

# AASP 2023

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PRESENTING SPONSORS



CONFERENCE ABSTRACTS

**Association for Applied Sport Psychology – 2023 Conference Abstracts**

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First Edition

For information, contact:

**Association for Applied Sport Psychology**

8365 Keystone Crossing, Suite 107

Indianapolis, IN 46240

Phone: (317) 205-9225

Fax: (317) 205-9481

Email: [info@appliedsportpsych.org](mailto:info@appliedsportpsych.org)

Website: [www.appliedsportpsych.org](http://www.appliedsportpsych.org)

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**TABLE OF CONTENTS**

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CE Workshops..... 4  
Featured Sessions..... 5  
Lectures..... 9  
Panels..... 31  
Posters (in-person) ..... 38  
Posters (virtual)..... 94  
Symposia..... 100  
Workshops ..... 113

## CE WORKSHOPS

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### CE-01

#### FROM CLASSROOMS AND OFFICES TO FIELDS AND SIDELINES: AN EVOLUTION IN APPLIED MENTAL PERFORMANCE COACHING

*Cecilia Craft, Philadelphia Phillies, USA;*  
*Traci Statler, Philadelphia Phillies, USA;*  
*Frances Cardenas, Philadelphia Phillies, USA*

This workshop aims to provide an opportunity for AASP members to better understand and gain experience transitioning their educationally focused content matter knowledge into a contextually relevant model for applied service provision. Frequent are the comments that sport psychology training programs teach the content knowledge and skills of applied sport psychology, but its not until you start “doing the job” that you really understand how to apply it in “the real world”. This workshop helps grow the experiential learning curve by additionally addressing and navigating how one’s educational disciplinary focus may or may not be adequately preparing us for contextually appropriate service provision in many of the applied work environments where our graduates and members gain employment. Leveraging targeted pre-workshop assignments, participants in this session will learn how to use coaching models to modify a traditionally educational or clinically focused intervention to better generate buy-in and resonate with an applied performance audience outside of the classroom or office consultation space. The objective of this workshop is to therefore help AASP members use a different framework – a coaching model – to better transmit the content knowledge they possess in “on the ground” applied sport and performance environments.

### CE-02

#### MENTAL PERFORMANCE TRAINING IN PROFESSIONAL & JUNIOR TENNIS

*Larry Lauer, USTA National Campus, USA;*  
*Earlynn Lauer, USTA National Campus, USA;*  
*Dan Gould, Michigan State University, USA*

This session will focus on how the United States Tennis Association has fully integrated mental performance into training at both the professional and junior levels and feature the following:

- An overview of the USTA’s Player Development Coaching and Mental Performance philosophies, as well as performance team approach and pathway to professional tennis
- Examples of how mental training is being implemented in practices and matches by National Staff coaches
- A demonstration of new on-court exercises for tennis-specific concerns, e.g., good point-bad point evaluation; inner voice drill; adversity visualization on-court; routines practice
- A tour of the USTA National Campus

### CE-03

#### LIVING IN HARMONY WITH THE CHALLENGES OF SPORT PSYCHOLOGY SERVICE DELIVERY PRACTICE

*Alessandro Quartiroli, University of Wisconsin - LaCrosse / University of Portsmouth*

Scholars from psychology professions have identified self-care as the bedrock of ethical and competent service delivery (Barnett et al., 2007). Scholars have evidenced the importance of self-care for promoting personal and professional well-being (Dorociak et al., 2017), and for practitioners to provide ethical and effective service delivery while striving to reach their fullest potential (Barnett et al., 2007; Norcross & VandenBos, 2018). Nevertheless, the value of self-care for sport psychology practitioners (SPPs) has only received limited scholarly attention (Quartiroli et al., 2019; 2021). SPPs worldwide encounter various challenges and stressors working in applied practice, and their own self-care may be vital to their work, helping to promote healthy functioning and enhance well-being. Self-care has begun to receive some attention among SPPs and sport organizations, with scholars beginning to develop a body of knowledge shading light on the self-care experience in trainees, young professionals (Martin et al., 2022), and advanced practitioners (Quartiroli et al., 2019). This workshop aims to contribute to the individual journeys of SPPs’ toward an effective conceptualization, implementation, and commitment to self-care in their lives, integrating theoretical knowledge and applied experiences. SPPs will be exposed to the recent self-care scholarship and will be invited to engage in a series of individual and group reflective activities aimed to contribute to their individual journey toward self-care. Recommended to trainees and early career professionals, the workshop may be helpful to SPPs throughout the entire professional career span.

## FEATURED SESSIONS

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### FEA-01

#### **FIVE SLIDES IN FIVE MINUTES - TEACHING CHALLENGING TOPICS AND SENSITIVE SUBJECT MATTER, SPONSORED BY THE TEACHING SPORT AND EXERCISE PSYCHOLOGY SIG**

*Hannah Bennett, Augusta University, USA;*  
*Aman Hussain, University of Winnipeg, Canada;*  
*Kimberly Shaffer, Barry University, USA;*  
*Erika Van Dyke, Springfield College, USA;*  
*Amber Shpherd, Texas A&M University - Kingsville / Next Level Mind Consulting, USA;*  
*Andrew Friesen, Pennsylvania State University, USA*

Topics include teaching the following:

- Intersectionality
- Race and ethnicity to undergraduate kinesiology students
- Graduate applied SEPP students to navigate scenarios where there are differences between what research says and what is done in applied practice
- Ethical decision making in applied SEPP practice
- Motivational interviewing
- SEPP research methods to undergraduate kinesiology students

### FEA-02

#### **FIVE SLIDES IN FIVE MINUTES - APPLIED EXERCISE PSYCHOLOGY: TO INFINITY AND BEYOND... SPONSORED BY THE EXERCISE PSYCHOLOGY & WELLNESS SIG**

*Lindsey Blom, Ball State University, USA;*  
*Jean-Charles Lebeau, Ball State University, USA;*  
*Kristin Mauldin, California Baptist University, USA;*  
*Andrea Laliena Rubio, California Baptist University, USA;*  
*Janeane Hernandez, California Baptist University, USA;*  
*Bailey Thompson, Axon Athletics, USA;*  
*Selen Razon, West Chester University, USA;*  
*Gozde Ersoz, Fenebahce University, Turkey;*  
*Nina Rios-Doria, MOOV Health, USA*

The Exercise Psychology & Wellness Sig of AASP has five 5 in 5 presentations that reflect a diversity of interests and work within our area. Our SIG members are engaged in a wide variety of endeavors related to exercise psychology and wellness. The five presentations are as follows. They will be followed by time for questions/interaction/discussion amongst presenters and the audience.

- International research perspectives on exercise, physical activity, and sport for youth development
- Finding applied work opportunities and providing supervision for students in exercise psychology
- Flow and exercise psychology
- Exercising in the post-COVID era: Changes in behaviors and implications for professionals
- Living a life of vitality and its effect on your clients

### FEA-03

#### **FIVE SLIDES IN FIVE MINUTES - SCOPE AND PRACTICE OF WORKING WITH INJURED ATHLETES, SPONSORED BY THE SPORTS INJURY SIG**

*Tim White, White House Athletics, USA;*  
*John Coumbe-Lilley, University of Illinois at Chicago, USA;*  
*Alex Bianco, Indiana State, USA;*  
*Kylie Dykgraff, Georgia Southern University, USA*

The session will cover the following topics:

- Tailoring sports psychology interventions to injured athletes
- Athletic injuries and clinical mental health implications
- Women athletes coping with sports injuries
- Graduate student perspectives on consulting with injured athletes
- Graduate student training to work with injured athletes
- Gaps in applied sports injury research

### FEA-04

#### **STUDENT WORKSHOP - UNDERGRADUATE TO GRADUATE STUDENT: HOW TO NAVIGATE THE TRANSITION?**

*Jordan Smith, Florida State University, USA;*  
*John White-Singleton, East Carolina University, USA;*  
*Dhruv Raman, Boston University, USA;*  
*Hannah Moll, Georgia Southern University, USA;*  
*Aidan Kraus, Boston University, USA;*  
*Robert Looney, Boston University, USA*

Transitioning from student to professional is a significant milestone in one's life that can be both exciting (positive) and daunting (negative) (Wooding et al., 2022). Additionally, the demand for sport and exercise professionals has increased exponentially in the past decade. While students receive education and training, many acknowledge the gaps and struggle to navigate real-world situations and transitions not taught in classrooms (Tod et al., 2011). In fact, of students who completed the post-AASP 2022 conference survey, over 55% wanted to learn more about topics related to career transition. Therefore, this panel aims to share and discuss how to navigate the career transition challenges and experiences of individuals at various stages of their profession.

**Framework:** This panel calls for individuals at various stages of their careers from undergraduate and graduate students to early practitioners and/or academics. The panelists will discuss experiences with their career transitions, ways to gain relevant experience, and how to navigate the job market.

### FEA-05

#### **SPONSOR SESSION - EMPLOYER SPOTLIGHT: MAGELLAN FEDERAL AND OUR PERFORMANCE EXPERTS**

### FEA-06

#### SPONSOR SESSION - UNIVERSITY OF WESTERN STATES

Learn about the unique aspects of online graduate training at University of Western States' (UWS) Sport and Performance Psychology and Clinical Mental Health Counseling programs. In this highly interactive "5-in-5" style presentation, attendees will hear from faculty, current students, and recent graduates about the design and implementation of our most prevalent program elements including dissertation, mentorship, and the use of standardized patients to enhance student comfort and competency as they approach their internship experiences. Together, the presentation will highlight common and unique features of the UWS graduate programs. Opportunities for additional discussion about specific program elements will be provided by faculty, current students, and alumni.

### FEA-07

#### FIVE SLIDES IN FIVE MINUTES - (RE)CONSIDERING TRADITIONAL PSYCHOLOGICAL CONSTRUCTS TO EMPOWER LGBTQ+ ATHLETES AND BUILD A CULTURE OF INCLUSIVE EXCELLENCE, SPONSORED BY THE PRIDE SIG

*Hannah Bennett, Augusta University, USA;*  
*Brooke Rundle, Headstrong Mindset LLC, USA;*  
*Chloe Monroe, Boston University, USA;*  
*Macy Lou Tarrant, Boston University, USA;*  
*Nicholas Lee, Boston University, USA;*  
*AJ Fallon-Korb, SUNY Cortland, USA*

The purpose of this 5 Slides in 5 Minutes is for six SEPP scholars from various backgrounds to address the glaring gaps in the application of traditional psychological constructs for LGBTQ2IA+ athletes. Attendees will gain new insight and tangible takeaways that can be intentionally implemented into their practice or classroom through careful consideration with how identity interacts with sport cultures.

This session will cover the following:

- Definition of construct
- Application to LGBTQ2IA+ community
- Considerations and tangible takeaways
- Athletic identity
- Sense of belonging
- Coaching relationships
- Confidence and performance anxiety
- Shame and self-worth
- Action-based allyship

### FEA-08

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

*Jon Metzler, Magellan Federal, USA;*  
*Leilani Madrigal, Long Beach State University, USA;*  
*Véronique Boudreault, Université de Sherbrooke, Canada;*  
*Angel Brutus, USOPC, USA;*  
*Mark Cormier, University of Kentucky, USA;*  
*Jennifer Farrell, University of North Carolina Greensboro, USA;*  
*Judy Goss, Private Practice, USA;*  
*Sharleen Hoar, Canadian Sport Institute-Pacific, Canada;*  
*Bart Lerner, West Coast University, USA;*  
*Robert Owens, Valor Performance, USA;*  
*Linda Petlichkoff, LP Performance LLC, USA;*  
*Michael Sachs, Temple University, USA;*  
*Greg Walker, USA Volleyball, 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 and up to 10 hours of group mentorship. All mentors must be current CMPCs or on the Registry of Approved Mentors. Once candidates have received approval from the Certification Council that they have fulfilled all requirements, they can sit for the CMPC certification exam. Successful completion of the exam results in candidates receiving certification as a Certified Mental Performance Consultant® or CMPC. Recertification is required every five years to maintain certification as a CMPC, including required continuing education activities. Seventy-five continuing education hours are required over each 5-year recertification period, including 6 CEUs in Professional Ethics, 6 CEUs in Diversity, and 6 CEUs in Mentorship/Supervision (required for mentors only). Examples of acceptable CE activities are provided.

### FEA-09

#### THE BURT GIGES WORKSHOP: NAVIGATING IDENTITY DIFFERENCES IN SPORT PSYCHOLOGY SPACES

*Shameema Yousuf, Empower2Perform, UK;*  
*Tess Kilwein, Tess M. Kilwein, LLC, USA;*  
*Deyja Enriquez, Flatiron Mental Performance, USA*

*Organizer: Erika Van Dyke, Springfield College, USA*

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

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

The fifth annual Burt Giges Workshop seeks to extend the Giges experiential legacy by focusing on role plays that demonstrate how to navigate identity differences in sport psychology spaces.

Two practitioners with diverse backgrounds in graduate training, career paths, and professional practice experience will meet with the same "client." Each practitioner will demonstrate in a live role play with a "client" how they navigate identity differences in sport psychology spaces, and how to broach conversations with an athlete who is grappling with their intersecting identities.

Following this "one client, two approaches" role play session, there will be a facilitated debrief with practitioners and "client" to offer their shared reactions to the role plays, answer questions from the moderator, and detail how to work effectively in situations where navigating different intersecting identities is at the center of the conversation. In the true spirit of Burt, themes of provider self-awareness and diverse practice approaches will be highlighted in this process-oriented and experientially-based workshop.

### FEA-10

#### FIVE SLIDES IN FIVE MINUTES - A DIVERSE POOL OF EXERCISES FOR VARIOUS PERFORMANCE CONCERNS, SPONSORED BY THE MINDFULNESS SIG

*Ashley Kuchar, Fail Better Training LLC, USA;*  
*Dhruv Raman, Boston University, USA;*  
*Maile Sapp, University of Maine, USA;*  
*Lani Silversides, SG United Foundation, USA;*  
*Joel Hark, Boston University, USA;*  
*Piotr Piasecki, Boston University Wheelock College of Education and Human Development, USA*

Topics for this session include:

- Working with difficult emotions. Label emotions, feel them in the body, and soften them
- Alien thought experiment. Aims to inculcate wonder/curiosity about something we do
- MBSR in medicine. MBSR for stress regulation, pre-performance anxiety, and impact in performance settings
- Be where your feet are. A quick intro to habit stacking to use to help self and others implement a practice throughout their day
- Dealing with a busy schedule. Incorporating mindful walking into transitions of daily life to practice or competition
- A sigh of relief. Using the physiological sigh technique to optimize high pressure situations during performance.

