making great strides in their infrastructure, from facilities and staff to their expanding reach to recruit the best possible talent. The focus of this part of the symposium is to unpack one approach to working on mental skills with soccer athletes from a US MLS Soccer Academy. This approach is primarily based on three areas of research: the need of taking into account the developmental differences in age groups in delivery of content (Foster, Maynard, & Butt, 2016; Snow, 2012”), the importance of taking into account the individual's environmental and internal factors in overall wellbeing and performance (Frieson & Orlick, 2010), and the need for a positive-based, prosocial approach to enhance positive youth development in the Academy environment (Bronfenbrenner, 1992). The Academy also adopts a collaborative-care approach, which has grown in numerous colleges, to aim to provide the best care for each athlete (Waller, Huffman, & Hardin, 2016). Rather than each component within the Academy working in isolation, the goal now is to collaborate as much as possible across all staff members to create the most comprehensive plan of care for each athlete.

SYM-04C

IMPLEMENTING A SPORT PSYCHOLOGY PROGRAM AT A GERMAN SOCCER YOUTH TRAINING ACADEMY – LESSONS LEARNED AND PRACTICAL IMPLICATIONS

Sydney Querfurth, WWU Münster, Germany

Youth elite sports is a time of many developmental changes on an athletic, psychological, psychosocial and academic level, necessitating a comprehensive support system (Wyllemann & Lavalée, 2004). Youth soccer training academies in Germany offer optimal training conditions, providing athletes with opportunities for athletic, technical and tactical training. Due to the growing awareness of the importance of and benefit through sport psychology for youth athletes (Thelwell, Wood, Harwood, Woolway, & van Raalte, 2018), additional support structures were implemented within this specific academy, to provide psychological and psychosocial support. A two-tiered approach was chosen to implement the sport psychology program for the nearly 150 youth athletes of eight teams (under elevens to under nineteens). The first tier involves working with the athletic director, coaches and support staff, advising in their coaching behavior and interactions with athletes. This is important, as coaches function as multipliers, spreading mental skills and knowledge to the athletes supporting them in a sustained way in their development (Nesti, 2010; Brown & Fletcher, 2017). In order to fulfill this goal, regular open office hours and training observations were implemented. The second-tier focusses on working with the athletes themselves, on three intervention levels: 1. basic level conveying foundational mental skills; 2. development level focusing on individual deficits; 3. crisis intervention level addressing emergencies and emerging problems (Beckmann & Elbe, 2008). With regard to the basic psychological skills training, the focus is on conveying the skills of confidence, commitment, communication, concentration and control (Harwood & Anderson, 2015; Mayer & Hermann, 2014) through regular team-based workshops. Level two and three are also either addressed through workshops, on pitch interventions or individual consulting sessions. Overall, this presentation focuses on presenting the program, as well as discussing difficulties of implementing a new program where no prior structures existed. Additionally, lessons learned will be discussed.

SYM-04D

A HOLISTIC APPROACH TO PERFORMANCE WELLBEING WITHIN A UK PROFESSIONAL FOOTBALL CLUB WOMEN'S AND GIRL'S PROGRAM

Shameema Yousuf, Empower2Perform, UK

In 2018 the Football Association in the United Kingdom committed to running a fully professional Women's Super League (FAWSL). All clubs are required to have some sport psychology delivery within their women's and girl's performance programs. At a professional football club in England, the Women's and Girl's program does include part time psychology presence for the First Team Women who compete in the Super League and the Academy squad. With limited hours and time constraints, sport psychology is encompassed in a multidisciplinary approach with performance wellbeing managed with a 5-prong approach. Through a multidisciplinary collaborative lens, other full-time staff members are involved to provide support to players holistically. Ecological models that focus on the athlete's performance and individual needs, as well as the impact of the environment and wider

social systems, are considered in the holistic approach to performance wellbeing programming within the Women's and Girl's game (Bronfenbrenner, 1979; Frieson & Orlick, 2010; Henriksen, K., Stambulovab, N. & Roesslera, K.K., 2010). The 5-prong approach encompasses: 1) observation 2) developing a value-based team culture incorporating the club values, and enveloped in a code of conduct 3) provision of basic mental skills workshops and individualised support for technical, tactical and physical performance enhancement 4) crisis management (Beckmann & Elbe, 2015) whereby wellbeing concerns, injury management, mental health, safeguarding, athlete transitions and player conflicts are addressed 5) education and prevention for athlete and staff wellbeing. Viewed in this overall framework, attendees will learn about an ongoing development of a systemic collaborative approach in which staff, family systems, peers, the club, educational environment, media, external partnerships, organisational culture and social systems are all considered. Additionally, challenges encountered, and lessons learned in the female game will be discussed.

SYM-05

A SYSTEMS-BASED APPROACH TO RECOVERY INTERVENTION IN ELITE SPORT ENVIRONMENTS

Stacy Gnacinski, Drake University, USA;
Barbara Meyer, University of Wisconsin-Milwaukee, USA;
Mellanie Nai, University of Wisconsin - Milwaukee, USA;
Carly Wahl, University of Wisconsin Milwaukee, USA;
Veronica Brenner, Olympic Performance Manager, Canadian Olympic Committee, Canada

Discussant: *Traci Statler, Cal State Fullerton, USA*

Applied sport psychology researchers have established the importance of recovery, or the process of restoring psychophysiological balance following stress, for enhancing athlete well-being and performance (Kellmann et al., 2018). In addition to the known importance of recovery for athletes, a recent systematic review from the occupational health literature indicates that recovery may also play a role in the well-being and work performance of professionals surrounding the athlete (Sonnentag et al., 2017). In elite sport environments, athletes may be surrounded by coaches, sport psychology professionals, sports medicine staff, and administrators, with each performance team member operating interdependently with one another. Anecdotally, and given the intense pressure to generate wins in elite sport (McDougall et al., 2015), the professionals surrounding the athletes are susceptible to chronic stress, burnout, poor well-being, and reduced performance. While we have made improvements regarding the prioritization of athlete recovery, we have largely ignored the potential consequences of underrecovery (i.e., illness, reduced performance) among the other members of the performance team. Thus, the purpose of this systems-based symposium (Meyer et al., 2014) is to: (a) identify the recovery needs and barriers among all members within the performance team, and (b) provide sport psychology practice recommendations for enhancing recovery for all of those members. By designing and implementing recovery interventions across performance team systems, a culture may be created to optimize recovery for health and performance enhancement. In so doing, the achievement and maintenance of world's best team performance may be realized (Kellmann, 2010; Kellmann, 2018). Symposium presenters have substantial experience working in collegiate, professional, and Olympic sport environments.

SYM-05A

EVIDENCE-BASED METHODS OF RECOVERY FOR ATHLETES

Stacy Gnacinski, Drake University, USA

Research has consistently demonstrated the detrimental effects of chronic stress, overtraining, and burnout on athlete health and performance (Soligard et al., 2016). Recently, attention has been dedicated to the importance of recovery, or the restoration of psychophysiological balance after bouts of imposed stress, for optimizing athlete health and performance (Kellmann et al., 2018; Saw et al., 2016). Athlete underrecovery is also associated with a blunted self-regulatory capacity (Beckmann & Kellmann, 2004) which can negatively affect their ability to communicate and collaborate effectively with members of the performance team. Most of the recovery intervention studies conducted to date have focused on physiological effects, largely overlooking the psychological effects of existing recovery modalities among athletes (Ortiz Jr. et al., 2018). Additionally, previous research suggests that the efficacy of passive and active recovery activities depends on each athlete's individual needs and competitive context (Kellmann et al., 2018). Despite recognition of the need to monitor psychological aspects of recovery (Kellmann et al., 2018), there are substantial gaps in the literature concerning the efficacy of interventions aimed at enhancing psychological recovery among athletes. Until these gaps can be closed, and in an effort to facilitate an integrated approach to recovery, sport psychology professionals remain challenged to develop and implement best practices aimed at psychological recovery for athletes. Based on our collective experiences, it is important to identify ways to help the athlete who adheres to their physical post-training routine yet struggles to regenerate energy during non-sport time due to psychological rumination and/or reduced autonomy over recovery options. Thus, and with an eye toward optimizing performance team outcomes, the purposes of the current presentation are to: (a) identify the common recovery needs and barriers among elite athletes, and (b) discuss intervention options for enhancing the psychological aspects of athlete recovery.

SYM-05B

EVIDENCE-BASED METHODS OF RECOVERY FOR COACHES

Mellanie Nai, University of Wisconsin-Milwaukee, USA;
Carly Wahl, University of Wisconsin-Milwaukee, USA

The role of an elite coach is to consistently facilitate peak athletic performance and to optimize win/loss ratio, and in so doing solidify their own job security (Thewell et al., 2017). In order to accomplish the above, elite coaches are expected to possess the competencies necessary to train athletes in sport-specific skills, prepare athletes for competitions, as well as motivate athletes to maximize effort, performance, and recovery (Bentzen et al., 2015). These job tasks are often undertaken in the context of unique occupational stressors such as uncontrollable schedules, uneven and unpredictable workload, travel demands, performance-based contracts, and media pressure (Olusoga et al., 2010). The aforementioned demands prompt the need to examine psychological recovery strategies for individuals in the coaching profession (Altfeld & Kellmann, 2015). While a considerable amount of research has examined the

restoration of psychophysiological balance after imposed stress in athletes (i.e., recovery; Kellmann et al., 2018), there is a relative paucity of research on recovery among coaches. This gap in the literature is worth investigating given the symbiotic relationship between athlete development and performance and the coach's ability to consistently execute skills associated with the role (Price & Weiss, 2011). In short, improvements in coach recovery may facilitate subsequent improvements in athlete performance. Based on our collective experiences, it is of particular importance to identify recovery strategies for coaches who may have limited time and resources available. Thus, the purposes of the current presentation are to: (a) identify the common recovery needs and barriers among coaches, and (b) discuss intervention options for enhancing the psychological aspects of coach recovery.

SYM-05C

EVIDENCE-BASED METHODS OF RECOVERY FOR PERFORMANCE TEAM STAFF

Barbara Meyer, University of Wisconsin-Milwaukee, USA

The popular press and scholarly literature are replete with evidence of the demands and pressures of working in elite sport (Elsborg et al., 2015). Following an initial focus on athletes, evidence was extended to coaches and more recently to staff such as sport psychology consultants, athletic trainers and physiotherapists, as well as strength and conditioning professionals (Hings et al., 2018). An increased focus on staff is consistent with both scholarly (McCormack et al., 2015; Poczwardowski, 2017) and anecdotal evidence indicating that performance team staff must simultaneously manage the needs of multiple constituents (i.e., athletes, coaches, parents, administrators) while concurrently self-regulating in order to perform their specific job function at the highest level. Due to the realities of the job, the emotional labor and disruptions to work-life balance among staff may lead to consequences such as: compassion fatigue, burnout, reduced health and well-being, isolation, ineffective communication, and poor job performance (Mazerolle et al., 2011). In an effort to ameliorate these consequences, results of a systematic review in the occupational literature have identified an array of efficacious recovery interventions within the general population (Sonntag et al., 2017). While occupational recovery, the restoration of psychophysiological balance following job stress, is applicable to elite performance team staff, interventions demonstrating positive effects in traditional 9 to 5 work environments have limited transferability to elite sport environments. Based on our collective experiences, it is critical to identify effective recovery strategies for staff who cannot leave the work environment (e.g., security or accreditation controlled access), must function as part of a collective (e.g., shared eating, accommodation, and transportation), and/or have limited opportunities to exit the professional role. As such, the purposes of the current presentation are to: (a) identify the common recovery needs and barriers among performance team staff, and (b) discuss intervention options for enhancing the psychological aspects of staff recovery.

SYM-05D

EVIDENCE-BASED METHODS OF RECOVERY FOR ORGANIZATIONAL LEADERS

Veronica Brenner, Olympic Performance Manager, Canadian Olympic Committee, Canada

Previous research has demonstrated that building relationships, providing support to other staff members, and developing interpersonal communication skills are required to optimize performance among elite sport performance directors (Arnold et al., 2012). Additional research has demonstrated the importance of emotional intelligence and self-regulation for performance effectiveness among elite sport high performance directors and chief executive officers (Gross et al., 2016, Wagstaff et al., 2012). Further links have been identified between health (i.e., exercise, recovery, resilience) and performance outcomes among elite sport performance directors (Arnold et al., 2015). Based on our collective observations, individuals involved in elite sport leadership are susceptible to isolation, must accommodate a high-volume travel schedule, make substantial sacrifices in their personal life (e.g., family, friendships), and must consistently perform at a high level in often volatile and insecure job environments. Thus, this population must deliver on organizational key performance indicators despite extensive emotional labor and limited social and organizational supports. And while researchers have recently started to focus on stress management interventions and consequences in this population (Gross et al., 2016; Larner et al., 2017), no research has been dedicated to interventions aimed at optimizing recovery after experiencing work stress in elite sport leadership. As such, the purposes of the current presentation are to: (a) identify the common recovery needs and barriers among elite sport organization leadership, and (b) discuss intervention options for enhancing the psychological aspects of high performance directors, chief executive officers, and other organizational leaders.

SYM-06

DEVELOPING INTEGRATIVE INTERVENTIONS FOR MIGRANT ATHLETES THROUGH RESEARCH AND PRACTICE

*Thierry Middleton, Laurentian University, Canada;
Robert Schinke, Laurentian University, Canada;
Natalia Stambulova, Halmstad University, Sweden;
Sebastian Brueckner, Muenster University, Germany;
Cristina Fink, Philadelphia Union HP Sports, USA*

The number of people living in a country other than the one they were born in has increased by almost 50% since 2000 (UN, 2017). Migrant athletes have become integral members of collegiate, Olympic, and professional sports teams (Agergaard, 2017; Cruz, 2018; Kirk & Weaver, 2018). Whether fleeing as a refugee, immigrating for non-sport reasons, or being recruited as an athlete, migrant athletes all face the challenge of integrating into a new culture (Schinke et al., 2018). Empowering their cultural identities in an inclusive environment can be crucial to maintaining or improving their mental health (Schinke et al., 2018). Incorporating and personalizing multiple, evidence-based frameworks can help MPCs work with athletes in a socially just manner by recognizing idiosyncratic pathways to holistic development and sporting success (Hacker & Mann, 2017; Schinke et al., 2018). The experiences of those who have worked

extensively with migrant athletes can help deepen each MPC's understanding of effective strategies when working with newcomers in their training environments.

This symposium brings together five experts with research and practice experience in culturally diverse sport settings. The symposium will begin with a conceptual overview of intervention frameworks that help guide practitioners supporting migrant athletes through cultural transitions. This will be followed by empirical evidence for interventions that have helped refugee and immigrant athletes in Canada navigate the complex process of integrating into a new culture. Following this, two presenters will provide case studies of how they have used the aforementioned interventions and other personalized approaches to help integrate migrant athletes into their elite training environments in Germany and the U.S.A. The fifth presenter will expand on how current empirically grounded interventions can be made locally relevant through sharing experiences among migrant athletes, their teammates, coaches, and sport scientists.

SYM-06A

FRAMEWORKS AND PROFESSIONAL PRINCIPLES TO SUPPORT ATHLETES IN CULTURAL TRANSITIONS

Natalia Stambulova, Halmstad University, Sweden

International mobility in contemporary sports stimulates development of a recent trend in athletes' career assistance to help facilitate cultural transitions. Cultural transition research and practice straddle cultural sport psychology and athlete career scholarship. The aim with this presentation is to expand on how the athletic career transition model (Stambulova, 2003), the cultural transition model (Ryba, Stambulova, & Ronkainen, 2016), and principles of career assistance (Stambulova, 2012) and context-driven practice (Schinke & Stambulova, 2017) can complement each other in guiding practitioners to support athletes in their cultural transitions. The athletic career transition model emphasizes transition demands, resources, barriers, and coping strategies as major components of any transition process. The cultural transition model is more specific and provides the three-phase transition temporal structure (pre-transition, acute cultural adaptation, and sociocultural adaptation), developmental tasks (or demands) for each phase and psychological mechanisms (social repositioning, negotiation of cultural practices, and meaning reconstruction) underlying the transition process and overlapping with coping strategies. Application of these models presented herein will enable consultants to understand what happens to athletes during their transition process and what kinds of support are needed at various phases. Principles of career assistance outlined further (holistic developmental and ecological approaches, individual and empowerment approaches), complemented by postulates of context-driven practice (recognizing clients and consultants as cultural beings, situating the clients within their contexts, consultants' immersing in the clients' contexts as "cultural insiders", and stimulating the client's and the consultant's reflections) navigate practitioners on how they can facilitate athletes' meaningful transition experiences and "achieving optimal functioning in the novel environment" (Ryba, Schinke, Stambulova, & Elbe, 2017).

SYM-06B

DEVELOPING INTEGRATIVE INTERVENTIONS FOR IMMIGRANT AND REFUGEE ATHLETES IN CANADA

*Thierry Middleton, Laurentian University, Canada;
Robert Schinke, Laurentian University, Canada*

More than one in five people living in Canada was born outside of the country (UN, 2017). During 2019-2020, this proportion will increase as the Government of Canada increases the number of immigrants and refugees they welcome (GOC, 2018). Recent migrants are amongst the most active sport participants in Canada and many have proudly represented Canada on the world stage (Canadian Heritage, 2013; Schinke et al., 2011). Sport has often been touted as a level playing field that transcends differences, but there remains limited evidence for interventions to facilitate the integration of newcomer athletes (Schinke et al., 2018). This presentation outlines two projects that integrate evidence-based interventions in a socially just manner. Arts-based interviews and guided journeys have been used to empower refugee youth and elite immigrant athletes and reveal how their participation and training practices may not fit conventional sport motives. Dependent on contextual factors this may require interventions that transform local practices (e.g., the development of ethnic-centric clubs) or incorporate the athletes' cultural practices into local training structures (e.g., improved training practices for immigrant and non-immigrant athletes). Immigrant athletes' experiences also revealed the need for interventions that enable these participants to dynamically adapt as they immerse into a new training culture (e.g., from early administrative support to understanding team specific jargon; Schinke et al., 2016). Developing interventions as shared learning experiences that include migrant athletes, teammates, and coaches develops mutual trust and respect, while including family members as participants in the learning journey encourages immigrant athletes to be more engaged by remaining connected with their home culture. Using these lessons, the presenter will reveal socially just practices that enable newcomer athletes to adaptively integrate through sport.

SYM-06C

A CULTURALLY GROUNDED SCIENTIST-PRACTITIONER APPROACH TO CONSULTING IN HIGH-PERFORMANCE SPORT: INTEGRATING INTERNATIONAL TRANSITIONS

Sebastian Brueckner, Muenster University

High-performance sport transcends international borders. Olympic caliber and professional athletes in high-performance compete worldwide, face increasing international competition and spend considerable time competing and training outside their home country (Kontos, 2009). At the same time, international sparring partners have become an integral part of elite national training environments, and the number of migrant coaches being hired and of migrant athletes competing on the international stage is increasing (Kirk & Weaver, 2018). This presenter will utilize the scientist-practitioner approach, offer case study examples, and discuss lessons learned during ten years of consulting at one of Germany's Olympic Training Centers. Wylleman and Lavallee's (2004) Developmental Model

encompassing transitions faced by athletes at athletic, individual, psycho-social and vocational/academic levels serve as the framework for coaching and consulting from a holistic lifespan perspective. This model lends itself well not only for transitions faced by German athletes that do not fall in the “migrant athlete” category but, by adopting a cultural sport psychology perspective, can also be adapted to include the specific cultural challenges faced by athletes and coaches navigating the transition into a new cultural context on the various levels. Case study examples will be used to highlight interventions used to improve mental health and facilitate healthy transitions in high-performance environments and challenges encountered in this work. The case studies will also encompass how analytical as well as emotional resources are integrated and activated (Kuhl et al., 2006), what traditional psychological skills training (Williams & Krane, 2015) and mindfulness and acceptance-based approaches (Baltzell, 2016) have to offer, and how these tools are used and adapted according to the performer’s cultural background and situational needs. Lessons discussed will include how to meet every athlete/coach where they are with openness, curiosity and empathy; and how to embrace cultural diversity.

SYM-06D

HELPING MIGRANT SOCCER PLAYERS INTEGRATE IN A SOCCER ACADEMY

Cristina Fink, Philadelphia Union HP Sports, USA

The structure of today’s modern soccer, with all its forms, is more complex than the idea of a simple soccer game. Soccer has become a transnational cultural activity that reflects the influence of major forces of change that have impacted society, culture, and contemporary sport (Nixon, 2008; Waalkes, 2017). The nature of playing soccer has undergone change as it has become a global game. While the environment in which a young athlete develops is of key importance for an individual’s further sports career, these changing sociological factors are often neglected by those working with athletes (Cote, 1999). This presentation will be a case study of how working to integrate an understanding and appreciation for differences in contextual, cultural, psycho-social, and individual factors has been key to the integration of immigrant players from more than 30 different countries into a soccer performance academy. The academy began with seven student-athletes from five different cultural backgrounds and is now thriving with more than 80 student-athletes. Knowing that empowering their cultural identities in an inclusive environment can be crucial to maintaining or improving their mental health (Schinke et al., 2018), the academy has maintained a focus on inclusion and provides support for athletes aged 13 to 19 both academically and on the soccer field. The presenter will describe the ways in which this program has embraced cultural diversity and striven to help immigrant players develop holistically including: adapting meal plans, accommodating time to allow for players to follow their faith, and promoting a space where they can share their culture and identity. The development of this program through empowering athletes to play a role alongside coaches, teachers, and sport scientists in developing contextually relevant interventions will be delineated.

SYM-07

PSYCHOLOGY OF SPORT INJURY: THEORY TO PRACTICE AND PRACTICE TO THEORY

*Ross Wadey, St Mary’s University, UK;
Renee Appaneal, Australian Institute of Sport, Australia;
Monna Arvinen-Barrow, University of Wisconsin - Milwaukee, USA;
Leslie Podlog, University of Utah, USA*

In the 21st Century, research into the psychology of sport injury has continued to flourish and diversify. The increased volume of research is evidenced by the numerous books (e.g., Arvinen-Barrow & Walker, 2013; Brewer & Redmond, 2016), review articles (Brewer, 2010; Ivarsson, Johnson, Andersen, Tranaeus, Stenling, Lindwall, 2017; Ivarsson, Tranaeus, Johnson, & Stenling, 2017; Levy, Polman, Clough, & McNaughton, 2006; Wiese-Bjornstal, 2010), and the introduction of new models and theories (Brewer, 2010; Brewer, Andersen, & Raalte, 2002; Roy-Davis, Wadey, & Evans, 2017; Wadey, Day, Cavallerio, & Martinelli, 2018). Arguably, the proliferation of research has helped to bridge the ‘gap’ between theory-and-practice, thereby enabling sport psychology practitioners to work more effectively with injured athletes (cf. Arvinen-Barrow & Clement, 2019). On the other hand, some researchers have argued that many of theories and models driving sport psychology research are not ‘fit for purpose’ when it comes to applied practice and further perpetuate the ‘gap’ between theory-and-practice (Keegan, Cotterill, Woolway, Appaneal, & Hutter, 2017). Consequently, there have been repeated calls to ‘lift the veil’ on applied practice to, amongst other things, inform theoretical knowledge. The aim of this symposium is to critically consider both perspectives: Can theory inform practice? Can practice inform theory? The first two presenters will present the case that theories can inform practice by reflecting on research and applied practice, respectively. In contrast, the second two presenters will consider how examining the ‘craft’ of applied practice can be used to challenge and/or refine theories and models to give them more practical value. The symposium concludes by critically considering why the gap between theory-and-practice remains and how future researchers and practitioners can help to close the gap.

SYM-07A

THEORY TO PRACTICE: AN INTERPROFESSIONAL BIOPSYCHOSOCIAL APPROACH TO SPORT INJURY REHABILITATION: HOW WE MAKE IT WORK

Monna Arvinen-Barrow, University of Wisconsin - Milwaukee, USA

Historically, sport injury prevention, diagnosis, and treatment has been focused on the elimination of biological defects, and with very little emphasis being placed on any possible psychological, social, or contextual factors that may influence the injury occurrence, rehabilitation, and recovery process (Engel, 1977). Over the past four decades a growing body of literature has highlighted the significant role psychosocial aspects play in sport injury (for a review, see Brewer & Redmond, 2017). As a consequence, the field has seen a shift towards more holistic, athlete-centered, biopsychosocial approach to sport injury (Brewer & Redmond, 2017; Kolt & Andersen, 2004). Although significant body of evidence exists in support of biopsychosocial approach to sport injury rehabilitation, very little is known how such works in practice (Arvinen-Barrow & Clement, 2015, 2017; Clement & Arvinen-Barrow, 2013; Hess, 2015; Ogilvie & Tutko, 1966). The

purpose of this presentation is to present theoretically driven applied sport psychology practice cases of working with Division I collegiate student-athletes with injuries. First, the presentation will highlight existing theoretical and empirical evidence in support of adopting an interprofessional, athlete-centered, biopsychosocial approach to practice. Second, it will outline pertinent sport injury cases from the sport psychology consultant's perspective, followed by a discussion on how interprofessional collaboration took place during the rehabilitation and return to sport process. Lastly, the presentation will summarize and discuss range of factors affecting the success of such approach.