### FEA-11

#### STAYING ABREAST OF RECENT CHANGES TO THE AASP ETHICS CODE: DIDACTICS AND COLLABORATIVE DECISION-MAKING

*Michael D. Zito, Morristown Clinical and Sport Psychology, USA;*  
*Tim Herzog, Reaching Ahead Counseling and Mental Performance, USA*

This ethics workshop will expose participants to the recently revised AASP Ethics Code and will review fictional cases that mirror actual complaints that have been filed with the AASP Ethics Committee. Changes in the Preamble, Principles, and select Standards of the Ethics Code will be highlighted and a recently published ethical decision-making model will be presented and utilized in small group case discussions. Small group case discussions will reflect the following topics: title usage, informed consent, handling sensitive information in electronic presentations, and bartering. The workshop will conclude with a Q and A and a large group debriefing, emphasizing lessons learned and other takeaways.

### FEA-12

#### **STUDENT WORKSHOP - FROM A STUDENT TO A PROFESSIONAL: HOW TO NAVIGATE THE TRANSITION?**

*Frances Cacho, Florida State University, USA;*  
*Savanna Ward, Boston University, USA;*  
*Elliot Cox, IMG Academy, USA;*  
*Chelsi Battle, Auburn University/Northwestern University, USA*

Transitioning from student to professional is a significant milestone in one's life that can be both exciting (positive) and daunting (negative) (Wooding et al., 2022). Additionally, the demand for sport and exercise professionals has increased exponentially in the past decade. While students receive education and training, many acknowledge the gaps and struggle to navigate real-world situations and transitions not taught in classrooms (Tod et al., 2011). In fact, of students who completed the post-AASP 2022 conference survey, over 55% wanted to learn more about topics related to career transition. Therefore, this panel aims to share and discuss how to navigate the career transition challenges and experiences of individuals at various stages of their profession.

**Framework:** This panel calls for individuals at various stages of their careers from early to senior practitioners and/or tenured academics. The panelists will discuss experiences with their career transitions, ways to gain relevant experience, and how to navigate the job market.

### FEA-13

#### **FIVE SLIDES IN FIVE MINUTES - ACADEMIC PROGRAM EFFORTS TO TEACH COACHES PSYCHOLOGICAL SKILLS, SPONSORED BY THE COACHING SCIENCE SIG**

*Megan Buning, Florida State University, USA;*  
*Jody Langdon, Georgia Southern University, USA;*  
*Lindsay Ross-Stewart, SIUE, USA;*  
*Lori Gano-Overway, James Madison University, USA;*  
*Melissa Thompson, Southern Mississippi University, USA*

Each presenter will share what their academic program is doing to teach and train coaches on the mental game. Presenters will share course sequencing, design, and lessons learned. All presenters are affiliated with a coach education program and hold a CMPC or working towards one.

### LECTURES

#### LEC-01: Youth Sport

#### LEC-01A

##### **DEVELOPING SELF-AWARENESS AND EMOTIONAL INTELLIGENCE IN ADOLESCENT SOCCER: A COMMUNITY OUTREACH PROGRAM**

*Sabrina Gomez Souffront, Florida International University, USA;*  
*Enzo Everett, Florida International University, USA;*  
*Jason Kostrna, Florida International University, USA*

Sport provides opportunities for adolescents to develop and learn psychological skills. This study tests the efficacy of a pilot intervention designed to promote psychological skills development in adolescent soccer players from a low-income city travel soccer team ( $n=21$ ). During the two-week intervention, researchers taught participants basic psychophysiological content related to self-awareness, emotional intelligence, and decision-making. These psychological skills training sessions included active learning activities, group discussions, and self and group reflection. Throughout the sessions, researchers used neurofeedback and biofeedback to demonstrate and train participants in psychophysiological concepts. The two-week intervention allowed participants to continually monitor and reflect on their performance states. Program evaluation data showed descriptive improvements in ability to focus, control of arousal, stress reduction and increases in emotional self-control and decision-making self-efficacy. Of these descriptive differences, results of Wilcoxon Signed Rank Tests revealed significant positive changes occurred in decision-making self-efficacy,  $Z = -2.39$ ,  $p = .02$ ,  $r = .60$ . Although the results of the present study are limited by a lack of control, the effect size estimates of the intervention's impact on adolescents' self-awareness, emotional intelligence, and decision-making support more rigorous study in the future.

#### LEC-01B

##### **THE EFFECTS OF PERFECTIONISTIC CLIMATE ON PERFECTIONISM, RESILIENCE, FEAR OF FAILURE, AND PSYCHOLOGICAL WELLBEING IN YOUTH ATHLETES**

*Emily Dargue, Nottingham Trent University, UK;*  
*Julie Johnston, Nottingham Trent University, UK;*  
*Sarah Mallinson-Howard, York St Johns University, UK;*  
*Mustafa Sarkar, Nottingham Trent University, UK;*  
*Laura Healy, Nottingham Trent University, UK*

Until recently, perfectionism has been viewed solely as an individual personality trait. However, Hill and Grugan (2021) proposed that athletes can be susceptible to developing perfectionism and/or experience its consequences via social pressure. This is known as the perfectionistic climate. This can be created by social agents in sport including coaches who are acknowledged to be one of the most important social agents for youth athletes. Therefore, the aim of this study was to investigate the effects of a perceived coach perfectionistic

climate on perfectionism (self-oriented perfectionism [SOP], other-oriented perfectionism [OOP], and socially prescribed perfectionism [SPP]) and outcomes indicative of quality sport experiences (viz. resilience, fear of failure [FoF], and psychological wellbeing [PWB]) in youth athletes. A sample of 678 youth athletes (Mage = 14.88 years, SDage = 1.81 years) competing at county/state level and above completed a one-off survey that included established measures of perfectionistic climate, perfectionism, resilience, FoF, and PWB. Structural equation modeling showed that perceptions of a coach perfectionistic climate positively predicted SOP, OOP, SPP, and FoF, and negatively predicted resilience and PWB. Therefore, perceived perfectionistic climate from coaches appears to negatively impact the quality of youth athletes' experiences in sport. From an applied perspective, the findings of this study highlight the importance of the social environment created by coaches in youth sport with a view to reducing perceptions of a perfectionistic climate. Specifically, to do this, coaches are encouraged to hold realistic performance expectations of athletes, highlight the positives whenever the performances of athletes are not perfect before offering critical comments, avoid employing externally controlling strategies that place pressure on athletes to perform perfectly, and normalize mistakes with a focus on opportunities for learning (rather than being worried and vigilant about mistakes of athletes not performing perfectly).

#### LEC-01C

##### **A GROUP CONCEPT MAPPING APPROACH TO GUIDE AND SUPPORT THE USTA'S AMERICAN DEVELOPMENT MODEL: TENNIS FUN MAPS**

*Amanda Visek, The George Washington University, USA;*  
*Rachel Albenze, The George Washington University, USA;*  
*Yichen Jin, The George Washington University, USA;*  
*Nathan Fordham, The George Washington University, USA*

One of the biggest challenges facing sport worldwide is maximizing play and enjoyment in ways that drive participation, and in turn, retention. In the United States, the U.S. Tennis Association (USTA) is leading an effort to maximize play and enjoyment with the American Development Model (ADM) that puts fun, player-centered experiences at the core of tennis programming. The ADM is the framework on which communities, coaches, and tennis facilities across the country are guided in delivering optimal opportunities for fun, development, and appropriate competition. The FUN MAPS have been a significant advancement in understanding what drives fun in team-based sport (e.g., Visek et al., 2015, 2018, 2020, 2021, 2022); however, individual sports, like tennis, need sport-specific, data-driven information on which to position ADM action plans and strategies. The current study used group concept mapping, an innovative mixed-method research design, and engaged an ethnically and racially diverse sample of junior tennis players ( $n = 667$ , ages 6-19, stratified by sex) in the development of TENNIS FUN MAPS. They identified 120 fun determinates that ranged in scope from: match play, positive coaching, working hard and learning, developing mental strength, staying active, sportsmanship, training with the coach, ways of playing, hitting the ball, skill building, and bonuses. Post-hoc analyses indicated players were more similar than different in perceived importance of the fun determinates regardless of their sex, age, or skill development. These findings substantiate the fun

integration theory's (Visek et al., 2015) previous findings (Visek et al., 2020, 2022) that support de-essentializing differences among athletes in efforts to optimize fun, player-centered experiences. How the USTA is translating the study's findings into the ADM and its strategies to attract, engage, and retain players for a lifetime will be discussed. Additional studies mapping fun across the tennis ecosystem, sponsored by the USTA, will be shared.

### LEC-01D

#### EXPLORING THE IMPACT OF A 4-DAY SPORTS CAMP ON LIFE SKILL DEVELOPMENT IN PRE-ADOLESCENT GIRLS

*Katherine Griffes, SUNY Oneonta, USA;*  
*Kelsey Terrell, SUNY Oneonta, USA;*  
*Darion Browne, SUNY Oneonta, USA;*  
*Aidan Patafio, SUNY Oneonta, USA*

Sport has been identified as an effective vehicle for developing life skills and positive youth development (Papacharisis, Goudas, Danish, & Theodorakis, 2005). However, specific environments need to be created to develop these skills, with a clear and intentional focus on life skill development and transfer (Flett, Gould, Griffes, & Lauer 2013). This is specifically important for young girls, who are often not exposed to sport or physical activity at a young age. Girls face specific barriers to sport participation often due to gender stereotypes, which leads to limited exposure to life skill development, a decrease in social experiences, and lower motivation levels to be physically active (Foster & Appleby, 2021). This can lead to lack of confidence in athletic abilities as they get older, which may limit participation or exposure to sport or physical activity (Weiss, Kipp, Reichter & Bolter, 2020). Waldron (2009) has identified life skill focused sport programs as more effective in teaching life skills for girls than standard sport programs, or other extracurricular activities designed for girls.

The purpose of this study was to evaluate the impact of a 4-day multi-sport camp for pre-adolescent girls on the understanding and application of life skills in sport, as well as the ability to transfer these skills out of sport. Over the span of four days, campers were taught eight different sport / physical activities, and eight different life skills. Using the Rosenberg Self Esteem Scale and the Life Skills Scale for Sport, camper campers were assessed before and after participation in the camp. Short answer assessments were administered twice daily, after each sport / life skill lesson. Results from these data show an increase in life skill application, a clear understanding of how to define and apply life skill information, and positive reactions to participation in sport.

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### LEC-02: Diversity, Equity, Inclusion, Belonging, and Justice (DEIBJ)

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### LEC-02A

#### THE MODERATING EFFECT OF ETHNIC IDENTITY IN COLLEGE BASEBALL ATHLETES OF COLOR

*Alec Treacy, Florida State University, USA;*  
*Tsz Lun (Alan) Chu, University of North Carolina at Greensboro, USA*

The influence of an individual's level of ethnic identity on psychological outcomes can vary based on the context in which the individual is positioned (Umaña-Taylor et al., 2014). Due to racial/ethnic discrimination from teammates and coaches and low racial/ethnic diversity (Cooper et al., 2012), college baseball athletes of color, especially those with high ethnic identity, could perceive more frustrated basic psychological needs (i.e., autonomy, competence, relatedness; BPN; Deci & Ryan, 2000), lower mental toughness, and lower team resilience (i.e., resilient characteristics, vulnerabilities under pressure). Thus, the purpose of this study was to explore the role of ethnic identity in these relationships based on race/ethnicity.

One hundred thirty-seven (Mage = 20.65, SD = 1.55) college baseball athletes at NCAA Division I, II, and III and NJCAA Division I colleges answered demographic questions and items measuring BPN satisfaction and frustration, mental toughness, team resilience, and ethnic identity.

**PROCESS:** Macro v4.0 was used to conduct moderated regression analyses (Model 1; Hayes & Rockwood, 2017), which indicated ethnic identity significantly moderated the relationship between athlete race/ethnicity and BPN frustration (beta = 0.6707,  $\Delta R^2 = .0315$ ,  $p < .05$ ), mental toughness (beta = -0.5365,  $\Delta R^2 = .0283$ ,  $p < .05$ ), and vulnerabilities under pressure (beta = 0.8134,  $\Delta R^2 = .0295$ ,  $p < .05$ ), but not BPN satisfaction (beta = -0.2983,  $\Delta R^2 = .138$ ,  $p = .17$ ) or resilient characteristics (beta = -0.5451,  $\Delta R^2 = .212$ ,  $p = .09$ ). Specifically, athletes of color with high ethnic identity experienced more maladaptive outcomes.

Findings suggest that sport psychology professionals who work in college baseball can assess athletes for high ethnic identity, and support their BPNs (e.g., providing decision-making opportunities, facilitating open conversation). They can also help baseball coaches promote a psychologically safe team environment by identifying and empowering "informal leaders" to shape team dynamics (Frasen et al., 2020).

### LEC-02B

#### PROMOTING GENDER+ EQUITY IN YOUTH SPORT THROUGH AN ONLINE SOCIAL LEARNING SPACE

*Majidullah Shaikh, The University of British Columbia - Okanagan, Canada;*  
*Sara Kramers, School of Human Kinetics, University of Ottawa, Canada*

Girls and gender diverse youth can face barriers to sport participation, such as harassment, body image difficulties, and safety concerns (Eime et al., 2020; Women's Sport Foundation, 2020). Social learning spaces can provide staff with education and peer learning opportunities to co-create strategies for

addressing gender+ equity issues in their contexts. This presentation's goal is to outline the development, facilitation, and evaluation of a social learning space for advancing gender+ equity in sport.