SYM-07B

THEORY TO PRACTICE: RESEARCH ON POST-TRAUMATIC GROWTH WITH PARALYMPIANS

Leslie Podlog, University of Utah, USA;
Chris Hammer, University of Utah, USA;
Ross Wadey, St. Mary's University, UK

Ample evidence highlights the deleterious implications of sport injury (Podlog & Eklund, 2007). Increasing evidence however, suggests that injury occurrence may also elicit positive changes and personal growth in effected individuals. Scholars have used the term post-traumatic growth (PTG), to refer to individuals experiencing positive behavioral changes and mindsets in the aftermath of traumatic events (e.g., loss of a limb, extreme abuse or deprivation), including a severe sport injury. Recently, investigators have focused on the psychological processes and mechanisms involved in the development of PTG. The purpose of this presentation is to examine psychological theory and research on PTG among high-performance athletes and to articulate applied implications for the practicing sport psychologist. In particular, the aims of the presentation are threefold. First, the presenter overviews two key theories guiding PTG research—the functional-descriptive model of posttraumatic growth (Tedeschi & Calhoun, 1995 ;2004) and Organismic Valuing Theory of Growth through Adversity (Joseph & Linley, 2005). Second, findings from empirical work testing theoretical propositions are examined. Specifically, results from several recent studies focused on Paralympic athletes incurring severe injuries (in and out of sport) are highlighted (Hammer et al., 2017; 2018; 2019). Empirical findings reveal that social, competence, empowerment, and identity development processes appear instrumental in facilitating PTG. Moreover, findings indicate positive relationships between disruption to an individuals' core beliefs and PTG as well as links between deliberate contemplation about the meaning of the injury event and PTG. Finally, practical implications for sport psychology and rehabilitation practitioners are discussed. Such implications include a focus on “normalizing” and acceptance of the critical role of disruption to one's core beliefs, the value of deliberate reflection on the meaning of the injury event, and the benefit of parasport in facilitating athlete perceptions of competence, autonomy, and connection.

SYM-07C

PRACTICE TO THEORY: SPORT PSYCHOLOGISTS' PERSPECTIVES ON FACILITATING SPORT INJURY-RELATED GROWTH

Ross Wadey, St. Mary's University, UK;
Kylie Roy-Davis, University of Roehampton, UK;
Lynne Evans, Cardiff Metropolitan University, UK;
Karen Howells, Cardiff Metropolitan University, UK;
Jade Salim, St. Mary's University, UK;
Ceri Diss, University of Roehampton, UK

Conceptualized as a context-specific form of growth following adversity, Roy-Davis, Wadey, and Evans (2017) proposed the term Sport Injury-Related Growth (SIRG) that reflects perceived positive changes resulting from sport injury-related experiences. Building on this conceptualization, the authors used grounded theory to construct a theory to explain the processes leading to SIRG, namely the Theory of Sport Injury-Related Growth (T-SIRG). Despite some initial preliminary supportive findings, one of its shortcomings of the T-SIRG is that it is not a 'practical' theory. Martens (1987) argued, as have others since (Keegan, Cotterill, Woolway, Appaneal, & Hutter 2017), that some of the theories driving sport psychology research are not 'fit-for-purpose' when it comes to applied practice and perpetuate the gap between research and practice. Although there are likely to be many reasons why this gap remains, of more critical importance is how to close the gap. The purpose of this presentation is to describe a study that examined sport psychology consultants' (SPCs) experiential knowledge of working with injured athletes to promote SIRG, thereby providing an evidence-base for professional practice. Participants were purposefully sampled (4 females, 6 males; Mean of 19 years' applied experience) and interviewed. Transcripts were thematically analyzed. Methodological rigor and generalizability were maximized through self-reflexivity and eliciting external reflections. Five themes were identified: Hear the Story, Contextualize the Story, Reconstruct the Story, Live the Story, and Share the Story. Findings extend the T-SIRG and offer practitioners a novel approach to working with injured athletes. Rather than focusing on returning to pre-injury level of functioning, the findings illustrate how SPCs can work with injured athletes to help transform injury into an opportunity to bring about positive change.

SYM-07D

PRACTICE TO THEORY: REFLECTIONS ON HOW AND WHY CHANGE OCCURS (OR DOESN'T!) IN APPLIED PRACTICE WITH INJURED ELITE ATHLETES

Renee Appaneal, Australian Institute of Sport, Australia

The proliferation of information and resources in psychology of sport injury has undoubtedly contributed to increased knowledge and insights, yet the impact of this on applied practice is largely unknown. Literature examining psychological interventions with injured athletes are few and generally reductionistic, including the utilization of a handful of strategies within a semi-controlled or manipulated environment (Cupal, 1998; Schwab Reese, Pittsinger, & Jingzhen, 2012). The tacit knowledge of what to do in practice is central to advancing knowledge of the profession (Anderson, Knowles, & Gilbourne, 2004), yet knowing how one does applied practice is difficult to verbalise and share with others without intentional observation and reflection

(Schön, 1995). Reflective practice facilitates self-awareness and this knowledge-in-action, both which may enhance service delivery (Anderson et al, 2004; Cropley et al 2007). This presentation will share one psychologist's applied practice reflections by going beyond what was done, to also consider the how and why change occurred, or didn't (i.e., Martindale & Collins, 2010) when working with injured elite athletes. First, a brief description will be provided of the psychologist's role, prior experience and professional philosophies, to make transparent the frames through which experiences will be (re)told. Next, critical moments in practice will be shared, which involve the dynamics of the athlete-psychologist therapeutic relationship (Andersen, 2000; Petitpas, Glges, & Danish, 1999), the influence of history and culture upon these working relationships (Winstone, 2006; Andersen, 2000), and the complex healthcare system that encases applied work in sport injury rehabilitation (Wade, 2011; Brown, 2006). Finally, considerations will be offered for conducting research that is practitioner-led and practice-focussed from which to advance the doing sport psychology with injured athletes.

SYM-08

CURRENT TRENDS IN METHODS, "HOT TOPICS," AND STUDENT PERCEPTIONS WITHIN APPLIED SPORT AND EXERCISE PSYCHOLOGY

Jordan Goffena, George Mason University, USA;
Travis Scheadler, University of Kentucky, USA;
Zachary McCarver, University of Northern Colorado, USA

Since the founding of the Association for Applied Sport Psychology, researchers and practitioners have been interested in the enhancement of performance and participation for individuals in the sport, exercise, and performance domains. Research trends (Weiss & Gill, 2005; Németh, Vega, & Szabo, 2016) and student perceptions of the past, present, and future (Johnson, 2006) of sport and exercise psychology have been empirically evaluated through the years, however evaluations have not been conducted in the specific context of applied sport and exercise psychology. Therefore, the purpose of this symposium is to elaborate on the current trends in the methods, topics, and student perceptions in applied sport and exercise psychology. The first presentation of the symposium will outline the research design for data collection and analysis for (1) a content analysis of exemplar sport and exercise psychology textbooks, (2) a content analysis of the Journal of Applied Sport Psychology (JASP) and the Journal of Sport Psychology in Action (JSPA), and (3) a survey on student perceptions of applied sport and exercise psychology topics. The second presentation will highlight the methodological trends discovered in the journal content analyses. The third presentation will identify trends in the topics published for the past decade of JASP and through the first publication of JSPA. Finally, student perceptions on the current-day trends, favorite themes, and topics they are interested in learning more about in the future are explored. The triangulation of qualitative data between exemplar texts, research journal content analyses, and student perceptions allows for a robust representation of theoretical and methodological trends which outline the past, present, and future of applied sport and exercise psychology. All findings will be discussed relative to implications for research and practice in applied sport and exercise psychology.

SYM-08A

RESEARCH DESIGN FOR THE ASSESSMENT OF METHODS, "HOT TOPICS," AND STUDENT PERCEPTIONS IN APPLIED SPORT AND EXERCISE PSYCHOLOGY

Jordan Goffena, George Mason University, USA

This presentation outlines the research design that was used to assess the methods, topics, and perception of students regarding the modern-day nature of applied sport and exercise psychology research. The purpose of the qualitative design was to assess the past (textbooks), present (research journals), and the future (student perceptions) of applied sport and exercise psychology. First, a content analysis examining exemplar textbooks was conducted to determine general themes and codes which represent foundational knowledge in sport and exercise psychology literature. Second, two additional content analyses were conducted exploring the "hot topics" published in JASP and JSPA from 2008-2017. The textbook analysis informed the classification of topics within the journal analyses, and both procedures were performed using a two-cycle coding protocol (Saldaña, 2016). Third, a survey was distributed to students studying sport and exercise psychology to glean their current perception of applied sport and exercise psychology. Procedures to enhance trustworthiness during data collection and actions to reduce threats to validity during data analysis will be discussed.

SYM-08B

METHODOLOGICAL TRENDS IN APPLIED SPORT AND EXERCISE PSYCHOLOGY

Jordan Goffena, George Mason University, USA

In the first issue of the Journal of Sport Psychology, Martens (1979) urged the field to get out of the laboratory setting and conduct applied sport psychology research. The transition from smocks to jocks was extended when Vealey (2006) outlined the paradigmatic evolution of the field for the 21st century researcher in sport and exercise psychology. The purpose of this presentation is to describe the structure of research methods in applied sport and exercise psychology for JASP. Articles (N = 327) ranging from 2008-2017 were reviewed. Four types of articles were found: quantitative designs (54.7%), qualitative designs (29.4%), mixed-method designs (11.9%), and theoretical papers (4%). Implications will be discussed relative to research and practice in applied sport and exercise psychology.

SYM-08C

"HOT TOPIC" TRENDS IN APPLIED SPORT AND EXERCISE PSYCHOLOGY

Travis Scheadler, University of Kentucky, USA

Researchers have examined trends in sport and exercise psychology in English-speaking journals (Németh, Vega, and Szabo, 2016), qualitative research (Culver, Gilbert, & Trudel, 2003), and single-case research designs (Barker, Mellalieu, McCarthy, Jones, & Aidan, 2013). Additionally, Weiss and Gill (2005) empirically reviewed emerging and re-emerging themes in sport psychology. Since the first publication of AASP, however, no studies have specifically reviewed "hot topics"

in applied sport and exercise psychology. The purpose of this presentation is to extend the current research on the trends in applied sport and exercise psychology by analyzing themes in applied sport and exercise psychology via applied sport and exercise psychology peer-reviewed journals over the past decade. The most frequently published “hot topic” from 2008-2017 was motivation. Other leading trends in applied sport and exercise psychology research include approaches to psychological interventions (e.g., consultant effectiveness) and mental skills training (e.g., stress management). Implications will be discussed relative to research and practice in applied sport and exercise psychology.

SYM-08D

STUDENT PERCEPTIONS OF “HOT TOPICS” IN APPLIED SPORT AND EXERCISE PSYCHOLOGY

Zachary McCarver, University of Northern Colorado, USA

According to AASP, students make up a large majority of the association and represent the future of our organization. To date, student perceptions of “hot topics” in applied sport and exercise psychology has received a dearth of attention, whereas previous inquiry has investigated students perceived definitive characteristics of the field (Johnson, 2006). The purpose of the current study was to investigate sport and exercise psychology students top three perceptions of current “hot topics,” favorite “hot topics,” and future learning interests of “hot topics” in applied sport and exercise psychology. Results from eighty students studying applied sport and exercise psychology indicated that current “hot topics” for the field are anxiety, flow/peak performance, and mental toughness/resiliency. Students favorite “hot topics” that they have learned included anxiety, athletic identity, and injury, whereas students reported they are most interested in learning more about athletic identity, counseling, and mental toughness/resiliency. Implications will be discussed relative to research and practice in applied sport and exercise psychology.

SYM-09

RECONCEPTUALIZING PUNISHMENT IN SPORT AS ATHLETE MALTREATMENT

*Gretchen Kerr, University of Toronto, Canada;
Ashley Stirling, University of Toronto, Canada;
Anthony Battaglia, University of Toronto, Canada;
Joseph Gurgis, University of Toronto, Canada;
Erin Willson, University of Toronto, Canada*

The purpose of this symposium is to address the use of punishment strategies in sport, adopt a framework of maltreatment to examining commonly accepted punishment strategies, and to propose that sport psychology consultants help stakeholders in sport to shift from the use of punishment to disciplinary strategies. We will demonstrate that strategies such as repeated yelling, benching and exercise for the purposes of punishment, and body shaming are often used in sport as methods to influence athlete and team behavior and performance. Although commonly accepted in the sport domain, these practices are often harmful to young athletes and sustained participation in sport. A framework of maltreatment will be adopted to illustrate the ways in which many of these punishment strategies constitute forms of emotional and physical athlete maltreatment. In contrast

to the common use of punishment strategies in sport, other youth-populated domains such as education and parenting have replaced the use of punishment with disciplinary methods. We will conclude this symposium by proposed that sport psychology consultants can contribute to the prevention of athlete maltreatment by helping stakeholders in sport shift from the use of punishment to growth-enhancing disciplinary methods.

SYM-09A

EXAMINING BENCHING AND YELLING AS FORMS OF MALTREATMENT

Anthony Battaglia, University of Toronto, Canada

In an effort to manage youth athletes’ behaviours, coaches may implement punitive tactics (Bartholomew, Ntoumanis, & Thogersen-Ntoumani, 2009). Anecdotal reports and preliminary findings suggest that benching and yelling are two particular punishment strategies coaches utilize in response to unfavourable youth athlete behaviours, which may include but are not limited to poor performances, arriving late to practices, and a lack of effort (Battaglia, Stirling & Kerr, 2017). Although punitive coaching behaviours, such as benching and yelling are often normalized as a necessary means for attaining successful athletic performances (David, 2005), such practices often stimulate negative outcomes for youth. For example, benching and yelling have been associated with negative outcomes for youth athletes, such as lack of enjoyment and learning, tarnished sport relationships, and diminished perceptions of athletic worth (Battaglia et al., 2017). Informed by these negative outcomes, it may be argued that benching and yelling share similarities with forms of athlete maltreatment, specifically emotional abuse and neglect (Stirling, 2009). In an effort to limit the use of punishment in sport, and thus foster more developmentally appropriate coaching methods, it is important to ask “What is the difference between punishment and maltreatment, if any?” and “At what point does punishment stop being considered a normative coaching strategy and instead, constitute a form of maltreatment?” The following presentation will present narratives of youth athletes’ experiences of benching and yelling with the intention of engaging in a critical dialogue and analysis regarding how benching and yelling experiences may not represent a punitive method intended to alter athlete behaviours but in fact constitute forms of athlete maltreatment.

SYM-09B

EXPLORING THE USE OF EXERCISE AS PUNISHMENT AS A FORM OF MALTREATMENT

Joseph Gurgis, University of Toronto, Canada

In recent years there has been a growth of literature on child maltreatment, expanding beyond the parent-child discipline, to suggest youth involved in organized sport may be victims of maltreatment. Research on the maltreatment of athletes has been limited due to inconsistent definitions of maltreatment in sport (Stirling, 2009). Consequently, potentially harmful coaching behaviours, such as the use of punishment, are often overlooked due to the misconception that using punitive strategies is an appropriate means of “disciplining” athletes. Coaches’ use of exercise as punishment (EAP) appears to

be accepted as a normative practice in sport. Despite the condemnation of the use of EAP by various health and sport organizations, it appears coaches continue to rely on this method to address perceived behavioural discretions or poor athletic performance. Developing research and policies have discouraged coaches from using EAP, with the belief that it is illogically related to improvements in sport performance, may discourage youth athletes from lifelong participation in exercise and physical activity, and may increase the risk of athletes experiencing physical injury (CCES, 2013; SHAPE America, 2009). The potential physical and psychological harm that athletes may experience as a result of with punishment (Gershoff, 2002), supports the notion that EAP should be considered as a type of maltreatment. Specifically, EAP can be categorized as non-contact physical abuse, given the potential for this practice to result in physical injury, or as emotional abuse given the humiliation often experienced. Given the well-documented negative effects of punishment in the psychology and sport literature (Gershoff, 2002) it is curious that this tactic continues to be used in sport. The following presentation will address the perspectives of coaches and athletes regarding the use of EAP to further accentuate the implications of this practice and its consideration as a form of maltreatment.

SYM-09C

EXPLORING PUNISHMENT STRATEGIES IN RESPONSE TO WEIGHT AND APPEARANCE CONCERNS AS MALTREATMENT

Erin Willson, University of Toronto, Canada

Punishment is understood to be a consequence of negative behaviour provided by a person of authority, which can include the infliction of pain, a penalty, and/or a deprivation of privileges (Locke, 1963). Research on punishment in sport has found that common methods of penalizing athletes include exercise as punishment, yelling and benching (Battaglia, Kerr, & Stirling, 2016). In aesthetic sports, athletes can face negative consequences in response to concerns about weight and appearance, including public shaming and threats to be removed from the team (Beckner & Record, 2016). While weight-and appearance-related concerns have been previously studied in relation to eating disorders and other health implications, consideration through the lens of punishment has not occurred. Therefore, the purpose of this presentation was to explore punishment tactics used by coaches in response to weight and appearance-related concerns and the impacts of these methods on athletes. Eight retired Olympic female athletes from aesthetic sports were interviewed using semi-structured methods. The athletes reportedly experienced being punished by their coaches for weight and/or appearance concerns through body shaming and public humiliation, removing food from the athletes' plates, and removal of athletes from positions on the team. Athletes who experienced this form of punishment discussed an obsession with their weight and weight loss, negative affect, excessive exercise, disordered eating and eating disorders. The findings are interpreted through a framework of emotional and physical maltreatment, thus highlighting the seriousness of such practices for athletes' health and well-being.

SYM-09D

PREVENTING MALTREATMENT: SHIFTING FROM PUNISHMENT TO DISCIPLINARY METHODS

Gretchen Kerr, University of Toronto, Canada

Punishment strategies are reportedly used in sport domains as a way to influence athlete and team behavior and performance (Battaglia, Kerr & Stirling, 2018). The authority and power of the coach to administer such practices has been well-documented (Burke, 2001). As illustrated in this symposium, common punishment strategies used in sport include repeated yelling, benching, the use of exercise as punishment, body shaming, and threats of removal from teams. Curiously, while punishment strategies continue to be implemented in sport, other youth-populated domains such as education and parenting, have replaced punishment with disciplinary strategies (Gershoff, 2002). This shift has been attributed to the evidence demonstrating that punishment is not effective for long-term behavior change, and can be associated with negative implications for interpersonal relationships, and the recipient's sense of self (Durrant & Ensom, 2004). Discipline, on the other hand, as a method of guiding others to appropriate behavior, is more effective and maintains the integrity of relationships and the recipient's sense of self (Holden, 2002). We argue that sport psychology practitioners are well-positioned to advance and advocate for the replacement of punishment with disciplinary strategies. Given educational backgrounds in learning and developmental theories, sport psychology consultants can play key roles in educating stakeholders in sport about effective disciplinary methods to teach and guide athletes to appropriate behaviors. The implications for such roles are significant for preventing athlete maltreatment and instead, promoting healthy personal development.

SYM-10

GROWTH FOLLOWING ADVERSITY IN SPORT: EVIDENCE-BASED PRACTICES AND PRACTICE-BASED EVIDENCE

*Karen Howells, Cardiff Metropolitan University, UK;
Ross Wadey, St Mary's University, UK;
Stephen Mellalieu, Cardiff Metropolitan University, UK*

Research on the consequences of adversity has long been defined by a focus on the negative effects on health and well-being. Challenging this dominant notion that adversity is a destructive experience, the last two decades have witnessed a proliferation of research on growth following adversity in sport. By this, we mean positive changes (e.g., strengthened relationships, increased resilience, superior sporting performance) that can be experienced following adverse situations (e.g., injury, deselection, personal events). However, despite our increased theoretical and conceptual understanding of growth, gaps in our knowledge impede its application to the development and maintenance of sport performance. Although researchers have conceptualised growth (e.g., Day & Wadey, 2016), tested theory (e.g., Howells & Fletcher, 2015), explored experiences of growth (e.g., Tamminen, Holt, & Neely, 2013), and identified its antecedents and consequences (e.g., Salim, Wadey, & Diss, 2016), there is a dearth of evidence about how growth can be effectively fostered in athletes who have experienced adversity. This symposium seeks to move beyond a

theoretical and conceptual consideration to address how, as practitioners and researchers we can best facilitate growth in athletes. The symposium comprises three presentations. The first presentation provides a systematic-review of evidence-based practices in the wider literature to better inform practitioners in how to develop interventions to facilitate growth. The second presentation provides an evidence-based presentation of an intervention to facilitate growth following adversity in injured athletes. The final presentation provides practice-based evidence of an applied sport psychologist's reflections on the adversity and growth experienced in a professional sports team from the United Kingdom over ten seasons. The symposium will close with a critical appraisal of the concept of growth following adversity, and how we, as a profession, need to be cautious about prescribing growth and telling athletes how they 'should' manage the ensuing aftermath of adversity.

SYM-10A

LESSONS ON FACILITATING GROWTH: A SYSTEMATIC REVIEW OF GROWTH INTERVENTIONS

*Karen Howells, Cardiff Metropolitan University, UK;
Ross Wadey, St Mary's University, UK;
Kylie Roy-Davies, University of Roehampton, UK;
Lynne Evans, Cardiff Metropolitan University, UK*

Challenging dominant notions of adversity, recent research in sport has demonstrated that these adverse events can act as catalysts for positive change (Howells, Fletcher, & Sarkar, 2017). Conceptualized as growth following adversity, this contemporary body of literature has made significant strides conceptually, methodologically, and theoretically, but it has lacked the empirical foundations to develop interventions to apply in practice. This study systematically reviews interventions designed to promote growth following adversity to provide an evidence base that informs the efforts of researchers and practitioners in fostering positive outcomes in athletes who experience adversity. A systematic review was conducted using PRISMA guidelines. Following inclusion and exclusion criteria, included studies were appraised using the Mixed Methods Appraisal Tool (Pluye & Hong, 2014). Thirty-one studies were included in the review. The studies were synthesized in relation to participant characteristics (i.e., sample size, age, gender, ethnicity, and adversity), study characteristics (i.e., design, content, duration, delivery, and outcome measures), intervention outcomes (i.e., statistical significance, effect size, qualitative indicators of growth), antecedents (viz. mediators, moderators), and quality appraisal. Twenty-four of the studies reported growth as an outcome of the interventions. Eighteen quantitative studies presented effective interventions, that is they demonstrated significant differences between the experimental and control groups. Two single subject design studies and four qualitative studies also reported growth. Researchers and practitioners working with athletes should consider including the aforementioned interventions when working with athletes who have experienced adversity. We close with a number of recommendations for future research and professional practice.

SYM-10B

USING GRATITUDE TO PROMOTE SPORT INJURY-RELATED GROWTH

*Ross Wadey, St Mary's University, UK;
Jade Salim, St Mary's University, UK*

Despite recent conceptual, methodological, and theoretical advancements on sport injury-related growth (SIRG; Roy-Davis, Wadey, & Evans, 2017), limited research attention has focused on how to promote SIRG in injured athletes (cf. Howells, Sarkar, & Fletcher, 2017). The aim of this study was twofold: (a) to examine the efficacy of a gratitude intervention (i.e., gratitude visit) to promote SIRG; and (b) to understand the participants' and recipients' post intervention appraisal of the acceptability of the intervention procedures (e.g., What did the participants and recipients think of the intervention? Where there any negative side effects?) and the importance of any elicited outcomes (e.g., What were the outcomes? Did the participants value them?). Participants (N=30) were purposefully assigned to either the experimental or non-treatment control group. The intervention required injured athletes to write and share a gratitude letter with the intended recipient. Both groups completed the Gratitude Questionnaire pre-intervention (McCullough, Emmons, & Tsang, 2002) and the Post-Traumatic Growth Inventory pre-intervention, post-intervention, and three-month delayed follow-up (Tedeschi & Calhoun, 1996). Social validation interviews (N=30) were conducted with the experimental group and recipients (e.g., parents, siblings, partners, physiotherapists). The data were analysed using a mixed-design (Group x Time) analysis of variance and thematic analysis (Braun & Clarke, 2006). Findings revealed a significant difference between the experimental and control group for one dimension of growth (i.e., relating to others). Other growth dimensions were nonsignificant. The social validation data provided greater insights into the quantitative findings, identifying intrapersonal (e.g., feeling closer, feeling better about me) and interpersonal themes (e.g., spending more time together, returning the favour). Findings support the multilevel model of sport injury (Wadey, Day, Cavallerio, & Martinelli, 2018) and illustrate the importance of future researchers and applied practitioners aligning interventions with growth dimensions.

SYM-10C

ADVERSITY AND GROWTH IN SPORTS TEAMS: A PROFESSIONAL PRACTICE PERSPECTIVE

Stephen Mellalieu, Cardiff Metropolitan University, UK

There is emerging interest from sport psychology researchers regarding the growth that can occur following the experiences of adversity in individual sports performers (cf. Howells, Sarkar, & Fletcher, 2017) and the subsequent mental fortitude and sustained success that can be derived from such experiences (Fletcher, & Sarkar, 2016). However, to date there has been little or no consideration of growth from adversity at the group or organisation level. This presentation will consider the author's observations and reflections as an applied sport psychologist (ASP) on the adversity and growth experienced within a professional sports team from the United Kingdom over a 10 season period. Firstly, the presentation will outline the nature of adversity experiences at the individual (e.g., injury, deselection, contract termination, personal events), group (injury, underperformance, player and staff turnover),

and organisational (finance, staff turnover, competition restructure) levels. Next, growth-related experiences will be considered in relation to indicators of growth, at the physical (strength, technique, team and organisational performance), intra- (wellbeing, identity formation), and interpersonal (cohesion, communication, resilience) levels. The presentation concludes by discussing the contribution of these reflections in relation to the conceptualisation of adversity and growth-related experiences in sport, particularly at the group and organisation level. A number of areas for future research will be highlighted including: conceptualising growth at the group and organisation level; conducting in-depth longitudinal investigations of high performance teams and sports organisations to capture the diverse and dynamic nature of adversity and growth; and, developing suitable measurement instruments to capture such experiences. Practical implications will be discuss the potential benefits of ASP's in facilitating adversity-related growth in sports teams and organisations, the nature of the role that ASP's can serve to enhance growth, and the desired competencies and training requirements necessary in order to undertake such practice.