The authors co-implemented an online social learning space to equip participants (n = 11 staff from a Canadian sport-providing organization) in knowledge and strategies for advancing gender+ equity in sport. Content was framed by a socioecological model and informed by relevant literature (e.g., Canadian Women & Sport, 2012; Cooky & Messner, 2018). Six one-hour meetings were facilitated using a variety of methods including mini-lectures, group discussions, polling, storytelling, case-scenarios, and reflective journaling.

The value-creation framework (Wenger-Trayner & Wenger-Trayner, 2020) was used to evaluate staff's participation and learning. Data were collected via video-recordings, field notes, and interviews with participants, and analysed using thematic and narrative analyses on how participants engaged in the space (e.g., successes, barriers, intentions, and application). Results showed that staff valued the diversity of learning/engagement activities and enhanced their intentions to act on gender+ equity at their clubs. However, staff faced constraints in these pursuits due to rigid pre-established organizational structures and processes.

Recommendations were prepared for researchers and sport practitioners on gender+ equity strategies (e.g., considerations for staff training, youth engagement, inclusive language) and facilitating effective social learning spaces (e.g., needs assessments, supporting staff in practice, and sustainability planning). The development of these spaces and subsequent development of equity-based strategies may help similar sport-providing organizations create welcoming and fulfilling sporting activities for all youth without their participation compromised by their gender and intersecting identities.

### LEC-02C

#### **SPORT, MENTAL HEALTH, AND RACE IN SCHOOL SYSTEMS**

*Laura Hayden, University of Massachusetts Boston, USA;*  
*Joseph Cooper, University of Massachusetts Boston, USA;*  
*Allison Smith, University of Massachusetts Boston, USA;*  
*Bryce Scottron, University of Massachusetts Boston, USA*

Despite legislative attempts and policy changes to address disparities in academic achievement, many students continue to underperform in our most disadvantaged communities, with some students encountering significant barriers to educational success (Cook et al., 2016; Grothaus & Cole, 2010). Traditional methods of supporting students from disadvantaged communities ignore cultural and linguistic strengths, diverse learning styles, and are often reinforcing social stratification with differential expectations based on identity backgrounds. We argue for more creative, culturally responsive and culturally relevant approaches in school systems. In this lecture, scholars with expertise in sport and youth development will address the potential for sport/physical activity as a catalyst for positive change through discussing the complex interplay between sport/physical activity, academic success, race, and mental health for all students. Using an intersectional perspective, we unpack how sport/physical activity can actually serve as a mechanism for growth and opportunity, illustrated

through case examples, for young people residing in urban communities and practitioners' interest in integrating sport/physical activity into their socio-emotional work with young people (Greenspan et al., 2021; Hayden et al, 2017). While we recognize these young people face structural barriers to success, we adopt a strength-based and asset-oriented approach to integrating culturally responsive sport-oriented programs in school systems.

### LEC-02D

#### **"IN THE SKIN I'M IN...I REPRESENT A DIFFERENT VERSION OF WHAT HELP LOOKS LIKE:" BLACK WOMEN SPORT PSYCHOLOGY PROFESSIONALS' EXPERIENCES IN APPLIED SPORT PSYCHOLOGY**

*Sharon Couch, University of Tennessee Knoxville, USA*  
*Leslee Fisher, University of Tennessee, USA;*  
*Lauren McHenry, McHenry Mental Performance, LLC, USA;*  
*Matthew Bejar, San Jose State University, USA;*  
*Diandra Walker, University of Tennessee, Knoxville, USA;*  
*Rebecca Zakrajsek, University of Tennessee, USA*

Black feminist applied sport psychology (BFASP) is a culturally inclusive theoretical framework for centering Black women's experiences in applied sport psychology (Carter et al., 2020; Couch et al., 2022). For the past two decades, feminist applied sport psychology professionals (FASPPs) described the experiences of Black women as unique but overlooked in research and participant pools due to the prioritization of White women's and Black male sport experiences (Carter & Davila, 2017; Carter & Prewitt-White, 2014; Gill, 2020; Hyman et al., 2021). The purpose of this study was to explore the life and work experiences of BASPPs (i.e., faculty, staff, or in private practice). The specific research question was: What are the experiences of Black women in applied sport psychology research and practice? Grounded in Black Feminist Applied Sport Psychology (BFASP; Carter, 2020; Manu, 2020), Black feminist thought (BFT; Collins, 1990; Crenshaw, 1989), Cultural Sport Psychology (CSP; Schinke et al., 2019), and informed Consensual Qualitative Research (CQR) methodology (Hill, 2012), 16 Black female sport psychology professionals were interviewed regarding their experiences in the field of applied sport psychology (M = 10.25 years). A four-member research team plus an external auditor constructed four domains and 39 categories to represent their experience: (a) Blackness-Black Girlhood Family Foundations; (b) Whiteness-Ebony in the Ivory Tower- The Gate(s) and their Keepers; (c) Whiteness-Black Women in the Profession: The Firsts and Only's; and (d) Black womanhood: Self Stories, Finding the Sistahood, Leaving a Trail. Participants who pursued graduate degrees discussed the lack of representation among classmates and faculty and the microaggressions/macro assaults they experienced based on racist and sexist tropes (e.g., "angry Black woman"). Participants discovered their allies/accomplices, and a Black Women's Professional Network-The Sistahood. Also included were suggestions to AASP members for supporting, uplifting, and connecting with Black women professionals.

### LEC-03: Mental Health

#### LEC-03A

##### **DISORDERED EATING, COMPULSIVE EXERCISE, AND BODY IMAGE CONCERNS IN COLLEGIATE ATHLETES**

*Ksenia Power, Temple University, USA*

The purpose of the study was to examine the prevalence of eating disorders and compulsive exercise in a sample of collegiate athletes; and to investigate the differences in athletes' disordered eating, compulsive exercise, and body image by gender, sport type, age, and level of athletic participation. Disordered eating is highly prevalent among National Collegiate Athletic Association (NCAA) athletes (Meeusen et al., 2013). Up to 84% of female and 72% of male collegiate athletes reported eating disorder symptoms, such as binge eating, fasting, restricted dieting, compulsive exercise, or using weight loss supplements (Chatterton & Petrie, 2013). These behaviors can contribute to poor health as well as suboptimal athletic and academic performance (Joy et al., 2016). Most individuals suffer with these symptoms in isolation, as these behaviors are often undetected by athletic trainers and coaches (Watson, 2006).

In the current study, 128 NCAA Division I varsity and club athletes completed the eating disorders, compulsive exercise, and body image measures. Eleven athletes (8.6%) met criteria for a clinical eating disorder, while 40 athletes (31.3%) reported subclinical symptoms of an eating disorder. Nineteen athletes (14.85%) scored above the clinical cut-off score for compulsive exercise. Female and lean-sport athletes reported greater disordered eating and body image dissatisfaction than male and non-lean sport athletes, respectively. The study findings and implications may aid coaches, athletic administration, and mental health professionals in promptly identifying at-risk athletes and helping them seek professional assistance.

#### LEC-03B

##### **Tracking Adolescents Consistency of Physical Activity and Psychological Adjustment Across the First Year of the COVID-19 Pandemic**

*Lindsey Forbes, Dr. Forbes & Associates, Canada;  
Wendy Ellis, King's University College at Western University, Canada;  
Tara Dumas, Huron University College at Western University, Canada*

The outbreak of the COVID-19 virus dramatically changed daily life and created many obstacles to engage in physical activity. With rolling lockdowns and fluctuating restrictions for over two years in many places, adolescents experienced long-term disruptions to sports and exercise routines, with major consequences for mental health and patterns of sport engagement. The current longitudinal study tracked self-reported physical activity and the social context of activity among adolescents throughout the first 14 months of the pandemic and examined the role of consistent physical activity on psychological adjustment.

Canadian adolescents ( $n = 1068$ , 14-18 years,  $M_{age} = 16.95$  years) reported on their frequency of light, moderate and vigorous physical activity, context of activity (alone, in-person or virtual), and adjustment (anxiety/depression, loneliness, self-esteem, and covid-related stress) across 4 time points (April 2020, August 2020, January 2021, June 2021).

Although adolescents reported very low rates of activity at Time 1, between 40-47% of participants reported vigorous activity greater than 150 minutes per week at Time 2-4. Using a series of regression analysis, higher average levels of vigorous physical activity across the pandemic predicted less anxiety and depression and higher self-esteem 14 months later. Vigorous physical activity also buffered the relationship COVID-19 stress had with anxiety and self-esteem. Interestingly, time spent in virtual exercise predicted less depression and loneliness and predicted greater self-esteem, highlighting the utility of online connections.

Consistent with established literature, individuals who engaged in higher intensity exercise reported better mental health and better managed pandemic stress. These findings add to the wealth of research supporting the important role of physical activity for mental health and adjustment among teens and underscores public health recommendations to use physical activity as a tool to manage intense life-stressors.

#### LEC-03C

##### **ADVERSE CHILDHOOD EXPERIENCES, PROTECTIVE FACTORS, AND SOCIAL BEHAVIORS OF YOUNG ADULTS IN SPORTS AND LIFE**

*Keely Hayden, University of North Texas, USA;  
Cami Barnes, University of North Texas, USA;  
Hunter Williams, University of North Texas, USA;  
Scott Martin, University of North Texas, USA*

Adverse childhood experiences (ACEs) contribute to immense stress with potentially long-lasting mental and physical health issues, such as negative social cognitive functioning, decreased social interactions, and reduced participation in the work force (Herzog & Schmal, 2018; Sansone et al., 2012). However, limited research exists that examines the relationship between ACEs, social behaviors, and protective factors as individuals transition into early adulthood. Therefore, the purpose of this lecture is to provide information regarding the relationship between ACEs, social behaviors, and protective factors (e.g., resilience, self-efficacy). Undergraduate kinesiology students ( $N = 213$ ; 116 females) completed the Child Trauma Questionnaire-Short Form (Bernstein et al., 2003), Protective Factors Survey (Counts et al., 2010), Prosocial and Antisocial Behavior in Sport and Life Survey (Kavussanu & Boardley, 2009), Connor-Davidson Resilience Scale-10 (Campbell-Sills & Stein, 2007), and the Self-Efficacy Scale (Sherer et al., 1982). Pearson Product Moment correlations indicated that emotional neglect was negatively correlated with family-functioning/resiliency and social support ( $r = -.608$  and  $r = -.555$ ,  $p < .01$ , respectively) and physical abuse was positively correlated with antisocial behavior toward opponents and strangers ( $r = .320$  and  $r = .353$ ,  $p < .01$ , respectively). Omnibus regression analyses indicated childhood maltreatment helped to explain additional variance in antisocial behavior in both sport ( $\Delta R^2 = .063 - .095$ ,  $\Delta F(1, 204) = 15.796 - 23.962$ ,  $p < .001$ ) and life ( $\Delta R^2 = .078 - .094$ ,  $\Delta F(1, 198) = 18.952 - 22.026$ ,  $p < .001$ ).

over and above demographic variables. Also, self-efficacy helped to explain additional variance in antisocial behavior in life over and above gender and childhood maltreatment ( $\Delta R^2 = .024 - .026$ ,  $\Delta F(1, 197) = 5.708 - 6.369$ ,  $p = .012 - .018$ ). These findings suggest that greater self-efficacy may protect against negative social outcomes associated with childhood trauma, such as antisocial behavior toward peers and strangers.

### LEC-03D

#### THE RELATIONSHIP BETWEEN POOR MENTAL HEALTH AND SLEEP QUALITY IN ELITE AUSTRALIAN ATHLETES

*Harley de Vos, Condor Performance, Australia*

Mental health and sleep have a strong, bi-directional, interdependent relationship (Del Rio João et al., 2018). While this relationship is well understood in the general population, it is not yet as well understood in elite athletes. Mental illnesses such as mood disorders and anxiety disorders are associated with sleep disturbance (Asplund & Chang, 2020) and sleep disturbance is associated with impaired physical function and athletic performance (Charest & Grandner, 2020). Therefore, understanding this relationship in athletes is important to support optimal health and athletic performance outcomes. The present study sought to explore the relationship between mental health and sleep quality in Australian elite athletes. This cross-sectional study included 133 elite/pre-elite Australian athletes (29 male;  $M$  age =  $21.66 \pm 5.25$  years) from 10 Olympic and Commonwealth Games sports. The Mini International Neuropsychiatric Interview (Sheehan et al., 1998) was used to assess mental health, while sleep quality was assessed by the Pittsburgh Sleep Quality Index (Buysse et al., 1989). Data were collected as part of athlete periodic health evaluations between 2017-2019. Generalised ordered logistic regression showed a significant association only between poor mental health and poor sleep quality. Athletes who reported >50% of symptoms or a clinical diagnosis for at least one mental illness had twice the odds of reporting poor sleep quality compared to athletes who reported <50% symptoms ( $OR=1.97$ ,  $95\%CI=1.24-3.15$ ,  $p=0.004$ ). The findings indicate that a clear relationship exists between poor mental health and sleep quality in athletes, suggesting that athletes with mental health symptomology are more likely experience poor sleep quality. Support staff (e.g., sport psychology practitioners) working with athletes and supporting their mental health should consider screening for sleep disturbances such as poor sleep quality, and potentially provide sleep education and intervention strategies to support athletes' to optimise their sleep quality and support good mental health.

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### LEC-04: Collegiate Sport 1

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#### LEC-04A

##### EVERYTHING OLD IS NEW AGAIN: DISHABITUATION AND VISUAL PERCEPTION

*Sally Zengaro, Jacksonville State University, USA;  
Franco Zengaro, Jacksonville State University, USA;  
John Alvarez, Delta State University, USA*

The purpose of this study was to investigate the use of stroboscopic glasses to enhance sports performance among student-athletes at a regional university in the southern United States. Drawing on Wilkins and Gray (2015) and Rankin et al. (2009), this research explored the traditional relationships between stroboscopic visual training, improved visual-perceptual abilities, and improved sports skills that rely on visual-perception. The hypothesis was that wearing stroboscopic glasses, which relied on a battery to alternate between transparent and obscured lenses, would increase participants' sensitivity to stimuli around them, making it easier to pick up on visual cues for identifying a receiver, following a pass, or shooting on goal.

Thirty student athletes began the study, with participants completing a pre-test and post-test of sports skills related to their sport. For the intervention, participants wore stroboscopic glasses three to four times a week in their practice drills for five minutes each practice. After four weeks, the researchers conducted a post-test, repeating the same initial sports drills without stroboscopic glasses.

The researchers analyzed data with a paired samples t-test. The results showed a significant difference between the pre-test scores ( $M = 7.21$ ,  $SD = 3.04$ ) and post-test scores ( $M = 8.86$ ,  $SD = 3.13$ );  $t(13) = -2.703$ ,  $p = .018$ . There was an increase in accuracy from 58% accuracy to 73% accuracy. The football players improved their accuracy in passing and catching from 78% to 97% accuracy.

The uniqueness of this study lies in the fact that the intervention was performed during practice drills outside a laboratory. Unlike in Appelbaum et al. (2011), the post-test was not performed immediately after the intervention, but the post-test took place at the next scheduled practice after the last practice session in the intervention stage.

#### LEC-04B

##### USING SELF-REGULATION COACHING AS A MENTAL SKILLS TRAINING MODEL FOR COLLEGE ATHLETES: A LONGITUDINAL EDUCATIONAL INTERVENTION STUDY

*Jordan Goffena, Miami University, USA*

Self-Regulated Learning (SRL) is a motivational, metacognitive, and behavioral theory that supports task-specific, goal-directed learning (Zimmerman, 2000, 1986). The aim of the present study was to apply Self-Regulation Coaching (SRC) as a mental skills training framework to assess the development of SRL during sport practice and explore the transferability

of SRL from sport practice to sport competition. SRC was developed to guide learners to set strategy-oriented goals and cues, self-monitor their learning, and self-reflect on their goal attainment, learning, and performance (Goffena, 2020). Using a longitudinal mixed-method design, NAIA track and field athletes underwent an applied educational intervention based on the SRC model. Athletes were assessed on their SRL skills/mental skills during a pre-SRC practice-level time point, post-SRC practice-level time point, and a competition-level time point centered on their performance at their conference championship. Quantitative results indicated that athletes: (a) were consistent with their motivation across practice, (b) statistically improved their SRL skills/mental skills across practice (e.g., relaxation, imagery, and attentional control), and (c) statistically improved their SRL skills/mental skills across practice into competition (e.g., activation, relaxation, imagery, goal setting, and metacognition). Qualitative results uncovered how the athletes were directly self-monitoring their sport learning and outlined their attributions for successful and unsuccessful performances at the conference championship. It was found that successful perceived performances (e.g., confidence), as compared to unsuccessful perceived performances (e.g., technique issues), were linked to attributing their performances to personally controllable factors, viewed the event as more important, were more satisfied with their performances, and perceived their success to be transferrable to other aspects of their lives. Results will be discussed relative to how research-practitioners/mental performance consultants can incorporate SRL into their applied consulting practices.

### LEC-04C

#### THE EFFECT OF A PRE-MATCH PSR-VSM AND IMAGERY INTERVENTION ON SERVE RECEPTION IN COLLEGIATE VOLLEYBALL

*April-Grace Sicam, MindTap, LLC, USA;*  
*Nataniel Boiangin, Barry University, USA;*  
*Jason Kostrna, Florida International University, USA;*  
*Claire Joanne Louise Rossato, University of Greenwich, UK*

Serve reception is considered an increasingly difficult skill within the sport-context of volleyball, as the receiver must make cognitive and tactical decisions based on ball trajectory, visual and temporal spacing, speed and force of the ball, as well as body movement and position (Fortes et al., 2018; Paulo, Zaal, Fonseca, & Araujo, 2016; Paulo, Zaal, Seifert, Fonseca, & Araujo, 2018). The current study examined the effect of utilizing two psychological techniques not commonly implemented overtly together: Video Self-Modeling (VSM) and Positive Self-Review (PSR). While research supports both VSM and imagery as useful methods in improving performance in learning environments (e.g., Arvinen-Barrow et al., 2008; Pakulanon, 2016; Ste-Marie et al., 2011), the present study explored the impact of the integration of both techniques in a competitive sport setting. Specifically, to determine whether an integrated VSM-PSR and imagery intervention would increase competitive serve reception performance in collegiate volleyball players. A pre-match self-modeling video and imagery intervention, using a single-subject A-B-A design, was delivered to seven NCAA DII volleyball players throughout a regular volleyball season. Self-efficacy and imagery ability

were also assessed. Data was collected for five participants due to the nature of the sport. Visual analysis of the data was performed, comparing data within- and between-phases (baseline, intervention, and withdrawal). All five participants experienced a positive change in performance level after the intervention was introduced and all participants that recorded sufficient data throughout withdrawal phase (4 of 5) experienced a decrease in performance level after the intervention was withdrawn. Three participants experienced an initial positive change in self-efficacy after introduction of the intervention while the remaining two experienced sustained levels of self-efficacy. Overall, a positive change in performance was observed during the intervention phase and a return to baseline after the intervention was withdrawn, while self-efficacy and sport imagery ability scores fluctuated.

### LEC-04D

#### EXISTENTIAL ATHLETICS: THE CONNECTION BETWEEN PASSION AND MEANING IN LIFE IN UNIVERSITY ATHLETES AND NON-ATHLETES

*Joshua Coon, Fort Lewis College, USA;*  
*Gily Meir, University of Western States, USA;*  
*Matthew Moore, University of Western States / Ampelis, USA;*  
*Amy O'Hana, University of Western States, USA*

The focus on 'sport for winning' has often left us lacking greater depth of the human experience of sport (Ronkainen & Nesti, 2019), although there has been a recent impulse toward existential research in athletics (Balague, 1999; Nesti, 2004, 2011; Ravizza, 2002; Ronkainen et. al, 2015; Zescott et. al, 2016). Ronkainen and Nesti (2015) have remarked about existential psychology's absence in sport research and a need for empirical studies to help us fully understand the human athletic experience. The concept of passion (Vallerand et. al, 2003) has been established as a key indicator of athlete wellness (Vallerand et. al. 2008). Multiple researchers have posited that engaging in passionate activity leads to increases in psychological well-being (Mageau et al., 2007; Philippe et al., 2008). Data is needed to support these preliminary findings in athletic populations (Vallerand & Miquelon, 2007; Vallerand, 2015) and to empirically demonstrate the link between the two types of passion and psychological well-being. Meaning in life is considered a positive characteristic and is also a strong marker of psychological well-being (Steger et al., 2006). The purpose of this study was to assess the relationship between passion (Vallerand et al., 2003) and eudaemonic/psychological well-being as measured by Meaning in Life (Steger et al., 2006) in a population of college athletes and non-athletes. There was a significant positive correlation between passion as a whole and the sub-construct of harmonious passion and presence of meaning for both college athletes and non-athletes. Varsity athletes were found to have higher levels of passion and harmonious passion compared to non-athletes. Varsity athletes were also found to have higher levels of presence of meaning than non-athletes. Implications for coaches and athletes are expanded to assist in creating passionate and meaningful environments which foster psychological well-being through sport, in line with Ravizza's (2002) challenge to look at athletes as "whole persons."

### LEC-05: Technology & Programming

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#### LEC-05A

##### **THE FUTURE OF SPORT: UNLEASHING THE POTENTIAL OF VIRTUAL REALITY IN SPORT PERFORMANCE TRAINING, REHABILITATION AND APPLIED SPORT PSYCHOLOGY**

*Jordan Schools, LeTourneau Univeristy, USA;  
Ben Greenhough, Rezzil, UK;  
Susanna Pjecha, LeTourneau Univeristy, USA;  
Ethan Hester, LeTourneau Univeristy, USA;  
Kelci Wilson, LeTourneau Univeristy, USA*

Virtual Reality (VR) is a growing topic within the sport research domain (Cotterill, 2018; Neumann et al., 2018). The VR world is an immersive experience that can assist in performance enhancement, real world practice, and well-being (Farley et al., 2020; Faure et al., 2020; Gumaa & Rehan Youssef, 2019). VR technology can be a powerful tool in sport psychology as it allows for the creation of realistic simulations of sport-specific conditions. Training games used in the VR headset can assist in developing arousal regulation, motivation, stress management, self-esteem, and injury rehabilitation (chen, 2021; Harrison et al., 2021; Roche et al., 2019). In addition, competition footage can be filmed using a 360-degree camera which can aid in imagery routines (Bedir & Erhan, 2021). When using VR along with other psychological skills training regimens, an athlete can enhance their mental training and in turn see improvements in overall performance (Ahir et al., 2020; Kittel et al., 2020). This presentation will demonstrate the use of VR as a tool to complement and enhance psychological skills training for athletes. The presenters will highlight the process for creating a VR lab, acquiring needed tools, and implementing a consistent VR training routine. In addition, the presenters will discuss the use of VR in injury rehabilitation as a way to provide athletes with a safe and controlled environment to perform exercises and movements that mimic sport-specific scenarios. The presenters will then conclude with an explanation of how VR technology can be a valuable addition to the sport psychology toolkit, allowing athletes to improve their performance, build resilience, and achieve their goals.

#### LEC-05B

##### **IT'S IN YOUR POCKET: LEVERAGING THE YARDAGE BOOK TO EQUIP GOLFERS WITH MENTAL PERFORMANCE TOOLS**

*Noah Sachs, Noah Sachs Performance, USA;  
Maryrose Blank, USA*

Golfers spend a substantial amount of time transitioning between hitting shots during competitions, with research indicating that this period accounts for 73% of their competition time (Davies, Collins, & Cruickshank, 2017). Properly managing their psychophysiological state during transitions between shots is crucial for golfers to recover from previous shots and set themselves up for the next shot (Thomas, 2010). This period of time is important because it allows golfers to regulate their emotional, cognitive, and

physiological arousal levels, enabling them to perform at their best and optimize their overall performance outcomes on the course (Cotterill, 2007).

The internal traffic light system (i.e., red, orange, and green light) is a mental skills tool that was popularized by Dr. Ken Ravizza (1998). Adapted to the sport of golf, this system provides golfers with tailored strategies to regulate their emotional, cognitive, and physiological arousal levels during transitions and optimize their overall performance outcomes on the course.

The adaptation of this system includes tools in the form of personalized note cards, which are inserted into the golfer's yardage book. These cards contain customized information, including images and notes, to make the content unique to each golfer's needs. The lecture will walk through the process of creating and implementing the internal traffic light system. During the presentation, the authors will not only showcase a case study of the internal traffic light system's applied intervention with professional golfers, but also provide attendees with a step-by-step guide on how to adapt the system's concepts for use with other performance-based populations. Through this guide, attendees will learn how to tailor and integrate the internal traffic light system into their client population effectively.

#### LEC-05C

##### **TRANSFORMING TOURNAMENT PREPARATION: THE INTEGRATION OF VIRTUAL REALITY AND MENTAL IMAGERY IN GOLF TRAINING**

*Noah Sachs, Noah Sachs Performance, USA;  
Maryrose Blank, USA*

The purpose of this lecture is to explore the integration of virtual reality (VR) technology within mental skills education, training, and applied interventions for golfers preparing for tournaments. Golf requires a combination of mental and physical skills, and tournament preparation often includes both physical training and mental preparation techniques such as imagery.

Previous literature has shown that imagery can improve performance in sports (Simonsmeier et al., 2021), and recent research has also demonstrated the potential benefits of using VR technology in sports training (Liu et al., 2022). VR technology can offer a controlled environment for athletes to simulate psychophysiological symptoms of performance anxiety and apply their mental skills effectively (Harrison et al., 2021). It can also help athletes enhance their imagery skills through the vividness of the experience while wearing a VR headset (Bedir and Erhan, 2021).

This lecture will examine a case study of a professional female golfer in Taiwan who used VR technology as part of her tournament preparation. The lecture will include an overview of the VR technology used, the process of collecting footage, and the mental skills training protocol implemented with the golfer by the mental performance coach. The results of this case study will provide insight into the effectiveness of using VR technology in golf training and inform its use in the broader field of sport psychology. The presentation aims to provide other practitioners interested in integrating VR with the necessary information to develop their own integrated approach.

### LEC-05D

#### HOW DO WE KNOW THAT PSYCHOLOGICAL SKILLS TRAINING PROGRAMS WORK? A CALL FOR A DEVELOPMENTAL EVALUATION APPROACH IN SPORT PSYCHOLOGY RESEARCH AND PRACTICE

Shane Thomson, University of Tennessee, USA;  
Rebecca Zakrajsek, University of Tennessee, USA

As early as the 1920s, psychological skills training (PST) has been a method used by researchers and practitioners to develop mental skills in performers (Williams & Krane, 2021; Zakrajsek & Blanton, 2017). Since Coleman Griffith and Dorothy Yates first delivered these interventions, PST has expanded into various performance domains. Evaluating PST program effectiveness within applied research and practice is essential to develop and maintain the credible base of the scientist-practitioner framework in the field of sport psychology (Anderson et al., 2002; Streat & Roberts, 1992). Oftentimes PST program evaluations occur either following the delivery of the program or assessing outcomes pre-post program. Scholars have recommended researchers and practitioners should monitor PST program effectiveness by collecting perceptions, attitudes, expectations and outcomes of the program before, during and after implementation (Anderson et al., 2002; Zakrajsek & Blanton, 2017). Therefore, the goal of this presentation is to highlight the benefits of using a Developmental Evaluation approach during PST program implementation. Patton (1994, 2011) suggested a Developmental Evaluation can be used to provide rapid feedback about the effects of an intervention's inputs and outputs to guide changes and inform adaptive development within a dynamic environment. The benefit of following such a method means researchers and practitioners can be sensitive to the needs of others, capture emerging changes, and feed this back into the evolving system. Importantly, this encourages sport psychology researchers and practitioners to work with different performance personnel (e.g., athletes, coaches, staff) and be aware of how interpersonal interactions impact program effectiveness. By using a Developmental Evaluation as a framework, sport psychology researchers and practitioners would be ready to adjust the inputs of the PST program to promote engagement, learning, and a safe environment. Ways in which a Developmental Evaluation can encourage a social justice lens will be highlighted.