WORKSHOPS

WKSP-01

QUESTS, BADGES, AND CHEAT CODES: LEVELING UP YOUR SPORT PSYCHOLOGY CLASSROOM WITH GAMIFICATION

*Amber Shipherd, Texas A&M University - Kingsville / Next
Level Mind Consulting, USA*

Gamification is using game-based mechanics and aesthetics in non-game environments, such as a classroom (Kapp, 2012; Lee & Hammer, 2011). Gamification in the classroom engages students in real-world problem-solving and critical thinking in situations where students simultaneously experience competition and cooperation (Kapp, 2012), thus promoting autonomy, competence, and relatedness (e.g., self-determination; Deci & Ryan, 1995). Gamification engages students in the learning process, encourages students to think outside of the box and try new ideas with a lowered risk of failure, and provides them with immediate feedback on their progress. The research on gamification in the classroom has found many benefits, including: better retention of material, increased confidence, and greater student engagement (e.g., Poole, Kemp, Williams, & Patterson, 2014). While gamification is not a novel concept, only two publications have addressed gamification in kinesiology or psychology college classrooms (Shipherd & Burt, 2018; Stansbury & Earnest, 2017). Given sport psychology courses often address topics of motivation, competition, and cooperation, the sport psychology classroom seems to be an ideal course to gamify. Therefore, the purpose of this workshop is to (a) introduce participants to gamification and best practices for utilizing gamification in the classroom, (b) allow attendees to experience a gamified sport psychology class, and (c) provide an opportunity for participants to exchange ideas and begin designing their own gamified classroom. Workshop attendees will participate in a sample gamified lesson in which they will experience first-hand a variety of essential features of gamification: aspects of competition and cooperation, immediate feedback, freedom to fail, autonomy, achievements, badges, leaderboards, levels, and points. Attendees will also be provided a handout with best practices and gamification examples to start them on their own journey to gamify their classrooms.

WKSP-02

INCORPORATING A MULTICULTURAL ORIENTATION FRAMEWORK INTO SPORT PSYCHOLOGY CONSULTING

*Nile Brandt, University of Utah, USA;
Uma Dorn, University of Utah, USA*

Cultural backgrounds is referenced as a factor influencing client attitudes toward sport psychology consulting (Lubker, Visek, Watson, & Singpurwalla, 2012). Matching the ethnicity and cultural backgrounds of athletes with consultants is not a possibility in the landscape of applied sport psychology. This fact places the onus on the practitioner themselves to gain cultural understanding in order to disseminate and monitor effective and ethically sound psychological skills training (Schinke et al., 2009). To this end, researchers have suggested education, research, multicultural counseling courses, and participation in cultural awareness workshops (Naoui, Watson, Deaver, & Sato, 2011).

The learning objectives of this workshop are threefold: to understand cultural characteristics and needs of various client groups that affect the consulting/counseling relationship; to demonstrate how to use a MCO framework with a sport consulting/counseling framework; to understand intersections of cultures, statuses, and identities in clients'/athletes' lives. We will introduce Multicultural Orientation framework (MCO; Owen, Tao, Leach, & Rodolfa, 2011; Owen, 2013) as a complement to the Multicultural Competence (MCC) model to examine how cultural dynamics can influence the process of psychotherapy. In addition, we will provide an opportunity to engage in experiential activities including a role play and offer examples of how to incorporate multicultural orientation in sport psychology consulting and counseling. Specific to the MCO framework, we will illustrate components of cultural humility, cultural opportunities, and cultural comfort within the consulting relationship. Other techniques integrated within the workshop include presenting guidelines for having cultural conversations in consulting work, including centering consulting around cultural identities, and addressing cultural ruptures and microaggressions in therapy. Participants will be provided with a handout presenting an MCO model within a sport psychology consulting framework.

WKSP-03

A NEW APPROACH TO SERVICE DELIVERY: AN OVERVIEW OF UTILIZING AN EXECUTIVE COACHING APPROACH TO SPORT PSYCHOLOGY SERVICES

*Taylor Montgomery, MVP Training, USA;
Michael Ross, Saint Louis University, USA;
Jordan Collins, Saint Louis University, USA*

Executive coaching refers to the process of providing tools, knowledge, and opportunities to enhance behavioral change and become more effective in the workplace (Peterson & Hicks, 1995). Over time, it has been used to facilitate learning and move executives from excellent performance to peak performance (Feldman, 2001). Much like executive coaching, there is growing popularity for sport psychology services in order to develop athletes to gain a competitive advantage. Traditional sport psychology services have focused on intra-individual mental states. Hardy, Jones, and Gould (1996) stated, "in focusing strongly upon the psychological preparation of individual elite performers, [we do] not seriously consider group dynamics, or other social and organizational factors which might influence performance." There is a need in the delivery of sport psychology services to incorporate organizational needs into the equation of athlete development. The purpose of this workshop is to broadly teach attendees how to tailor and implement sport psychology services via an executive coaching model. The proposed model follows the coaching phases outlined by Feldman and Lankau (2009) including data gathering, feedback, coaching sessions, and evaluation. This approach to service delivery focuses on a number of levels of social aggregation as outlined by Fletcher and Wagstaff (2009) including organizational, inter-group, intra-group, and individual levels. The purpose of this is to highlight that all members of the sport organization have an impact on its functioning and effectiveness. Whereas the focus of sport psychological services has tended to be on mental skills training to enhance athletes' perspective, this model adopts more organizational-level interventions that emphasize an ongoing process of assessment and evaluation. Teaching Methods include panel presentation, practice examples, and guided group discussions. Learning

objectives include (1) provide education on the process of executive coaching, (2) introduce the structure and content of an executive coaching model as a means for delivery of sport psychology services, and (3) utilize group discussions to process questions and comments related to the content. All attendees will receive access to a sample proposal that is utilized with sport organizations to outline the processes.

WKSP-04

SLOW IS SMOOTH, SMOOTH IS FAST: UNDERSTANDING AND UTILIZING THE ACT MATRIX IN THE ACHIEVEMENT AND MAINTENANCE OF FOCUSED, ENHANCED ATHLETIC PERFORMANCE

David Udelf, Becker, Udelf, and Associates, USA

Athletes often struggle with intrusive thoughts and emotions that can disrupt mindful focus and optimal training and competitive performance. Efforts to control or ignore these unwanted thoughts and emotions (inner-experiencing) often prove ineffective, and worse, can intensify the disruptive impact of this inner-experiencing.

This workshop acquaints participants with the ACT Matrix (Polk, Schoendorf, Webster, and Olaz, 2016)--a shortened, more intuitive version of Acceptance and Commitment Therapy (ACT)--and the use of the Matrix to train athletes to turn their attention from distracting thoughts and emotions to a concentration on the committed actions of their sport performance. The ACT Matrix, thus, enables achievement of mindful focus critical to optimal performance in training and competition (Kaufman, Glass, and Pineau, 2017; Lundgren, 2015).

Workshop attendees will engage in demonstrations and activities used to develop an athlete's understanding and utilization of the ACT Matrix, and help performers achieve and sustain focus in the demanding, stressful sport environment. Participants will also learn to use the Matrix in assisting athletes in the design and employment of routines and releases (Ravizza and Hanson, 2017). Specific workshop objectives include learning to: (1) Explain the ACT Matrix to athletes with simple, intuitive language unencumbered by full-version ACT terminology and other psychological jargon that can confuse and impede understanding; (2) Employ the ACT Matrix to improve athletes' self-awareness; (3) Utilize the ACT Matrix in performance enhancement interventions designed to improve athletes' focus; (4) Explain to athletes--using the ACT Matrix--how routines and releases work to establish, maintain, and/or restore mindful focus on the committed actions of their sport performance. Workshop materials include: PowerPoint presentation, videos, client handouts, ACT Matrix worksheets, and reference list.

WKSP-05

BLUE PILL, RED PILL, PURPLE PILL?: THE MYTHS AND REALITIES OF CONSULTING WITH MEN AND BOYS IN APPLIED SEP SETTINGS

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Rebecca Busanich, St. Catherine University, USA;
Christopher Stanley, Florida State University, USA;
Jonathan Metzler, AFSC / Magellan Federal, USA;
Jorge Ballesteros, Arizona State University, USA;
Matthew Moore, University of Tennessee, USA*

Despite its relative lack of attention, promoting healthy male development (through sport) is a social justice issue (Kiselica & Woodford, 2007; Kiselica & Englar-Carlson, 2010). Historically, sport has been considered one of the few social institutions that strongly promotes traditional forms of masculine values. For example, Coakley (2015) affirms both male and female athletes (over)conform to a masculine 'sport ethic' where making sacrifices, striving for distinction, accepting risks and playing through pain, and confronting obstacles in the pursuit of success are all acceptable rules of the game. Recently, the American Psychological Association (APA) has published guidelines for psychological practice with male clients. These guidelines are based on the notion that many aspects of traditional masculinity can, under certain circumstances, be harmful to the psychosocial development of boys and men (APA, 2018). Critics have asserted that the guidelines do not consider the positive aspects of masculine identity development (Mull, 2015).

The purpose of this workshop is to examine the myths and realities of consulting with male athletes and consider how the new APA guidelines impact applied SEP practice. The workshop will consider the following topics:

- Critical feminist perspectives of disordered eating experiences in male athletes
- Intersectional perspectives (e.g. race, ethnicity, age, sexual orientation, military affiliation) of stigma and mental health seeking behaviors among men
- Male relational dynamics and the reinforcement of cultures of aggression in sport
- Sport as a vehicle for promoting positive socioemotional development
- Gender-sensitive and gender-affirming consulting practices

Through a set of engaging exercises, workshop attendees will be exposed to tips, tools, and techniques which may be employed in applied contexts and encourage the positive aspects of masculinity within sport, the military, and other high-performance settings.

WKSP-06

MENTAL PERFORMANCE COACHES' ROLE IN HELPING COACHES BECOME TRAUMA-INFORMED

*Val Altieri, Jr., Boston University, USA;
Lou Bergholz, Edgework Consulting, USA;
Maren Rojas, Edgework Consulting, USA;
John McCarthy, Boston University, USA*

There is increasing interest in the role that exposure to trauma plays in sport and its long-term consequences to athletes (Whitley, Massey, Wilkison, 2018). Emerson, Sharma,

Chaudry, and Turner (2009) note, "Trauma exposure is ubiquitous in our society" (p.123). Since sport systems can be considered microcosms of our greater society, then it is important that key personnel like coaches are better prepared to recognize and address issues related to the long-term effects of such exposure. Mental Performance Coaches (MPC) may have an opportunity in the sport setting to help coaches gain awareness and share strategies to better care for their athletes affected by trauma. To become a trauma-informed coach aligns with how coaches are instructed to design their team environments. Standard 21 of The National Standards for Sport Coaches requires that coaches "Implement a positive and enjoyable sport climate based on best practices for psychosocial and motivational principles to maximize athlete and team well-being and performance" (SHAPE America, 2019). Unfortunately, some coaching approaches may not prevent further harm to athletes because typical coaching methods of punishment and exclusion can be especially damaging to athletes with a history of trauma. Fortunately, trauma-informed coaching approaches can aid all athletes' development, regardless of their backgrounds.

The learning objectives are as follows. First, participants will be able to identify and explore the potential benefits of a trauma-informed approach to all athletes. Second, participants will develop strategies for overcoming barriers to implementing a trauma-informed approach in their context. Third, through scenario-based learning and role plays participants will practice working with coaches to align their coaching practices with trauma-informed principles.

WKSP-07

DEVELOPING A PROFESSIONAL PHILOSOPHY TO GUIDE SPORT PSYCHOLOGY SERVICE DELIVERY

Elmer Castillo, Saint Francis University, USA;

Carly Block, Florida State University, USA;

Matthew Bird, University of Lincoln, USA;

Graig Chow, Florida State University, USA

As the science and practice of sport psychology has advanced, growing attention has been directed toward professional issues such as ethics, education and training, cultural sensitivity, and certification. Consistent with this trend, philosophy of sport psychology service delivery has emerged as a topic of applied interest. Professional philosophy merits careful consideration as it represents an essential prerequisite for effective practice and professional development (Keegan, 2014; Lindsay et al., 2007; Poczwardowski et al., 1998). Poczwardowski et al.'s (2004) hierarchical structure of professional philosophy represents the foremost conceptualization of consulting philosophy aimed at understanding and enhancing consultant effectiveness. Their framework outlines the five essential components of professional philosophy, with the hierarchical structure characterized by a bottom-up influence moving from the most stable (internal) components to those which are more dynamic (external): (a) personal core beliefs and values, (b) theoretical paradigm concerning behavior change, (c) model of practice and consultant's role, (d) intervention goals, and (e) intervention techniques and methods. The learning objectives of this workshop are threefold: (1) to briefly review the literature related to professional philosophy including a recent qualitative study we conducted with novice and expert mental performance consultants, (2) to utilize Poczwardowski et al.'s (2004) framework to guide workshop attendees through the development of their own personal consulting philosophy, and (3) to suggest and discuss various applied implications.

Teaching methods include a brief didactic component and experiential learning to provide hands-on experiences for attendees. Graduate sport psychology students and seasoned sport psychology practitioners are encouraged to attend. Questions and feedback will be encouraged at the conclusion of the workshop.