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### LEC-06: Professional Development & Supervision

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### LEC-06A

#### ARE WE TALKING ABOUT PRACTICE? MENTAL PERFORMANCE CONSULTANTS ELABORATE ON INTEGRATING THE SELF-REGULATION OF SPORT PRACTICE SURVEY AS A DIALOGUE TOOL WITH ADOLESCENT ATHLETES

Bradley Young, University of Ottawa, Canada;  
Lisa Bain, University of Ottawa, Canada;  
Sharleen Hoar, Canadian Sport Institute-Pacific, Canada;  
Stuart Wilson, University of Ottawa, Canada;  
Joe Baker, York University, Canada

Self-regulated learning can enhance competitive athletes' practice approaches (McCardle et al., 2019). Elite athletes are characterized by their superior ability to engage with deliberate practice which requires self-regulated learning processes (Young et al., 2021). The Self-Regulation of Sport Practice (SRSP; Wilson et al., 2021) survey allows athletes to self-assess learning processes relating to practice, including planning, checking, evaluation-reflection, effort, and self-efficacy for challenge scales. This investigation explored mental performance consultants' (MPCs) intended use of the SRSP to assist their work with athletes' self-regulated learning processes. Twelve Canadian MPCs (4 men, 8 women; 3-24 years of consulting experience) completed the SRSP with an adolescent client in mind. MPCs were interviewed about how portions of the survey would be used in their consulting. Reflexive inductive thematic analyses (Braun & Clarke, 2020) revealed MPCs thought the SRSP would assist their consulting because the five scales overall permitted discussion of meta-cognitive, confidence, and resilience themes. For each scale, they divulged how they leveraged items to "explore meaning" with an athlete. For example, MPCs would probe the valence (e.g., discussing degrees of positive/negative self-scrutiny) and targets (e.g., discussing relative importance of self-, teammate-, or coach-based standards) when discussing items on the evaluation-reflection scale. Several MPCs identified the SRSP would have greater utility if there were greater prompting of task scenarios, and if items for self-evaluation of physical toll, and refocusing, were introduced. The MPCs noted a lack of guidance for integrating surveys into practice and proceeded to describe their needs in supporting the SRSP in consulting work, including: orienting the athlete to the survey's purpose; taking a developmental rather than assessment stance; dyadic discussion focused on item exploration and contextual nuances. Overall, the SRSP was evaluated to help MPCs' conversations for promoting athletes' self-awareness for engaging in quality practice.

### LEC-06B

#### WELL-BEING, PERFORMANCE, AND EFFECTIVE SERVICE PROVISION: (RE)LOCATING REFLECTIVE PRACTICE AT THE HEART OF APPLIED SPORT PSYCHOLOGY PRACTICE

Brendan Copley, University of South Wales, UK;  
Zoe Knowles, Liverpool John Moores University, UK; A  
ndy Miles, Cardiff Metropolitan University, UK;  
Emma Huntley, Edge Hill University, UK

Within Applied Sport Psychology (ASP), reflective practice has become established as an aspect of education, professional training and development, and applied service delivery globally (Adams & Pope-Rhodus, in press 2023; Knowles et al., 2014). This has resulted in an emerging, context-specific evidence base that has attempted to make sense of the application and utility of reflective practice as a mechanism to facilitate personal and professional growth through experiential learning, and subsequently develop the knowledge required to navigate the complexities of applied service provision (e.g., Huntley et al., 2019; Picknell et al., in press 2023). This evidence base has extended to consider how reflective practice might be adopted by applied practitioners to manage their own well-being and performance within their roles, as well as how reflective practice can be used to underpin effective interventions with clients across

a range of contexts (e.g., Cropley et al., 2020; Hägglund et al., 2021). However, in the culture of applied practice that can often be dictated by a “hurry-up mentality”, the value placed on opportunities for meaningful, critically reflective thought is often diminished. Drawing on the contemporary empirical and anecdotal evidence, which includes our own original research, we aim to make the case that reflective practice lies at the heart of ASP service provision. Specifically, we will discuss: (a) the concept of critical reflective practice and its place within ASP; (b) how reflective practice interventions are efficacious in facilitating beneficial practitioner and client outcomes; (c) the links between critical reflective practice, well-being, and individual performance; and (d) the applied issues that may thwart or facilitate effective reflective practices. Thus, we aim to provide rigorous evidence that explicates how reflective practice works and why ASP practitioners should commit to reflective practice within their service delivery.

### LEC-06C

#### COMPOSITE VIGNETTES EXPLORING REFLECTION ON VALUES FOR DEVELOPING SPORT PSYCHOLOGY PRACTITIONERS' SELF-CARE

*Heather Hunter, University of Portsmouth, UK;*  
*Alessandro Quartiroli, University of Wisconsin - La Crosse (USA)/University of Portsmouth (UK);*  
*Chris Wagstaff, University of Portsmouth, UK;*  
*Richard Thelwell, University of Portsmouth, UK*

To support sport psychology practitioners' (SPP) holistic well-being and professional success, research efforts have been dedicated to understanding sport psychology self-care (SPSC). A recent definition of SPSC draws attention to “activities grounded in one's values” (Quartiroli et al., 2021). We aimed to explore the connection between SPPs' core values and self-care. Eighteen practitioners (females = 8 and males = 10) based in the United Kingdom, equally divided across early (n=6), mid- (n=6), and advanced (n=6) stages of their career, with less than five years of practice, between five and 15 years and over 15 years of practice, respectively. The present study is situated within a critical realist ontological framework with epistemological subjectivism, characterised by Levers et al. (2013) as the constructionist paradigm. Semi-structured interviews were conducted with SPPs at two different time points. Following reflexive thematic analysis (Braun & Clarke, 2019) of the data, themes were constructed and represented through the development of composite vignettes. The four themes are: (a) “I've done my self-care, why do I still feel like cr\*p?” Recognizing when you are just ticking the self-care box, (b) Values are the compass, (c) “It's like wearing a hair suit.” How (mis)alignment with values can make us feel, (d) Beyond the buzzwords. These findings contribute to the nascent body of literature exploring self-care within SPP populations and serve to offer insight into how practitioners might develop effective self-care practices. The current lack of emphasis on self-awareness, core values, and self-care in SPP training pathways and employment settings are also discussed. Our findings contribute to the nascent literature on SPPs' self-care by encouraging the individual practitioner, training programs, and professional organizations to continue to shed light on the importance of self-care as an ethical imperative for professionals whose performance outcomes are impacted by their professional functioning.

### LEC-06D

#### “BUT I HATE WATCHING MYSELF...”: STRATEGIES FOR INCORPORATING VIDEO FEEDBACK IN MENTORSHIP

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

Mentorship is an integral component to the development of competent and effective applied sport psychology practitioners. Further, utilizing technology, specifically video as part of individual and group mentorship has been a key modality in the field (Van Raalte et al., 2016). Directly observing mentees in training via video allows for more objective and specific feedback than merely relying on self report and session documentation (Gonzalez, Brockman & Hill, 2016) and has been shown to enhance mentee skills and perceptions of competence (Fogaca et al., 2018). Additionally, given the CMPC requirement of Direct Knowledge of Services (i.e. direct supervision; AASP, 2017), it is critical for mentors to have knowledge of how to effectively use video during mentorship to enhance learning, cultural competency and professional development. However, many mentees, especially novice mentees and beginning graduate students, struggle with the idea of being filmed and experience high anxiety while watching themselves in action (Mehr, Ladany & Caskie, 2010). During this lecture, the presenter will share two specific techniques mentors can utilize when engaging in video feedback sessions with mentees in both individual and group mentorship settings. Additionally, case examples and group mentorship assignments will be shared with participants to illustrate the application of techniques and ways to reduce anxiety among mentees. As a result, mentors will learn new techniques to increase competency as a mentor while developing skills among future practitioners.

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### LEC-07: Tactical Populations & Ethics

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### LEC-07A

#### VETERANS' RESILIENCE PROGRAM: USING PHYSICAL ACTIVITY TO ENHANCE THE MENTAL WELLBEING OF MILITARY VETERANS

*Craig White, Loughborough University, UK*

In the U.S., Australia, and Canada, the rates of psychiatric disorders in military veterans were significantly greater than those in the general population (Thompson et al., 2016). Further, research has suggested that a significant proportion of veterans with mental health issues are reluctant to seek assistance (Hunt et al., 2014), and they are more likely to become socially isolated (Sharp et al., 2021; Thandi et al., 2022). One of the key factors precipitating this potential withdrawal from society can derive from a loss of a critical identity (i.e., the military; Brittain et al., 2022; Starling, 2017). Researchers have suggested that by engaging in hobbies and leisure activities, veterans can connect with peer groups who have had similar experiences and help to create a new social identity (Williams et al., 2022). As such, researchers have used the term ‘exercise as medicine’,

to describe how physical activities can help to reduce the symptoms, for example, of PTSD (Caddick & Smith, 2018). In line with this research and based on the foundations of social identity theory (Tajfel & Turner, 1979), we established the Veterans' Resilience Program for veterans suffering from mental health and wellbeing issues. The program included adaptive physical activities (i.e., wheelchair basketball), as well as educational workshops on social and psychological resilience, sleep and healthy eating. Additionally, the program was designed to help the veterans create a new social identity that would endure beyond the program through participating in the activities and personal disclosure within the group. The outcomes suggested significant quantitative improvements in resilience, social identification, and most notably wellbeing from the pre-course stage to the follow-up. Furthermore, the qualitative data indicated the significant level of impact that the program delivered for the veterans, with some of them stating that the program had been either "life saving" or "life changing".

### LEC-07B

#### **NEEDS UNCOVERED: AN EXPLORATION OF MENTAL SKILLS KNOWLEDGE, APPLICATIONS, AND WANTS WITHIN CANADIAN ARMED FORCES FAMILIES**

*Shelby Rodden-Matthews, Wilfrid Laurier University, Canada;  
Jill Tracey, Wilfrid Laurier University, Canada*

Military families are commonly referred to as the strength behind the uniform, a phrase coined from the countless sacrifices they make and unique challenges they face through experiences such as deployment, relocation, illness or injury of a loved one, and attending to personal well-being and mental health (Manser, 2018; National Defence, 2017). Mental skills have demonstrated to be a viable resource in various contexts such as sport performance and rehabilitation (Birrer & Morgan, 2010; Hamson-Utley et al., 2008), promotion of optimal responses through adversity (Taylor et al., 2019), and applications within armed forces populations (Cohn & Pakenham, 2008; McCaslin et al., 2018). The purpose of the present study was to identify the current knowledge, applications, instruction, and learning mechanisms of mental skills by family members in a Canadian Armed Forces (CAF) population. Research questions assessed: (a) how family members in the CAF conceptualize specific mental skills and strategies; (b) what skills are considered most useful for this population; (c) how are particular skills learned, taught, or acquired; and (d) what areas would family members benefit from regarding mental skills training and applications? Results highlight 3 key themes from four focus groups: (a) blurred lines, with subthemes of I have mental skills?, and mental health or mental skills?; (b) an acquired experience, including life experiences and born and raised; and (c) something missing, broken into lacking access, lacking support, and lacking knowledge. Data from 180 survey participants was also analyzed to support the focus group results. The findings of the study provide insight into the specific wants and needs of CAF family members, providing them a voice in their own journey for support. The study identifies a need for tailored mental skills applications within CAF families to provide tools for optimal performance in all areas of life.

### LEC-07C

#### **IT'S NOT ABOUT YOU: THE ETHICAL IMPLICATIONS OF EGO FREE(ISH) WORK**

*Zellessia Ejalonibu, Mississippi State University, USA*

The field of Sport Psychology can appear glamorous on the outside due to the population that sport and exercise psychology (SEP) practitioners serve. However, sometimes the appearance of the glamour can affect the real purpose behind the work for some practitioners. And while most SEP practitioners aim to work within the ethical guidelines from our governing bodies of AASP, APA, ACA, NASW, etc., there are blind spots that if gone unchecked can be detrimental to those in who we aim to serve. With this work there are spaces and places where one can be highlighted, proclaimed, or highly revered. Due to a natural affinity for validation and acclimation (Hall, 2012), this can sometimes cause conflicts or even a hinderance in the way one may approach their work; making the work more ego driven. When this occurs, more self-interested, status-seeking behavior tends to start to develop (Tsai & Xie, 2017). In addition, there can be more ego-protection, which can also affect the sincerity of the services being provided (Tice, 1991; Mantilla & Murad, 2022). As status seeking, ego-protection, and other ego led behaviors begin to appear, decision making and choices are more likely to be less about the client and more about self (Koszegi, 2006). The ethical consequences can be detrimental to the population that the SEP practitioner serves, but also detrimental to them and the field itself.

The presenter will use ethical guidelines from AASP, APA, ACA, NASW to demonstrate where ego driven behavior can alter or violate the ethical guidelines SEP practitioners are to follow. The presenter will also provide questions and self-reflective exercises that can help in identifying when one may be operating more from a selfish, more status-seeking perspective.

### LEC-07D

#### **FROM THE TURF TO THE BATTLEFIELD: APPLYING INTEGRATED SPORT PERIODIZATION MODELS TO SPECIAL OPERATORS**

*Seth Rose, KBR, USA;  
Lauren Thomas, KBR, USA*

"Humans are more important than hardware" was the first of five Special Operations Forces (SOF) Truths written by COL John S. Allen in 1987 (ARSOF, 2022; Duester et al., 2019). This guiding principle has propelled human performance specialists (e.g., mental performance) in their training to optimize and sustain effective and successful SOF Operators over time. In addition, holistic human performance optimization (HPO) models have offered a paradigm shift to effectively support unit integrative and mission-centric tasks and peak mental and physical performance over time, while thriving for long-term health and well-being (Daigle et al., 2015; Lunasco et al., 2019).

In the sports realm, periodization throughout the athletic season offers an established and systematic framework for

effective training to drive adaptations to improve physical performance. (Gamble, 2006). While specific support staff such as strength and conditioning (Durrell et al 2003), nutrition (Jeukendrup, 2017), and mental performance (Holliday et al., 2008) utilize these strategies, it is not as well established in the tactical space. Modeling SOF Operator deployment timelines through the lens of athletic seasons (i.e., pre-, during, and post-season) and related periodized models creates an opportunity for practitioners to effectively create a holistic approach to human performance. In addition, creating systematic, periodized training can present unique challenges for practitioners in tactical settings due to irregular timelines, competing job demands and priorities, and high operational tempo (OPTEMPO) of the tactical athlete.

This applied intervention aims to explore a year-long multi-disciplinary HPO and mental performance intervention for SOF Operators through the lens of an athletic season. Utilizing established frameworks modeled from sport, the presenters designed a proactive, multidisciplinary framework for programming training within the constraints of the warfighter timeline. Specifically, objective data, psychoeducational priorities, outcomes accomplished, and lessons learned during each part of the SOF “season” will be discussed.

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### LEC-08: Injury/Rehabilitation

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#### LEC-08A

##### **THE MINDFUL INJURED ATHLETE PROGRAM: INTEGRATING MINDFULNESS BASED INTERVENTIONS FOR INJURED ATHLETES DURING INJURY REHABILITATION**

*JoAnne Bullard, Rowan University, USA;*  
*Jessica DeDomenico, Rowan University, USA;*  
*Catherine Koenig, Rowan University, USA*

At the onset of injury, athletes are reported to experience denial, anger, frustration, and feelings of loss and worry (Tracey, 2003). The stress of an injury can negatively impact a patient’s physical and mental well-being during rehabilitation and injury recovery (Mohammed et al., 2018). Increasing the psychological well-being of an athlete has been suggested to reduce rehabilitation time, reduce perceived stress, and increase self-acceptance (Podlog et al., 2014). In addition, mindfulness can help decrease the negativity associated with injury (Mohammed et al., 2018). Limited research has examined the effect Mindfulness-Based Stress Reduction (MBSR) has on the recovery process of an injured athlete. This research study aimed to understand the impact of MBSR techniques among injured Division III collegiate student-athletes on their depression, anxiety, stress levels, and confidence to return to sport after rehabilitating an injury.

This innovative study explored the potential for utilizing a mindfulness-based application, Headspace, alongside their injury rehabilitation to address participants’ mental and physical well-being while going through the stress of an injury. The participants utilized Headspace on their smartphones during icing and heating segments of their rehabilitation program. Participants completed the Mindfulness Attention Awareness

Scale (MAAS), the Athletic Coping Skills Inventory-28 (ACSI-28), and the Depression, Anxiety, and Stress Scale- 21 Item (DASS-21) at the start and completion of the program. After their rehabilitation sessions, both groups completed the Injury Psychological Readiness to Return to Sport Scale (I-PRRSS). The interpreted results indicate that utilizing Headspace throughout injury rehabilitation enhanced coping abilities, increased confidence to return to sport, and improved levels of perceived mindfulness.

#### LEC-08B

##### **“I THOUGHT I WOULD RECOVER WITHIN TWO OR THREE WEEKS MAX AND GET BACK TO THE TENNIS COURT” - SUPPORTING ATHLETES WITH LONG COVID: RECOMMENDATIONS FOR SPORT PSYCHOLOGY PROFESSIONALS NAVIGATING THE UNFAMILIAR AND UNKNOWN**

*Justine Vosloo, Ithaca College, USA;*  
*Jessica Peacock, Shenandoah University, USA*

The SARS-COV-2/COVID-19 pandemic has impacted the athletic experiences of athletes worldwide. While athletes were initially considered low risk from COVID-19, various health concerns such as myocarditis were reported (Modica et al., 2022). As the pandemic continues, prolonged health effects have emerged as the “parallel pandemic” (Jarvis, 2022) with 1 in 5 infections resulting in post-COVID conditions or Long COVID (LC). LC is defined as “symptoms lasting 3 or more months that were not present prior to having COVID-19” (CDC, 2022), with the most common symptoms including fatigue, memory problems, shortness of breath, sleep problems and joint pain (Chen et al., 2022). The impact of LC on athletes is unclear, with estimates of prevalence in athletes ranging from 4% (Massey et al., 2022) and 8% (Juhasz et al., 2022), and athletes identifying as women reporting LC symptoms more often. Recently several high-profile athletes (e.g., Argentinian soccer player Lionel Messi, NHL player Brandon Sutter, and Swiss Track & Field athlete Selina Rutz-Buchel) have spoken publicly about their LC diagnoses. A particularly salient concern for athletes is the post exertion symptom exacerbation component of LC. The impact of LC on athletes can vary from a temporary delay in the return to athletics to retirement due to LC. The purpose of this presentation is to provide Sport Psychology Professionals (SPPs) with practical recommendations for supporting athletes with LC. The stories and experiences of high-profile athletes (using publicly available information) will be used to discuss the various challenges athletes with LC may face. Unique features of symptom presentation will be discussed, and specific strategies that SPPs can use for support during the diagnosis and recovery process provided. SPPs can play an important role in recognizing and supporting appropriate rehabilitation. Current best practices will be provided for both mental performance coaches and mental health providers.

### LEC-08C

#### WHAT ARE ATHLETIC THERAPISTS LEARNING IN SCHOOL? AN ANALYSIS OF SPORT PSYCHOLOGY COURSE DESCRIPTIONS AT CANADIAN ATHLETIC THERAPY ASSOCIATION ACCREDITED INSTITUTIONS

Melissa Pare, University of Windsor, Canada;  
Krista Chandler, University of Windsor, Canada

It is well supported that psychological interventions (e.g., imagery) are effective within the sport injury and rehabilitation contexts (Gennarelli et al., 2020). In the absence of a sport psychology professional, athletic therapists (ATs) play an important role in the facilitation of the psychological recovery of injured athletes (Arvinen-Barrow et al., 2014). Yet, many ATs lack the knowledge and training to implement psychological interventions into rehabilitation practice (Drivers et al., 2017). Therefore, the purpose of this study was to investigate the content of sport psychology course descriptions offered at accredited institutions and if the courses were required for graduation. A content analysis of 18 courses across nine institutions was conducted. Course descriptions were inductively open coded then deductively categorized into Heaney et al.'s (2015) three recommendations for content (and their related concepts) to be taught to ATs: 1) theoretical underpinnings, 2) psychosocial interventions, and 3) referral and professional boundaries. Based on the content analysis, there lacks consistency across concepts provided in the sport psychology course descriptions. The concepts most mentioned across courses are psychological theories (n = 10), basic principles (e.g., personality, anxiety, and motivation; n = 9), and communication (n = 5), which all fall under the theoretical underpinnings category, as well as psychological skills training (n = 6) from the psychosocial interventions category. Additionally, only one course description (n = 1) included concepts across all three of Heaney et al.'s categories. Although possible that course descriptions lack important information on actual concepts taught in a specific course, it seems there is a number of concepts missing from course descriptions (e.g., providing or improving social support and recognizing and evaluating psychological reactions to injury) that are important for athletic therapy education and training in sport psychology. Further investigation into the concepts being taught to ATs within these courses is recommended.

### LEC-08D

#### THE UTILITY OF COGNITIVE TESTING IN THE TREATMENT OF POST-CONCUSSION ATHLETES

Jacob Daheim, Texas Tech University, USA;  
Kirsten Cooper, Howard Head Sports Medicine, USA;  
Harlan Austin, Vail Health Howard Head Sports Medicine, USA

Around four million concussions occur each year in the U.S. from sports-related injuries, with an estimated 5-10% of athletes experiencing a concussion in any given sports season (Quick et al., 2021). Along with changes in personality, emotional regulation, and functioning in multiple domains, cognitive impairment frequently occurs as a result of concussions (Schretlen et al., 2003). Although cognitive

functioning can recover, concussions are also associated with prolonged cognitive impairment for several years after or in perpetuum (e.g., Schretlen et al., 2003). Cognitive changes and impairment can predict different aspects of psychosocial recovery such as return to sport or social role engagement (Schretlen et al., 2003; Weightman et al., 2019). Identification of current cognitive functioning and estimates of premorbid functioning can allow providers to recognize deficits induced by concussions and guide rehabilitation efforts towards the identified deficiencies and associated psychosocial challenges (Joseph et al., 2021; Weightman et al., 2019).

Given the frequency of concussion in sports and their unique training, Sport Psychologists are distinctively placed to meet this need. The present lecture will outline the utilization of a cognitive testing program in the treatment of post-concussion athletes. The testing program is embedded in a Sports Medicine Clinic that has specialty trained physical therapists and occupational therapists who provide treatment to post-concussion athletes. Integrated behavioral health services are considered the gold standard of care and have been found to improve athletes' health outcomes in a variety of settings (e.g., Kwan & Nease, 2013). Thus, a focus of the lecture will be placed on the consulting process and integration of results from testing across treatment disciplines to provide more effective holistic post-concussion treatment for athletes.

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### LEC-09: Collegiate Sport & DEIBJ

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### LEC-09A

#### HOW TO ENHANCE LEADER FAIRNESS IN TEAM SPORT: APPLIED RECOMMENDATIONS FOR MENTAL PERFORMANCE CONSULTANTS

Katherine Hirsch, University of Windsor, Canada;  
Todd Loughhead, University of Windsor, Canada

Athlete leadership is the process of an athlete occupying a formal or an informal leadership position who influences team members to achieve a common goal (Loughhead et al., 2006). Athlete leadership development involves expanding athletes' capacity to engage effectively in this process when working with team members (Cotterill et al., 2022; McCauley et al., 1998). More recently, leader fairness has been identified as a component of effective athlete leadership (Eys et al., 2007; Hirsch & Loughhead, 2018). However, researchers have yet to identify how athlete leaders demonstrate fairness or how it can be incorporated into athlete leadership development programs. Therefore, the present study used a phenomenological approach to explore coaches' and athletes' perceptions of strategies athlete leaders can use to fairly treat their team members.

One-on-one semi-structured interviews were conducted with intercollegiate varsity athletes (n = 11) and coaches (n = 9). Results indicated that fairness is a complex phenomenon that is subjective and situation specific. Despite the nuances of fairness, there were several themes indicating the strategies that athlete leaders can adopt to enhance their fairness. These themes informed the development of applied recommendations that mental performance consultants can use when working with athletes and teams to promote leader

fairness. Recommendations pertained to three central themes generated within the present study: (1) promotion of the team's mission (e.g., strategies for holding teammates accountable and role modeling behaviors that help the team to work towards their performance goals), (2) power utilization (e.g., demonstrating how to communicate expectations and explain actions to teammates and coaches), and (3) predictable leadership (e.g., strategies to maintain a calm demeanor in challenging times). These strategies can be integrated into pre-existing athlete leadership development programs, utilized to create an athlete leader fairness-specific leadership development program, or incorporated into consulting practices with individual athletes or leadership groups.

### LEC-09B

#### **EXTENDING CAREER TRANSITION RESEARCH INTO CROSS-CULTURAL CONTEXT: CASE OF SOUTH KOREAN STUDENT-ATHLETES**

*Yeongjun Seo, University of North Carolina at Greensboro, USA;  
Erin Reifsteck, University of North Carolina at Greensboro, USA*

Despite substantial progress in athlete career transition literature, research has thus far been primarily limited to European, Australian, and North American contexts. Among the 19 countries that contributed to cross-cultural reviews of career and career assistance programs (Stambulova & Ryba, 2013), the context of South Korea was not considered. Arguably due to the lack of empirical evidence, awareness, and resources on sport transition in South Korea, 72.7% of South Korean student-athletes (SKSAs) feel unprepared for their life after retirement (Presidential Youth Committee, 2015). Therefore, the purpose of this presentation is to offer a sociocultural perspective of the unique challenges SKSAs face during their career and discuss how problematic consequences of these challenges can limit SKSAs' identity development. Given that extensive research has pointed to identity as a key factor influencing adjustment to sport transitions (e.g., Stambulova & Wylleman, 2014), this presentation will consider student-athletes' core identities (i.e., athletic identity and student identity, found to be associated with psychosocial aspects of sport transition; Steele et al., 2020) along with the potential role of exercise identity (found to be predictive of behaviors related to the physical aspects of sport transition; Reifsteck et al., 2016) in promoting SKSAs' healthy transition. Moreover, as informed by the model of multiple dimensions of identity (MMDI) framework, each dimension of identity will not be understood singularly, but rather in the context of their interrelationships with one another (Jones & McEwen, 2000). The MMDI framework could serve as a culturally competent lens to understand various dimensions of student-athletes' identity development within the unique cultural context of South Korea. This presentation concludes by providing promising interventions and strategies for applied sport psychology consultants and career assistance professionals to promote student-athletes' holistic well-being and successful transition.

### LEC-09C

#### **UNDERSTANDING EXISTING RESOURCES FOR TRANSITION FROM SPORT: PROGRAMMING IMPLICATIONS FOR DIVISION III STUDENT-ATHLETES**

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

Transition from competitive sport after college is inevitable for most student-athletes. To help ease this transition, the NCAA created the CHAMPS/LifeSkills program. This program was designed to be implemented across all divisions of competition and included guidelines for institutions regarding required content focusing on academics and athletic excellence, personal and career development, and service in higher education (NCAA, 2007). Since the introduction of CHAMPS/LifeSkills in 1994, colleges and universities have adopted and branded their own versions of this programming, inviting inconsistency in program content and quality. This could become problematic as programs could be too general to have a significant impact on student-athletes (Kelly & Dixon, 2014). Additionally, most of the existing life skills programming that institutions offer focuses primarily on career transition from sport. However, a growing emphasis on physical and mental health for student-athletes suggests a need for expanded programming that includes resources and strategies addressing health-related quality of life (Kiefer et al., 2021). Further, there are unique considerations for developing feasible programming (e.g., delivery format, content) within the current context of collegiate athletics as we continue adjusting to life post-COVID. Importantly, sport psychology researchers and practitioners should not only consider how educational resources might be tailored and implemented effectively within the general student-athlete population, but especially at the Division III level where student-athletes may have limited access to resources compared to their Division I and II counterparts (Kiefer et al., 2021). Based on a narrative review of the literature in conjunction with perspectives collected from key institutional stakeholders (e.g., athletic department personnel, current/former athletes), this presentation will briefly summarize existing life skills programs, describe their underlying theory and supporting evidence, and offer recommendations for improving college sport transition programs.