WKSP-08

MINDFULNESS AND POSITIVE PSYCHOLOGY IN FACILITATION SETTINGS

Elizabeth Lange, William Peace University, USA;

Kimberly Fasczewski, Appalachian State University, USA

This workshop will be a journey in mindfulness and positive psychology with clients in sport and exercise settings. Positive Psychology is the scientific study of the strengths that enable individuals and communities to thrive. The field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work, and play (Peterson, 2008). Positive psychology cultivates optimism (Dillard, Midboe & Klein, 2009; Scott & Barnes, 2011), enables kindness towards others which assist in team cohesion (Layous et al, 2012), instigates gratitude which improves quality of life (Seligman et al, 2005), and is often "contagious" (Fowler & Christakis, 2008). One effective method for using positive psychology is to enhance well-being and performance in sport and exercise settings is mindfulness. Through mindfulness, implemented as meditation and calmness, individuals can learn how to control their racing and scattered minds (Kapman & Lomas, 2018). Daily mindfulness is accomplished when we attentively check-in with ourselves, consciously being aware of the senses: sights, tastes, smells, touch and sounds. Combining positive psychology with mindfulness is powerful for individuals and groups, where it creates unique team development (Harvard Health Publications, 2019). Meditation has shown benefits, including decreased stress, enhanced self worth, improved concentration, and a raised awareness of one's unconscious beliefs. Meditation is a useful technique for clients in many settings including elite athletic performance, exercise promotion/adherence, and injury/chronic disease rehabilitation. Workshop attendees will explore the use of mindfulness to accomplish the following learning objectives: (1) Learn about the science of positive psychology and the benefits of mindfulness (2) Learn how to use meditation with clients as a team development process (3) Learn how to use mindfulness as part of the exercise process with clients in various sport and exercise settings (4) Experience meditation themselves.

WKSP-09

A LOOK BACK AT MST PERIODIZATION: THE PLAN VS. THE REALITY AND LESSONS LEARNED

Christian Smith, IMG Academy, USA;

Lindsey Hamilton, IMG Academy, USA;

Taylor Stutzman, IMG Academy, USA

Periodization helps coaches to effectively plan and manage training processes. Typically, periodized training plans include preparatory, competitive, and transition phases. Within each phase are technical, tactical, physical, and psychological considerations. Ideally, these four tenets are coordinated

within and across the 3 phases of the program (Blumenstein & Orbach, 2018). The application of periodization to mental skills training (MST) has direct implications for enhancing effectiveness and addressing current limitations associated with MST interventions (Holliday et al., 2008). MST curricula (Stefanidis et al., 2016) and the periodized delivery of mental skills (Blumenstein & Orbach, 2018) have been shown to be effective in the transference of learned psychological skills to the performance domain. Mental performance consultants (MPCs) should therefore employ a periodized approach to curriculum development for mental skills when consulting with individuals or teams.

This workshop will explore and evaluate the completed experience of a periodized MST intervention curriculum. Specific learning objectives include (1) how to assess and create a periodized plan, (2) when and how to adapt your plans, and (3) how to evaluate the effectiveness of your delivery. The workshop will include examples of 10 month periodized plans that were implemented and explore the challenges encountered. Attendees will work in small groups to discuss, share, and troubleshoot potential challenges that arose along the way. Attendees will receive handouts summarizing the core messages and practical ways to navigate the process of developing and refining a periodized MST plan.

WKSP-10

PERFORMANCE OPTIMIZATION THROUGH FEAR: APPLYING PRINCIPLES OF EXPOSURE THERAPY

*Bjorn Bergstrom, Pacific University, USA;
Tamara Tasker, Pacific University, USA*

Clinical Psychology research has identified Exposure Therapy (ET) as the gold-standard of treatment for most anxiety disorders (Rosqvist, 2007). Facing one's fears of failure can lead to an acceptance of and/or habituation to said fear (Foa & Kozak, 1986; Salkovskis, Hackmann, Wells, Gelder & Clark, 2006; Craske et al., 2012). Presenters will focus on identifying key factors of performance enhancement that have not been thoroughly researched within sports psychology to date, discuss the challenges to applying these principles, and provide real-world examples.

This workshop will demonstrate through applied research and case-studies that the mechanisms of change embedded within ET are also the fundamental principles that help explain some key differences between high vs low performing athletes (Gustafsson, Lundqvist & Tod, 2017). As such, the learning objectives of this workshop are threefold: (1) Provide a review of Exposure (ET) theory, principles, and associated mechanisms of change; (2) Demonstrate briefly how these mechanisms can be applied not only to reduce symptoms of clinical anxiety, but also how they improve performance in non-clinical and already high-performing populations; (3) Provide a step-by-step hands-on demonstration for how to adapt the active ingredients within ET for high performing athletes so that practitioners can implement these principles with nuance and sophistication in their respective practices. The workshop will compare and contrast current approaches to performance enhancement and discuss the importance of considering the athlete's culture and identity factors in the implementation and tailoring of ET interventions. Presenters will include a step-by-step packet, with research references, models, and intervention methods. Finally, we will discuss how to assess and evidence performance optimization outcomes,

per this intervention framework. While further research is needed, the presenters and authors believe this approach will revolutionize the field and has the potential to change how we approach and conceptualize performance enhancement.

WKSP-11

WHEN YOUR SPORT, EXERCISE, OR PERFORMANCE CLIENT WANTS TO LOSE WEIGHT: HOW TO HELP WITHOUT DOING HARM

Christine Selby, Husson University, USA

Weight loss is a common goal for many people and is often viewed as something relatively easy to do if one has enough willpower. The reality is that there are myriad factors that contribute to how much any person weighs and how they carry that weight on their body (National Institute of Diabetes and Digestive and Kidney Diseases, 2018, February). Moreover, a growing body of evidence has revealed that weight loss is unsustainable for the vast majority of people in the long-term and can lead to yo-yo dieting (weight cycling) which has numerous negative health consequences (Lang, & Froelicher, 2006; Neumark-Sztainer, Wall, Haines, Story, & Eisenberg, 2007).

Rapid weight loss to reach one's goal more quickly is common; and is generally not recommended including for those who are highly active (Manore, 2015). Consequences for weight loss that is too rapid or too dramatic for the active client can include a decrease in performance, increased risk of injury, increased risk of eating disorder symptoms, and increase in overall distress (Carl, Johnson, & Martin, 2017; Manore, 2015). Other studies have found that rapidly cutting weight for weight class based sports can have negative effects on strength and power and no overall benefit to performance (Barley, Chapman, & Abbiss, 2018), and can place athletes at higher risk of brain trauma (Crichton, Close, & Morton, 2015).

Attendees will receive an overview of current weight-loss research; develop an awareness of weight-related biases they may have, learn recommended strategies for helping active clients with weight loss; learn an approach to body weight, shape, and size that shifts the focus from weight to health; collaborate on identifying best intervention approaches for active clients depicted in case examples; and receive feedback and guidance from a certified eating disorder specialist and HAES® practitioner.

WKSP-12

UP-UP-DOWN-DOWN-LEFT-RIGHT-LEFT-RIGHT-B-A: LEVELING UP YOUR ETHICS

*Trey McCalla, Consultant, USA;
Hillary Cauthen, Texas Optimal Performance & Psychological
Services, USA*

Consultants in sport psychology strive to act ethically, however many professionals are vulnerable to lapses in their decision making and may perform in less-than-optimal ways, often without even being aware of it (Knapp, S., Handelsman, M.M., Gottlieb, M.C., & VandeCreek, L.D., 2014). These vulnerabilities can develop as one becomes more experienced in their consultation and professional development. Developing best ethical practices is an

essential aspect of professional development and has become a growing requirement for continuing education in governing associations. Ethical dilemmas are challenging due to the variance in one's decision making processing, morals, and virtue ethical practices. Consultants will face an array of ethical dilemmas ranging in severity and outcomes. The challenge with managing ethical dilemmas is the variety of ethical outcomes one may choose. Many ethical dilemmas do not have black and white solutions, and it is important to be prepared to cope with the grey area (Fogelson, S. & Opell, E., 2018). The purpose of this workshop is to provide applied experiences beyond the formal education and training as it relates to readiness and competence in professional practice (Wise, E., 2008). Attendees will learn how to identify ethical vulnerabilities and build ethical resilience to prevent ethical disasters (Tjelveit, A.C. & Gottlieb, M.C., 2012). Attendees will be presented with various ethical dilemmas that are directly related to AASP Ethics Code competencies that include Fees and Financial Arrangements, Maintaining Confidentiality, Multiple Relationships, and Human Differences. The presenters will engage the attendees in a gamified ethical dilemma experience and leave optimal time for viable discussions for the purpose to enhance the ethical decision making process and best ethical practices.

WKSP-13

SELF-CARE: THE FORGOTTEN PERFORMANCE STRATEGY IN COACHING

Goran Kenttä, The Swedish School of Sport and Health Science, Sweden;

Peter Olusoga, Sheffield Hallam University, UK;

Kristen Dieffenbach, WVU - Athletic Coaching Ed, USA

High-performance (HP) coaching is characterized by pressure related to performance expectations, alongside the ever-present threat of funding cuts and job losses. HP coaches frequently work long, irregular hours (Dixon & Bruening, 2005), experience isolation (Olusoga, Butt, Hays, & Maynard, 2009), and work-home interference (Bentzen, Lemyre, & Kenttä, 2016). Coaches often prioritize their athletes' performance and wellbeing (Olusoga, Maynard, Hats, & Butt, 2012), which results in limited attention to self-care. Moreover, the dominant culture in elite sport is typically one of suppressing emotional difficulties, reticence to show vulnerability, and a lack of help-seeking (Olusoga & Kenttä, 2017). Altogether, this is a risk factor for the development of mental health issues amongst HP coaches. Mental health in elite sport is receiving more attention, evidenced by several recent position statements on athlete mental health (Henriksen et al., 2019; Schinke, Stambulova, Si, & Moore, 2017; Van Slingerland et al., 2018). Coaches, however, have largely been neglected. Similarly, there has been a substantial rise in the use of Mindfulness-Based Interventions for athlete mental health, stress management, and performance enhancement (e.g., Röthlin, Birrer, Horvath, & Holtforth, 2016; Shinke, Stambulova, Si, & Moore, 2017), but limited attention given to coach wellbeing (Longshore & Sachs, 2015). Such programs might be beneficial, particularly for developing recovery and self-care strategies (Lundqvist, Ståhl, Kenttä, & Thulin, 2018). The learning outcomes of this workshop are twofold: a) to review current research highlighting issues related to mental health, wellbeing, and illbeing in HP coaching, and b) to explore individual and group mindfulness

and ACT-based intervention strategies aimed at increasing coaches' self-awareness and psychological flexibility. In this experiential workshop, participants will gain competence using a number of exercises to enhance mental wellbeing in high-performance coaching under supervision from the workshop presenters who have experience of delivering ACT-based interventions in HP coaching contexts.

WKSP-14

CAN WE CONTROL THE MIND? USING MINDFULNESS AND ACCEPTANCE APPROACHES TO HELP ELITE ATHLETES THRIVE AND PERFORM

Kristoffer Henriksen, University of Southern Denmark, Denmark;

Amy Baltzell, Boston University, USA;

Peter Haberl, USOC, USA;

Keith Kaufman, Keith A. Kaufman, Ph.D., PLLC, USA;

Sara Mitchell, United States Olympic Committee, USA;

Tobias Lundgren, Department of Clinical Neuroscience, Karolinska Institute, Sweden

Mentally strong athletes may be described as "always confident and never nervous". Elite athletes telling stories of supernatural mental powers and unshakeable confidence, and sport psychology practitioners describing the minds of the great help nourish this misconception, which can inspire athletes to try to control their minds.

Mindfulness and acceptance approaches are gaining momentum in sport psychology practitioners' work to support elite, Olympic, and professional athletes (e.g., Baltzell, 2016; Noetel et al. 2017). These approaches generally suggest that trying to control internal states is not only futile, but also part of the problem. Instead, athletes are taught skills like: (1) mindfully engaging in the present moment, including task-focused attention; (2) Opening up, accepting and being willing to experience the full range of thoughts and emotions that are a natural part of pursuing an elite sports career; and (3) formulating the values that they would like to guide their life and sport career, and pursuing committed actions towards these values (Gardner & Moore, 2007).

The workshop presenters represent cultural perspectives from Europe and the US and collectively have significant applied experience in professional sports and national Olympic and Paralympic programs. They will engage the audience in specific exercises that they have used successfully with high-level athletes. Learning objectives for the workshop include understanding the relevance of mindfulness and acceptance approaches in performance contexts, and experientially learning new methods of teaching such approaches.

Presenters will provide worksheets, which include models and exercise descriptions. In a safe and accepting learning environment, attendees will: (1) try specific exercises; (2) because sensitivity to issues of diversity are vital for intervention success, collaborate to actively adapt exercises to their specific cultural contexts (e.g., national culture, sport and age group) as a means to develop cultural competence; and (3) receive feedback from the presenters.