### LEC-09D

#### **"BUT ATHLETES GET SPECIAL PRIVILEGES...": DIVERSE COLLEGE STUDENT-ATHLETES' EXPERIENCES AT AN ELITE INSTITUTION**

*Amanda Perkins-Ball, Rice University, USA*

Collegiate student-athletes are often stigmatized, particularly at elite universities. They may be perceived negatively by professors and students, which may contribute to stereotype threat, negative perceptions of one's academic performance capability (Feltz et al., 2013; Fuller, 2017; Winger & White, 2015), lack of campus engagement, decreased identity foreclosure, and psychological well-being (Beamon, 2012; Brewer, Van Raalte, & Linder, 1993; Foster & Huml, 2017),

This mixed-method study (a) examined athletic identity and academic self-concept among college student-athletes, (b) explored ways in which intersections of race, gender, and athletic identity affect student-athletes' experiences, and (c) sought to understand how perceptions of campus climate influence student-athletes' attitudes and behaviors.

NCAA Division I athletes (N=141; Mage=20.6) completed online questionnaires, including the Academic Self-Concept Scale- Short Form (ASCS-SF; Reynolds, 1988), Athletic Identity Measurement Scale (AIMS; Brewer, Van Raalte, & Linder, 1993), and measures related to campus involvement, stereotypes, and campus climate. Survey results informed focus groups conducted with sixteen student-athletes, further exploring factors influencing their experiences, benefits and challenges of being a student-athlete, and role identity and conflict.

Athletic identity and academic self-concept were inversely related and academic self-concept was a significant predictor of GPA. There were statistically significant differences in athletic identity by sport, perceptions of fit on campus between races/ethnicities, and differences in perceptions of fit in the residential colleges between genders. Thematic analyses of focus group transcripts revealed several challenges, including difficulty navigating athletic stereotypes, social isolation, negative perceptions of classroom settings, and performing their sport in an apathetic campus environment.

The data present insights into the unique challenges and factors directly and indirectly impacting collegiate student-athletes' academic achievement, campus engagement, and well-being. This preliminary data can be used to develop programming to enrich student-athletes' overall college experiences, particularly those with marginalized identities.

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### LEC-10: Collegiate Sport 2

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#### LEC-10A

##### EXPERIENCES OF ABUSE AMONG FORMER NCAA STUDENT-ATHLETES: UNDERSTANDING THE ROLE OF COACHES' COERCIVE CONTROL

*Katherine Alexander, Utah State University, USA;*  
*Travis E. Dorsch, Utah State University, USA;*  
*Leslie A. Page, Utah State University, USA;*  
*Kat V. Adams, Utah State University, USA*

Although it is widely assumed that sport involvement is inherently positive, recent research suggests that elite athletes may be more predisposed to experiencing abuse and maltreatment than their counterparts (Vertommen et al., 2016). One form of abusive behavior is coercive control. While coercive control has primarily been studied in intimate partner relationships and refers to a pattern of abusive behaviors and intentionally subordinating, exploiting, and denying needs for independence, contemporary research is beginning to examine these behaviors in other relationships (Stark & Hester, 2019). The extant sport literature has examined relevant factors in the coach-athlete relationship (e.g., controlling and supportive behaviors), but has largely failed to explore the extent of controlling and coercive coaching behaviors and their outcomes on athlete experiences (cf., Alexander et al., 2023; Wilinsky & McCabe, 2020). In an effort to address the relative dearth of knowledge in this area, the aim of the

current study was to expand understanding of athletes' experiences by exploring how four former student-athletes reflected upon experiences of coaches' coercive control within NCAA sport programs. A collective case study design (Yin, 2018) and a phenomenological interpretative approach (Creswell & Poth, 2016) were utilized to collect, analyze, and interpret in-depth interview data. Results were inductively organized into themes of abusive behaviors, manipulation tactics utilized within the coach-athlete relationship, threats and punishments, and excessively controlling behaviors across sport and non-sport domains. Participants described various negative outcomes associated with these coaching behaviors, including mental health impairments, persistent fear, and a general sense of distrust towards others. Results highlight a need for researchers and practitioners to consider both aspects of coercive control and abusive coaching behaviors and for institutions and their administrators to adopt systematic mechanisms to protect student-athletes from experiencing abuse within the sport domain.

#### LEC-10B

##### IMPLICIT BELIEFS AND COMPETITIVE ANXIETY IN STUDENT-ATHLETES

*Luca Ziegler, Georgia Southern University, USA;*  
*Megan Byrd, Georgia Southern University, USA;*  
*Brandonn Harris, Georgia Southern University, USA;*  
*Jenna Tomalski, University of Georgia Athletics Association, USA*

During the Fall of 2021, 45% of male and 72% of female collegiate athletes reported overwhelming anxiety at least once a month (NCAA, 2021). In addition to affecting an individual's well-being, anxiety may negatively impact athletic performance (Edwards & Hardy, 1996). Despite several effective anxiety interventions, researchers continue to search for more resourceful interventions to support athletes. To understand the impact of anxiety on athletic performance, both the intensity and direction of symptoms experienced need to be considered. Incremental beliefs have been shown to be related to desirable performance outcomes and increased well-being in various populations (Danthony et al., 2020; Dweck, 2008), and may provide an effective intervention to interpret anxiety as more facilitative. This study set the foundation by analyzing the relationship between athletes' implicit beliefs and their competitive trait anxiety. The intensity and direction of competitive trait anxiety symptoms were quantitatively assessed using a modified version of the Sport Anxiety Scale-2 (SAS-2; Smith et al., 2006), and implicit beliefs were measured using the Theories of Anxiety Scale (TOA; Schroder et al., 2015). The sample (n = 114) consisted of collegiate student-athletes from both co-active and interactive sports. Results suggest that implicit beliefs are related to the intensity of competitive anxiety symptoms ( $r(112) = -.485, p < .001$ ). Therefore, this study provides initial evidence that implicit beliefs may have a considerable impact on managing student athletes' anxiety levels. An athlete's interpretation of such symptoms, however, was not impacted by their implicit beliefs about anxiety. Further research may be required to gain a better understanding of the predictors of a facilitative interpretation of competitive anxiety. The implications of these findings include gaining further insights into underlying implicit beliefs that may be impacting athletes' experiences as well as how to assess and utilize those beliefs in applied practice.

### LEC-10C

#### **A COMMON KNOT: ATHLETES' PERCEIVED COACH BEHAVIORS, COMPETITIVE TRAIT ANXIETY, AND BURNOUT SYMPTOMS**

*Sabrina Madson, University of North Texas, USA;*  
*Scott Martin, University of North Texas, USA;*  
*Robin Vealey, Miami University, USA*

Autonomy-supportive coaches encourage choice and self-initiative, offering athletes explanations and justifications for their decisions (Deci & Ryan, 1980;1985). In contrast, coaches who exhibit controlling coaching behaviors act in an authoritarian and coercive manner, resulting in athletes feeling less in control of their actions (Amorose & Anderson-Butcher, 2015). Athletes" who perceive their coaches to engage in autonomy-supportive behaviors have decreased symptoms of burnout compared to those who perceive their coaches as controlling (Raedeke & Smith, 2001). Furthermore, athletes" intensity, or level, of competitive trait anxiety and whether they perceive it as facilitative or debilitating may also lead to burnout symptoms (Cremades et al., 2011). Consequently, both perceived coaching behaviors and competitive trait anxiety relate to athletes" levels of burnout symptoms. Previous research indicates that the intensity of competitive trait anxiety may mediate the relationship between perceived controlling coaching behaviors and athlete burnout (Cho et al., 2019). Yet, there is little evidence to support that trait anxiety explains the perceived coaching behavior-burnout relationship, especially when considering the directional component of trait anxiety. Therefore, the purpose of this study was to explore how the intensity and direction of competitive trait anxiety interacts with the relationship between perceived coaching behaviors and athletes" burnout symptoms. A significant interaction between perceived controlling coaching behaviors and athletes" direction of trait anxiety was found ( $B = -.01$ , 95% C.I. (-.03, -.00),  $p = .02$ ). These results indicate that athletes who perceived their coaches to engage in controlling behaviors and reported their anxiety as more debilitating were more likely to have higher levels of burnout symptoms than those who perceived their coaches as controlling and reported their anxiety as facilitative. Hence, sport psychology consultants should not only work with athletes to decrease levels of competitive trait anxiety, but also help them increase their facilitative perceptions of anxiety.

### LEC-10D

#### **UNCONDITIONAL POSITIVE SELF-REGARD, RESILIENCE, AND PERFORMANCE ANXIETY: SCALE VALIDATION AND QUANTITATIVE INVESTIGATION WITH NCAA STUDENT-ATHLETES**

*Lauren McHenry, McHenry Mental Performance, LLC, USA;*  
*Rebecca Zakrajsek, University of Tennessee, USA;*  
*Johannes Raabe, Bering Global Solutions, USA;*  
*Shelby Miller, USA*

While person-centered theory (PCT; Rogers, 1959) was developed as a framework for counselor-client relationships, recent findings on PCT constructs in coach-athlete relationships show promise for its application in sport. Specifically, McHenry et al. (2022) offered qualitative evidence that unconditional

positive regard (UPR) from coaches impacted athletes' development of unconditional positive self-regard (UPSR). Outside of sport, UPSR—as measured by a two-factor scale assessing level of self-regard and unconditionality of self-regard (Patterson & Joseph, 2006)—has been linked to psychological well-being and optimal functioning (Proctor et al., 2021). However, UPSR has not been examined quantitatively in sport. Thus, the purpose of this study was to (a) validate the Patterson and Joseph (2006) UPSR scale with National Collegiate Athletic Association (NCAA) student-athletes, and (b) examine relationships between UPSR and resilience, and UPSR and performance anxiety. A sample of 352 NCAA student-athletes (67% white; 74% female) completed the 12-item UPSR scale along with the 10-item Connor Davidson Resilience Scale-10 (Campbell-Sills & Stein, 2007), and the 15-item Sport Anxiety Scale-2 (Smith et al., 2006). A series of confirmatory factor analyses revealed a satisfactory model fit between the original two-factor structure for UPSR after modifications, ( $\chi^2=99.2$ ,  $df=26$ ,  $p<.001$ ,  $RMSEA=.089$ ,  $CFI=.96$ ,  $TLI=.95$ ,  $SMSR=.033$ ). Hierarchical linear regressions indicated that level of self-regard explained 32.2% of the variance in student-athletes' resilience [ $F(1, 347)=164.56$ ,  $p<.001$ ,  $R^2=.322$ ] and unconditionality meaningfully increased the variance explained by 4.8% [ $F(1, 346)=26.23$ ,  $p<.001$ ,  $R^2=.369$ ]. Additionally, level of self-regard explained 15.2% of the variance in student-athletes' performance anxiety [ $F(1, 341)=61.22$ ,  $p=.00$ ,  $R^2=.152$ ] while unconditionality meaningfully increased the variance explained by 1.7% [ $F(1, 340)=6.68$ ,  $p=.01$ ,  $R^2=.169$ ]. Practically, these results offer evidence to support UPSR as a construct that positively impacts resilience and performance anxiety in sport. Implications include strategies for practitioners to support athletes' development of UPSR and future directions for research on UPSR in sport.

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### LEC-11: Consulting & Professional Development

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### LEC-11A

#### **A QUALITATIVE EXPLORATION OF ELITE TRACK AND FIELD COACHES' PERCEPTIONS OF THE MOTIVATIONALLY RELEVANT COACHING BEHAVIOURS AND STRATEGIES THAT POSITIVELY IMPACT THE QUALITY OF ELITE ATHLETES' MOTIVATION**

*Matthew Cullen, University of Birmingham, UK;*  
*Paul Appleton, Manchester Metropolitan University, UK;*  
*Joan Duda, University of Birmingham, UK*

The purpose of this qualitative study was to explore elite track and field coaches' perceptions of the motivationally relevant coaching behaviours and strategies that positively impact the quality of athletes' motivation. The study is grounded in the empowering and disempowering model of the motivational climate (Duda, 2013) that pulls from achievement goal theory (AGT; Nicholls, 1989) and self-determination theory (SDT; Deci & Ryan, 2000), and builds upon previous research in this area (Keegan 2014). Following institutional ethical approval, semi-structured interviews ( $n = 9$ , 7 males and 2 females) were conducted with elite international level (World Juniors, Commonwealth, European, World, Olympic) coaches from the USA, the UK and Ireland. All interviews were conducted over Zoom. Key question posed was; Thinking about your experiences as an athletics

coach, can you give some examples of behaviours and strategies that you think are effective in optimally motivating track and field athletes at the elite level? The data were analysed using a reflexive thematic analysis approach. Three overarching themes were generated: (a) Autonomy Support: elite coaches provide athletes with ownership, initiative and a “why?” in terms of what they do and also promote athlete input in programming and goal setting, (b) Relatedness Support: coaches provided a trusting, inclusive, caring, safe environment and demonstrated positive conversations. Coaches were also acutely aware that “happy” athletes perform. (c) Task-Involving: coaches instill belief in individual athlete competence, they acknowledge the importance of effort and individual improvement and competence feedback is task. The findings provide initial support for Duda’s (2013) integrated model of the motivational climate in elite sport and provide further insight to applied practitioners and coaches on how to create and nurture a more empowering/less empowering coaching climate for elite athletes.