WKSP-15

A FUNCTIONAL TEAM LEADERSHIP APPROACH TO DEVELOPING LEADER AND TEAM MENTAL PERFORMANCE

Jeffrey Coleman, Coleman Performance Group, LLC, USA;
Carl Ohlson, The Pennsylvania State University, USA;
David Yukelson, Independent Contractor, USA

According to functional leadership theory, it is crucial that leaders execute core functions to allow productive team coordination, team communication, collective efficacy and other important team processes that affect group outcomes (Kogler-Hill, 2013, Zaccaro, Rittman, Marks, 2001). There is evidence that factors such as confidence, stress, and emotional self-regulation influence coaches and other leaders' abilities to be effective in this execution (Collins & Jackson, 2015; Olusoga, Butt, Hays, & Maynard, 2009; Shipman & Mumford, 2011). Moreover, leadership behavior is often reflected by subordinates, with evidence that transformational leadership trickles down to teams and that servant leadership by coaches is associated with mentally tougher teams (Rieke, Hammermeister, & Chase, 2008). Recognizing these factors, Coleman and Morales (2018) outlined a path for teaching mental skills to leaders based on functional leadership theory. The purpose of this workshop is to present a framework of critical leadership capacities for mental performance and to provide signature mental skill techniques to develop these capacities that can then be passed on to their teams. More specifically, the presentation will center upon three primary learning objectives. First, participants will consider how a functional mental performance framework can be utilized to develop the leader mental capacities of Situational Awareness, Mental Agility, Learned Instinct, and Leader's Calm. The second objective is to provide practical mental skills techniques targeting the critical leadership roles of coaches and athletes. Participants will leave the workshop with several methods to apply to their own practice. Finally, the session will conclude with an interactive discussion of workshop activities, highlighting how leader mastery of these capacities trickle down to improve overall team mental performance. This reflective time will allow all participants the opportunity to share best practices in mental skills and leader development.

WKSP-16

THEORIES OF PERFORMANCE EXCELLENCE: RATIONALE, CONCEPTUALIZATION, AND APPLICATION

Aspen Ankney, Special Operations Cognitive Enhancement for Performance, USA;
Ian Ankney, Special Operations Cognitive Enhancement for Performance, USA;
John Evans, Human Engagement & Adaptive Thinking, USA;
Dan Sproles, Special Operations Cognitive Enhancement for Performance, USA;
Nathan Toft, Special Operations Cognitive Enhancement for Performance, USA

Recently, Aoyagi, Cohen, Poczwardowski, Metzler, and Statler (2018) conveyed the lack of theoretical paradigms specific to performance enhancement and ascribed a need for the field of applied sport and performance practitioners to operate from formally articulated and empirically assessed paradigms. Formalized theoretical orientations of performance excellence

would further allow practitioners to collaborate, simplify the rationale for selected interventions, and provide for more effective measurement of interventions. The interest in this discussion by the AASP community and applied practitioners was cited as evidence for their conceptual article which proposed that practitioners participate in formal discussion, development and understanding of theories of performance excellence (Aoyagi et al., 2018).

This workshop is intended to create a space for practitioners to a) understand the rationale for providing sport psychology and performance enhancement techniques and interventions from a grounded Theory of Performance Excellence (TOPE), b) explore how this approach would enhance ethical and professional service delivery, c) consider the relationship between philosophical foundations and models of service delivery, and d) integrate steps toward developing or aligning with a TOPE. Participants will have the opportunity to work in facilitator-led small groups and will leave with resources for further individual study.

The value of dedicating time to reflecting on one's own values and philosophical beliefs to elucidate a well-considered and theory-driven TOPE cannot be overstated. Too often, practitioners in our field are intervention-driven, which creates opportunity for conflicting orientations and messaging. This workshop will help students and young professionals create a stable framework, through which they can understand and develop performance enhancement programs and improve their ability to conceptualize a greater scope of performances, with more accurate precision.

WKSP-17

ACTING OUT: MINDFULNESS (MSPE) PRACTICE FOR THE WORKING ACTOR & PERFORMING ARTIST

Jacob Jensen, California State University-Northridge, USA;
Ashley Samson, California State University, Northridge, USA

Actors are a population that can benefit from mindfulness practices and the services of sport and performance psychology consultants (Kabat-Zinn, 1990; Rumer, 2019). Mindful Sport Performance Enhancement (MSPE) is a six-session mindfulness program developed by Kaufman, Glass, and Pineau (2017) for athlete populations and is rooted in "Kabat Zinn's mindfulness-based stress reduction and Segal, Williams, and Teasdale's mindfulness-based cognitive therapy" (p. 4). The six sessions focus on the education and practice of mindfulness and include interventions such as diaphragmatic breathing, body scan, mindful yoga, and various meditation exercises (p. 5). The overall learning objective of this workshop is to provide participants with insights and information on how to apply the MSPE principles to actors and performing artists. Actors face unique performance challenges, and throughout this workshop, attendees will learn how to better help actors (1) mentally prepare for the audition experience, (2) stay in the moment during their performance, and (3) deal with the emotional roller-coaster of rejection, criticism, and lack of feedback/information due to the subjective nature of the profession. The workshop will be led by two experienced CMPC's, one of whom is a working actor and consultant who has incorporated tenets of the MPSE program into applied work with actors.

The teaching methods incorporated within this workshop will include (1) a discussion of the presenters' experience

in applied work with actors, (2) demonstrations of how to tailor MSPE program practices specifically to actors through case studies, and (3) experiential learning exercises in which participants will have the opportunity to be led through some of the MSPE practices. Workshop participants will be provided with copies of the presentation slides, as well as handouts with case studies and examples of how MPSE mindfulness practices (e.g., meditation scripts, body scan, etc.) can be specifically applied to actors and performing artists.

WKSP-18

HELPING TEAMS BUILD THEIR SECRET WEAPONS: A FRAMEWORK FOR AIDING IN DEVELOPING AND IMPLEMENTING TEAM CULTURE

Justin Foster, AFSC/Magellan Federal, USA;
Lauren Tashman, Align Performance LLC, USA

Team culture is the foundation for everything that a team is, values, and believes, as well as how it functions, interacts, and performs. Culture influences the perceptions and attitudes of a team about what is the “right” way to do things, and is derived as the team strives to coordinate its members and adapt to external demands (Schein, 1984). A team’s culture is shared, pervasive, enduring, and implicit; thus, it plays a large role in the ability to align efforts towards the pursuit of a shared purpose which ultimately impacts whether or not the team will thrive (Groysberg, Lee, Price, & Cheng, 2018). Culture and its implications have been extensively examined and discussed in the corporate setting. In comparison, sport psychology, until the last few years, has focused more on team dynamics than on team culture though a few have brought light to the topic (e.g., Janssen, 2015). Sport psychology consultants often work with teams and organizations to improve communication, teamwork, and the psychological factors of performance. However, these efforts may not be as effective without also assisting a team with intentionally developing or changing their team culture. Therefore, the objectives of this workshop are to outline a framework that consultants can use to work with teams and organizations on assessing, building, changing, evolving, and sustaining team culture, share experiences in working with a variety of clients (e.g., collegiate and national sport teams, military and business teams), and guide workshop attendees through various experiential exercises they can implement with teams utilizing the framework described to 1) identify team values, 2) solidify team standards, and 3) implement their desired culture within their environments and the day to day actions and interactions of the team. To conclude the workshop, the presenters will conduct a short debrief and allow time for questions.

WKSP-19

SELF-CARE, SETTING LIMITS AND PREVENTING BURNOUT FOR SPORT PSYCHOLOGY PRACTITIONERS IN HIGH PERFORMING SPORT ORGANIZATIONS

Julie Sutcliffe, Stanford University, USA;
Kelli Moran-Miller, Stanford University, USA

Sport psychology practitioners (SPPs) often work with athletes and coaches to prevent burnout, but how do we prevent burnout in ourselves? SPPs working in elite sport organizations (e.g. university athletic departments, Olympic,

or professional sport organizations) engage in a multitude of professional responsibilities and often provide services at systemic levels (e.g. individual athlete, team, coach, administration) with diverse clientele. As such, SPPs need to be cognizant both of the unique needs of their clients and the demands of their own working conditions and professional roles (Anderson, et al. 2001; Etzel & Watson, 2006; Stapleton, et al. 2010). SPPs face a variety of stressors that potentially impact personal well-being and professional effectiveness (Stapleton, et al. 2010) and face unique self-care challenges (Quartioli, et al. 2018). Research supports the proactive use of self-care strategies among psychology providers (Barnett, Baker, Elman & Schoener, 2007; Norcross & Guy, 2007) and experienced SPPs (Quartioli, et al. 2018) to enhance quality of life and promote effective client care.

This workshop will examine the importance of self-care for sport psychology practitioners to maintain competent and ethical in their sport psychology consulting practice. Drawing from lessons found in the current literature on self-care, participants will develop individualized self-care practices to improve professional and personal well-being. Learning objectives include: identify current occupational and personal stressors, practice setting limits to facilitate self-care and develop self-care strategies to support personal and professional needs. Use of case scenarios, small group discussion, values identification, self-reflection, and other experiential activities will be used to facilitate learning as attendees collaborate with and learn from each other in an interactive workshop format.

WKSP-20

359 DEGREES OF FREEDOM: A DISCUSSION ON THE EXPERIENCE AND APPLICATION OF ACCEPTANCE AS A PERFORMANCE PSYCHOLOGY INTERVENTION

Kirsten Cooper, University of Denver, USA;
Jessica Bartley, University of Denver, USA;
Emily Clark, USA

“It is the lived body that grounds what is sensed and perceived in the environment. It is through the lived body that acceptance becomes available” (McNeill, 2019). Acceptance is the moment in which you don’t do what’s habitual, then there is the moment you realize you have 359 degrees of freedom (McNeill, 2019). It is through the nonjudgmental felt sense of the world that acceptance becomes an immeasurable asset to an athlete’s ability to focus their attention on present experiences and choose actions that are in alignment with their goals. Until recently, mindfulness was not a common practice in the western world but it has become a pervasive part of contemporary vernacular (Bernier et. al, 2018). Through the adoption of mindfulness practices into western culture, acceptance has left a lasting mark on psychological work through Acceptance and Commitment Therapy and mindfulness-based interventions (Hayes, 2004). However, acceptance has arguably become one of the most misunderstood terms in performance psychology. Many performers view acceptance as a detriment to success and see it as a marker of complacency rather than as an opportunity. In this workshop, we will provide case studies, underpinnings of theory, and experiential opportunities to promote understanding and application of acceptance for performance psychology consultants.

WKSP-21

“IT’S THE ELEPHANT IN THE ROOM”: MAXIMIZING PERFORMANCE THROUGH AN INCLUSIVE TEAM CULTURE

*Mary Foston-English, Stanford University & Private Practice, USA;
Kelli Moran-Miller, Stanford University, USA*

A team’s culture encompasses a set of attitudes, beliefs, and norms that are agreed upon and embraced by each member of the team. A strong team culture, centered on a commitment to shared goals, values, and expectations, is an essential component of successful teams. When athletes create an inclusive culture, they experience more cohesion and are more likely to remain united in their pursuit of shared goals (Carron et al., 2002). Even more so, when team members acknowledge the “elephant in the room” (i.e., team diversity), a sense of trust and belonging evolves. Underrepresented team members may doubt their value to the team and/or may experience a lack of belonging. When this occurs, their focus is divided between feeling respected/included and performing. (Romero,2015). The strongest, highest performing teams share a commitment to respecting differences while cultivating inclusion and belonging, which then becomes a vital part of the team’s culture.

This interactive workshop will explore why and how inclusion and belonging enhance performance for teams. Drawing from the lessons of current research on organizational culture, sport teams and diversity/inclusion, the presenters will review best practices for discussing inclusion and belonging in a way that promotes cohesiveness and performance. The presenters will demonstrate specific applications and interventions to develop a team culture centered on inclusiveness and belonging for performance. Through didactics, case study and experiential activities, participants will increase their awareness of cultural bias and stereotype threat and will gain hands-on strategies for effectively introducing these concepts in a team setting. Participants will learn how a sense of belonging enhances motivation (Walton & Cohen, 2007) and optimizes performance. In addition, participants will brainstorm in breakout groups real-life applications in their own consulting work and will leave with a plan for effectively cultivating inclusion and belonging within teams.

WKSP-22

CONFIDENTLY JUMPING OFF THE CLIFF: PRACTICAL BUSINESS STRATEGIES AND CONFESSIONS OF FAILING FORWARD IN PRIVATE CONSULTING

*Elliott Waksman, Portland Sport Psychology, USA;
Lauren Tashman, Align Performance LLC, USA*

While the career goal of many sport psychology graduate students is applied practice, the majority of graduates spend relatively little time and make little to no money doing so (Meyers, Coleman, Whelan, & Mehlenbeck, 2001; Portenga, Aoyagi, & Cohen, 2016). Fitzpatrick, Monda, and Wooding (2016) stated “there may exist a tipping point where too many graduates are competing for too few jobs” (p. 25). As aptly stated by Portenga and colleagues (2016), “it is unfortunate at best, deceptive at worst, that so many students are unable to make a living as a professional” (p. 2). As the field has grown, education, certification, and the literature have evolved with the aim of better training future graduates for applied practice. Further, conference sessions and webinars on private

practice as well as discussions in the literature (e.g., Taylor, 2008) have emerged. However, navigating the world of private practice is easier said than done and there still exists a gap in competency and preparedness for developing and sustaining viable consulting businesses. Therefore, the objective of this workshop is to aid in filling this gap by sharing practical business strategies that go beyond traditional business practices shared previously as well as personal reflections of failing forward as an entrepreneur. Workshop attendees will learn through the experiences of two consultants in different markets, one who began private practice immediately post-graduation and one who transitioned from part-time to full-time consulting. The workshop will include presentation of a variety of topics, such as generating new clients, resources used to learn the latest business strategies, successes, challenges and failures, lessons learned, and feedback and perspectives of clients; experiential activities providing attendees with actionable information and tools they can use to set up or level up their businesses; and small and large group discussion to share perspectives and generate ideas.

WKSP-23

HOW TO DEVELOP PROJECT-BASED LEARNING IN AN INTRODUCTORY SPORT PSYCHOLOGY COURSE

*Fritz Ettl, Butler University, USA;
Val Altieri, Jr., Boston University, USA*

Introductory undergraduate sport psychology courses serve to provide an overview of the discipline in addition to furthering students’ interests and curiosities about the field. These courses can attract students with a variety of career aspirations and majors while also providing opportunities for students to explore how the theories, skills, and concepts can inform and potentially enhance their own and other’s performance in their fields of study. To help students connect course content to real-life applications, we engaged them in Project-Based Learning (PBL). PBL has been defined as “a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic (real-life) questions and carefully designed products and tasks” (Buck Institute for Education, 2003, p. 4”).

We designed a semester-long assignment guided by the concepts of PBL, which asked students the authentic question: “What resource can you create for people in your field that helps them apply sport psychology theories and concepts in order to perform their jobs/roles better?” Students were free to choose their groups, the content, and audience they thought they could help. Students chose the platform on which their end-product serves as a stand-alone resource, such as: public service announcements, i-movie, podcast, infographics, academic posters, and more. This type of project supports students’ prior skills, strengths, and curiosities. The workshop will provide attendees with a basic framework for creating similar projects, guidelines for scaffolding the project over a whole semester, and an opportunity to collaborate with other attendees while designing project guidelines for their own courses.

The learning objectives are as follows. First, participants will identify the purpose and goals of Project-Based Learning. Second, participants will identify opportunities to align PBL with their course aims. Third, through collaboration, participants will use a PBL-guided framework to develop assignments for their courses.

WKSP-24

EXPERIENCE IT FOR YOURSELF: PREPPING AND PERFORMING TEAM BUILDING WORKSHOPS THROUGH EXPERIENTIAL LEARNING

Linda Keeler, Western Washington University, USA;
Jessyca Arthur-Cameselle, Western Washington University, USA;
Arianna Martignetti, Manhattanville College, USA;
Taylor Leenstra, Western Washington University, USA;
Brook Skidmore, Regis University, USA;
Nathan Wolch, Western Washington University, USA;
Samantha MacDonald, Western Washington University, USA

Experiential education is the foundation of team building activities often employed by certified mental performance consultants (CMPCs). Experiential education is founded in Dewey's (1938) philosophy that the participants' engagement in experiencing things first hand enhances the learning process. Further, Dewey recommended that the leader be a facilitator rather than a conveyer of information. Several models exist that can help guide the facilitation of experiential education (Corney, 2007; Greenaway, 1992; Jacobson & Ruddy, 2015; Moon, 2005); perhaps most commonly used is Kolb's (1984) model due to its simple four phase structure. The commonalities of these models can serve as an effective guide for how CMPCs can structure and process team building activities with clients. This session will be an interactive workshop focusing on utilizing models and implementing skills to effectively structure and process team-building activities to enhance group learning, which can build team cohesion. There are four goals of the workshop. First, to review effective preparation and planning to maximize learning through team building activities. Second, to provide an overview of experiential education models, focusing on Kolb's phases: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Third, to demonstrate and practice application of these models to various team-building activities in the workshop via experiential exercises. Fourth, to bring awareness and practice common group counseling techniques that can enhance post-activity group discussion and help leaders deal with challenging behavior from group members such as the monopolist, the silent client, and the help-rejecting complainer (Yalom, 2005). Multicultural considerations in experiential learning processes will be discussed throughout the presentation. Attendees will have the opportunity to observe, participate in, and discuss the processing models and techniques in small groups. Workshop attendees will receive an electronic link to resources related to the presentation.

WKSP-25

MITIGATING STEREOTYPE THREAT: TOWARDS MORE INCLUSIVE SPORT SPACES

Erica Tibbetts, Smith College, USA;
Emma Kraus, Smith College, USA

Athletes with marginalized identities related to race, gender, sexuality, class, and (dis)ability face a myriad of mental health challenges, feelings of disenfranchisement, risk of being exploited, and feelings of exclusion or invisibility in sport (Buzuvis & Newhall, 2016; Carter & Hawkins, 2011; McClearn, 2015; Jamieson & Villaverde, 2009; Yearwood, 2018). This can influence the experience of the athlete, as well as the performance of their team, and the general environment in an athletic department. Increasingly, sport

psychologists, coaches, and administrators are recognizing the need to create more inclusive spaces, for the well-being of their athletes and for the performances of their teams.

In order to best understand the psychological, emotional, and mental health challenges faced by athletes, sport psychologists, coaches, and sport administrators must understand the social and cultural environment that athletes exist and perform in. This workshop will use data from a study on stereotype threat as a starting point to demonstrate how sociology and psychology can and should be used to inform each other. We will discuss how stereotypes are created, furthered, and weaponized against women in sport, gender-queer and transgender athletes, individuals of color, and those with disabilities (eg. Krane, 2001; Vertinsky & Captain, 1998). We will provide an overview of stereotype threat research and its previously studied effects on adherence, effort, anxiety, and performance (e.g. Beilock & McConnell, 2004; Sakaquaptewa & Thompson, 2003; Steele & Aronson, 1995;). Then we will use data from 135 varsity athletes from nine different sports at a Div III liberal arts college to show the effects of these stereotypes on athletes' motivation and athletic identity. The workshop will then provide discussion points, activities and recommendations that will help attendees figure out how to promote inclusive team culture, battle the effects of stereotype threat, and help athletes with marginalized identities thrive within sporting spaces.

WKSP-26

WORKSHOP WITHDRAWN

WKSP-27

CONSULTING WITH TRANSGENDER ATHLETES: THE IMPACT OF INSTITUTIONAL POLICY

Ryan Socolow, Springfield College, USA;
Elizabeth Mullin, Springfield College, USA;
Allison Grace, Springfield College, USA;
Sarah Wooley, Springfield College, USA

Transgender (trans) people frequently encounter a host of unique social stressors (e.g., rigid social gender norms, gender-segregated public spaces, transphobia, etc.). Sport often magnifies these same stressors (e.g., locker rooms, uniforms, media guides; Elling-Machartzki, 2017) and historically rewarded individuals who strongly align with hegemonic gender norms (Krane, 2001). Consequently, trans individuals are disproportionately more likely to self-select out of competitive sport, face prejudice, and experience negative mental health symptoms (e.g., anxiety and depression; Jones et al., 2017). As institutions, such as colleges and universities, become more informed of the ways to support trans inclusion, they have developed policy that guides athletes, administrators, coaches, consultants, etc. However, many institutions still lack formalized policy to support trans needs or, worse, have formalized policy which discriminates against trans and gender nonconforming individuals. Mental performance consultants (MPCs) should be aware of existing policy and how policy impacts the MPCs' scope of practice. Using the Minority Stress Model (Meyer, 2003) applied to the trans population as a theoretical framework, the purpose of this workshop is to elucidate the impact of policy on trans athletes' athletic careers and to navigate the challenges for MPCs within an institution or athletic department that lacks formal trans inclusion policy. By the end of the workshop,

attendees will be able to: gain a more comprehensive knowledge of trans issues in sport; explain the role of institutional/athletic department policy when working with trans athletes; and differentiate between types of formalized policy and the impact on MPCs. Using guided discovery, attendees will develop recommendations to bring to their own institution and develop an individualized approach within policy to best support trans athletes. Attendees will receive handouts on the theoretical framework and leave with a list of group-developed best practices for navigating institutional, departmental, and/or organizational policy.

WKSP-28

ENTER THE (ACT) MATRIX: HACKING THE ACCEPTANCE AND COMMITMENT THERAPY PROCESS WITH MENTAL FLEXIBILITY AND VALUED ACTION

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Mindfulness and acceptance interventions, many of which are rooted in Acceptance and Commitment Therapy (ACT), have gained strong support in the sport and performance psychology community (e. g. Bernier, Thienot, Codron, & Fournier, 2009; Birrer, Röthlin, & Morgan, 2012). Many of these interventions, by design, takes weeks or months to fully teach and implement (e. g. Gardner & Moore, 2004). However, a lack of time, heavy practitioner workload, and a need to work with athletes subtly during times of intense competition can make it challenging for practitioners to implement regimented, time-intensive programs (Fortin-Guichard, Boudreault, Gagnon, & Trottier, 2018). And yet, the practice of each ACT process is vital to significant improvement in mindfulness and acceptance skills. With this in mind, this workshop will present the ACT Matrix (Polk, 2014), a framework for increasing mental flexibility and valued action using few rules and minimal time commitment. This framework has the potential to present ACT concepts in an innovative way that may be well-suited for high performance settings (Schwabach, Bartley, & Polk, 2019). The workshop will allow participants to experience the ACT Matrix exactly as it can be taught within their work environments, thus allowing a personal understanding of the mechanisms at play before utilizing the framework with clients. Through participation and collaboration, attendees will gain personal practice in ACT processes using the framework of the ACT Matrix and see how quickly they can invite their clients to do the same. Moderators will also map each major facet of the ACT Hexaflex (Hayes, Strosahl, & Wilson, 1999) onto the ACT Matrix, allowing attendees to better understand how it aligns with well-known ACT processes. Neophytes and seasoned professionals alike will be able to use the ACT Matrix with confidence within their high performance populations right away after attending this workshop.

WKSP-29

MANAGING ATHLETES' AND COACHES' EMOTIONS IN SPORT: A WORKSHOP FOR APPLIED PRACTITIONERS

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Research has demonstrated the influence of emotions on performance as evidenced by many meta-analyses (e.g., Craft, Magyar, Becker, & Feltz, 2003; Jokela & Hanin, 1999). Consequently, studies presenting diverse methods to manage intrapersonal emotions are plentiful (e.g., Campo, Laborde, & Mosley, 2016; Didymus & Fletcher, 2017; Lane et al., 2016). However, success in sport is often the result of teamwork and interpersonal coordination. Therefore, in order

to accomplish team success, athletes might consider learning skills pertaining to the interpersonal regulation of emotions defined as deliberate attempts by one social entity known as the "agent" to change the emotions or moods of another social entity known as the "target" (Gross & Thompson, 2007). Whilst sports psychology practitioners might be well versed in teaching athletes how to manage their emotions, there is less instruction on how to develop interventions whereby athletes or coaches attempt to manage the emotions of teammates or fellow coaches. The learning objectives for this workshop are: (a) to review how emotions influence performance; (b) to learn empirically-supported interpersonal emotion regulation strategies; and, (c) utilizing this knowledge, to explore moderating factors that affect strategy efficacy, including factors pertaining to cultural diversity. Workshop attendees can expect to benefit from the shared experiential knowledge of both the workshop facilitator and each other as teaching methods will include some brief didactic lecturing followed by small and large group discussion. Each attendee will receive a curriculum guide detailing activities that help develop interpersonal emotion regulation strategies as well as an annotated bibliography of some relevant literature.

WKSP-30

UTILIZING MINDFULNESS AND SELF-COMPASSION TO INCREASE PERFORMANCE, SAFETY, AND WELL-BEING IN FIRST RESPONDERS

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First responders (i.e., police, firefighters, emergency medical personnel, search and rescue) are tactical athletes that operate in hazardous environments that are complex and unpredictable. When integrated into a training program, mental skills can help increase performance and safety within these dangerous environments by fostering greater awareness of oneself, others, and the environment (Herzog & Deuster, 2014). Mindfulness and self-compassion are two effective mental skills that can increase all types of awareness (Kabat-Zinn, 2003; Neff, 2003). Yet, these skills are often absent in first responder training, a void that Certified Mental Performance Consultants can fill. There are three learning objectives for this workshop: (a) review mindfulness and self-compassion and describe how it can be integrated into current first responder trainings; (b) facilitate small group discussions on the benefits and barriers of mindfulness and self-compassion in this population; and (c) assist attendees in creating realistic programs for first responders (or other tactical populations). By using a peer-based learning model, this workshop will allow attendees to review ideas with each other and develop practical strategies they can implement. Workshop moderators have experience incorporating awareness-based instruction and interventions into first responder training programs. Throughout all workshop activities, the moderators will give relevant instruction based on peer-reviewed research and practical experience, facilitate discussions, and provide guidance on intervention designs.