### LEC-11B

#### **A LONGITUDINAL EXAMINATION OF A PRACTITIONER’S EXPERIENCES OF MANAGING THEIR SELF-CARE AT THE TOKYO 2021 GAMES**

*Daniel Martin, Durham University, UK;*  
*Alessandro Quartiroli, University of Wisconsin - La Crosse (USA)/University of Portsmouth (UK);*  
*Chris Wagstaff, University of Portsmouth, UK*

The importance of self-care for the development and maintenance of holistic wellbeing and professional competence among sport psychologist practitioners (SPPs) is understood (Quartiroli et al., 2019; 2021; Martin et al., 2022). Although researchers have explored self-care across the career-span, limited studies have observed practitioners’ self-care during elite competitions where SPPs are expected to perform at their best (McCann, 2008). In this study we explore the experiences of one SPP in relation to their self-care during the Tokyo 2021 Olympic Games. A longitudinal single-case research design was employed, using semi-structured interviews, to explore the SPP’s self-care over three distinct time-points: three months before, three months after and twelve months after their attendance of the Tokyo Games. The participant in the study was credentialed to attend the Tokyo 2021 Games to provide psychological support in their capacity as a team SPP. Using a reflexive thematic analysis, we generated five higher level themes: (a) prepare to perform (e.g., the importance of self-care preparation prior to the Games); (b) whose job is it anyway? (e.g., reflections about who is responsible for self-care in a team); (c) self-care is the easy part (e.g., engaging in self-care at the Games was easier than anticipated); (d) decompression gone wrong (e.g., the impacts of poor self-care planning and implementation post Games); and (e) self-care through time (e.g., the evolving relationship between the individual and their self-care pivoting around the Games). Additional qualitative and quantitative investigations are required to better understand of SPP self-care during elite competition beyond this case study. However, novel implications for practitioners with regards to considerations of how to best prepare and maintain oneself before, during and after elite competitions are offered. Recommendations for organizations and training programs

are offered regarding making self-care one of the pillars of sport psychology training and practice.

### LEC-11C

#### **THE ROLE OF ATHLETIC IDENTITY IN ATHLETES’ EXPERIENCES OF EMOTIONAL ABUSE**

*Jatta Muhonen, University of Helsinki, Finland;*  
*Virve Toivonen, University of Helsinki, Finland*

The aim of this empirical research was to explore whether athletic identity affects athletes’ experiences of emotional abuse by coaches. Emotional abuse is the most common, yet the least researched form of violence in sports (e.g., Kerr & Stirling, 2019). According to Stirling & Kerr (2008) athletes who develop strong athletic identities could normalize emotional abuse as a regular part of coaching, and therefore be unable to recognize and intervene with the abuse. This could also expose the athletes to more emotional abuse. However, no previous research exists on this theory.

To explore the research aim, athletes of all levels (from elite to leisure levels) living in Finland were invited to participate in a survey. The study participants (N=3687) represented 80 different sports and were over 12-years old (M<sub>age</sub>=28.57, SD=14.43). The survey consisted of validated measures of emotional abuse and athletic identity, and demographic and open-ended questions. Data analysis included correlations, regressions and a Latent Profile Analysis (LPA). The correlation analysis identified a positive connection between the study variables ( $r=.207$ ,  $p<.001$ ). A linear regression revealed that a strong athletic identity was predictive of a participant experiencing more emotional abuse by a coach ( $\beta=.179$ ,  $p<.001$ ). The LPA indicated that a three-profile solution best-fit the data. Profile 1 was characterized by low athletic identity and emotional abuse, Profile 2 by very high athletic identity and low emotional abuse and Profile 3 by high athletic identity and emotional abuse. The results support Stirling and Kerr’s (2008) theory; a strong athletic identity exposes athletes to more emotional abuse by coaches, and a portion of these athletes (i.e., Profile 2) appear to be unable to recognize the abuse. Open-ended survey items supported this interpretation. The significance and practical implications of the results for sport and performance psychology practitioners, coaches, athletes, and organizations will be discussed.

### LEC-11D

#### **ASSOCIATIONS BETWEEN READINESS, DOSAGE, AND OUTCOMES IN MINDFULNESS-BASED INTERVENTIONS WITH ATHLETES**

*Thomas Minkler, West Virginia University, USA;*  
*Sam Zizzi, West Virginia University, USA;*  
*D. Jake Follmer, West Virginia University, USA*

Emerging evidence suggests that dosage may impact the effects of mindfulness-based interventions (MBIs) in athlete populations (e.g., Scott-Hamilton et al., 2016; Rooks et al., 2017), though it is unclear why certain participants engage more with mindfulness exercises during or after interventions. The

purpose of the present study was to use the transtheoretical model (TTM; Prochaska & DiClemente, 1984; Massey et al., 2015) to explore whether readiness is associated with dosage and outcomes of an MBI with college student-athletes. Evidence indicates that higher readiness may be associated with better outcomes in psychotherapy (Krebs et al., 2018), so it was hypothesized that higher readiness participants would engage more in the intervention and report better outcomes afterwards. Forty-eight student-athletes (Mage = 19.44, SD = 1.15) from four teams independently participated in a Mindful Sport Performance Enhancement (Kaufman et al., 2018) intervention using a wait-list control group design. Participants completed measures of performance, performance-relevant factors, and wellbeing in addition to readiness before, after, and six-weeks post-MBI. Self-reported dosage of meditation was assessed weekly.

T -tests and mixed analyses of covariance (ANCOVA) results indicated that pre-intervention readiness was not associated with differential dosage or outcomes, respectively, during the intervention. Because there was noticeable change in participant readiness levels during the intervention, post-intervention readiness was included as a predictor in a second series of t - tests and mixed ANCOVAs. Higher readiness participants reported significant increases in mindfulness, life satisfaction, and sport enjoyment between pre-intervention and follow-up, in addition to reporting significantly more mindfulness practice. Data suggests that post-intervention readiness may be a better predictor of sustained engagement in mindfulness practices. Implications of using TTM and measuring dosage in MBIs will be discussed, in addition to how interventions can be tailored depending on readiness.

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### LEC-12: Programming & Teaching

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#### LEC-12A

##### COACHES' PERSPECTIVES ON A LEADERSHIP DEVELOPMENT PROGRAM FOR ADOLESCENT GIRLS

*Morgan Rogers, University of Calgary, Canada;*  
*Cari Din, University of Calgary, Canada;*  
*Penny Werthner, University of Calgary, Canada*

Gender inequity in sport is an urgent issue. We continue to see women underrepresented in sport leadership positions globally and girls dropping out of sport at three times the rate of boys the same age (Canadian Women & Sport, 2021; Demers et al., 2019). While leadership development opportunities for women of all ages have been proposed as an option for addressing gender inequity in sport, doing it effectively is not well-understood, particularly for adolescent girls (Eva et al., 2021). It is also noted that the unique needs of girls from equity-denied groups are overlooked in current leadership development programs (Canadian Women & Sport, 2022; Hoyt & Kennedy, 2008). While Eva et al. (2021) suggest that key adults can positively influence adolescent girls' leadership development, the specific role and influence of the sports coach in doing so is an understudied topic (Gould et al., 2013). Therefore, the present research explored coach perspectives on participating in a pilot leadership development

program for adolescent girls in sport. Focus groups and individual interviews were conducted with 25 coaches who participated in this program. They described their experiences in the program and perspectives on leadership development for adolescent girls in sport. Data was analyzed inductively using reflexive thematic analysis, an approach that views researcher lived experience as an asset (Braun & Clarke, 2020). This research builds on our understanding of coaches' critical influence on supporting the development of leadership in sport with adolescent girls from equity-denied groups (Eva et al., 2021; Voelker, 2016). This program was generously supported by Canadian Tire Jumpstart and Mitacs, as well as the Social Sciences and Humanities Research Council.

#### LEC-12B

##### ONLINE PSYCHOLOGICAL SKILLS TRAINING: DESCRIBING PUBLICLY AVAILABLE PROGRAMS

*Frank Ely, University of Windsor, Canada;*  
*Krista Chandler, University of Windsor, Canada;*  
*Ashley Flemington, University of Windsor, Canada*

Practitioners and researchers alike have long been interested in the use of online modalities (e.g., learning modules) to deliver psychological skills (Stodal & Farres, 2002; Weinberg et al., 2012). While the need for such services was accelerated by the COVID-19 pandemic (Price et al., 2021), what is known about these programs is largely anecdotal. Thus, the purpose of the current paper was to provide an overview of publicly available online psychological skills training (PST) programs in sport. A systematic review methodology (Rew et al., 2018) was employed to identify available programs that were delivered asynchronously, designed for athletes, and presented in English. In all, 18 unique programs were identified with their program home page(s) reviewed for analysis. Specifically, programs were evaluated (by two independent reviewers) based on their (1) general characteristics (e.g., date of publication), (2) access and reach (e.g., cost), (3) quality (e.g., education and certification of creators), (4) delivery (e.g., number of modules), and (5) content (e.g., topics presented). Data were analyzed using a combination of descriptive statistics and content analyses (Elo & Kyng&auml;s, 2007). Overall, 66.6% of programs were produced after the onset of COVID-19. Programs varied dramatically in cost, with eight offered for less than \$100 USD and seven for \$300 USD or more. There was often a lack of quality information used to support these programs, despite most (70%) being developed by individuals with graduate level education in (sport) psychology. Last, a variety of different psychological skills (e.g., imagery) and competencies (e.g., attentional control) were presented across programs. This study provides the first empirically based description of online PST programs in sport and offers implications for both research and practice. For example, researchers should investigate the effectiveness of such programs, while practitioners can use these findings to inform the development of future online PST programs.

### LEC-12C

#### TEACHING CULTURAL COMPETENCE AND SOCIAL JUSTICE THROUGH CIVIC ENGAGEMENT IN THE CLASSROOM

*Rebecca Busanich, St. Catherine University, USA*

In their position statement on Human Diversity, AASP recently claimed a commitment to “lifelong education and training in multicultural competence and standards of practice to best serve the diverse clientele in sport and exercise psychology (SEP) consulting” (AASP, 2016). SEP professionals in recent years have not only demonstrated the need for such cultural competency training, but have also highlighted frameworks and best practices for doing so (McGannon, Schinke, Busanich, 2014; Quartiroli, Vosloo, Fisher & Schinke, 2020). This lecture will focus on how a civic engagement assignment weaves cultural competency training into its course design. By connecting students with local community organizations serving varying diverse populations, students are presented with real-world problems that they examine through social ecological and cultural sport psychology frameworks as a way to better understand the complexity of the issues and ultimately propose potential solutions. In turn, this assignment enriches the learning experiences for students by strengthening their civic responsibility & sociocultural awareness, addressing critical community and/or societal issues surrounding physical activity behavior, and contributes to the public good by preparing more culturally competent practitioners. Details surrounding the project, how it has varied each semester to address different populations and needs (e.g., Native American women, Afghan refugees, victims of sex trafficking, healthcare workers during the COVID-19 pandemic, etc.), and the outcomes associated with this project will be presented. Suggestions will be provided for how civic engagement may be implemented in other SEP courses.

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#### LEC-13: Well Being, Diversity, and Culture

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### LEC-13A

#### INITIATING AAS USE - FORMER AAS (ANABOLIC ANDROGENIC STEROID) USERS REFLECT ON REASONS THEY BEGAN USE 20 YEARS AGO

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

Previous research has detailed individuals’ perceptions of the anabolic-androgenic steroid (AAS) use experience. Recreational and competitive AAS users described a myriad of benefits including increased muscle mass, reduced body fat, enhancement of sexual attractiveness, increases in self-confidence and perceived cognitive functioning, competitive success, such as keeping up with opponents, acquiring and maintaining athletic scholarships (Erickson, McKenna & Backhouse, 2014; Bloodworth & McNamee, 2010; Olrich & Ewing, 1999; Petrocelli, Oberweiss & Petrocelli, 2008). Little research, however, exists concerning perceptions of former

AAS users after their AAS use experience. Therefore, a purpose of this study was to extend previous research completed by Vassallo & Olrich (2002). The original research study involved 38 collegiate athletes who chose to use AAS. In the current study, 20 of the 38 participants in the original study were interviewed. Interviews focused on their perceptions of the physiological and psychological aspects of life during the 20 year post-AAS use period. One aspect of questioning dealt with the initiation of use. In the original study, participants responded almost exclusively the reasons for use were to gain and maintain a competitive advantage. During interviews in the follow-up study, participants still talked of the need to be competitive, but also referenced peer pressure and support. Their peers in the sport were using AAS, their choosing to use made them feel they belonged in the group. Further, 9 of the participants spoke of a struggle with body image, and how for some, that was a motivating factor for the initiation of use.

### LEC-13B

#### SHORT-TERM INTERNATIONAL SPORT FOR DEVELOPMENT AND PEACE PROGRAMS: A RETROSPECTIVE ANALYSIS AND CRITIQUE INFORMED BY STAKEHOLDERS’ PERSPECTIVES IN A TWO-YEAR FOLLOW-UP

*Adam Hansell, Stillwater Counseling LLC, USA;  
Dana Voelker, West Virginia University, USA;  
Lindsey Blom, Ball State University, USA;  
Sofía España-Pérez, West Virginia University, USA;  
Andrea Patton, West Virginia University, USA;  
Jack Watson II, West Virginia University, USA;  
Cheyenne Luzynski, West Virginia University, USA;  
Kristen Dieffenbach, WVU - Center for Applied Coaching and Sport Sciences, USA*

Sport for Development and Peace (SDP) programs are a popular approach to promoting positive development throughout the world, spanning health, education, peace, and social issues. SDP scholars have identified critical shortcomings of SDP work, including the potential to reinforce neoliberalist tendencies and values from the Global North to the Global South. *Deporte y Cambio Social* (Sport for Social Change) was a short-term SDP program established through a partnership between American and Mexican constituent groups aiming to empower girls and women through soccer. Through six semi-structured, two-year retrospective interviews, the purpose of the study was to explore cross-cultural understandings of power and intercultural power relations from the voices of Mexican and American stakeholders. A primary study objective was to offer a reflective critique of, and generate participant-informed strategies for improving, the design and implementation of SDP programs broadly. Using thematic analysis from a critical constructivist orientation, the meanings generated from the data suggested Mexican and American participants similarly defined power and acknowledged subtle and overt power imbalances that were informed by a limiting project framework and a socioculturally-informed deference to Americans as experts. Strong, positive intercultural experiences between Mexican and American constituent groups were reported amid often unseen social biases that can be experienced abroad and perpetuated in SDP programs. Critical reflexivity, prolonged cultural preparation, longer-term engagement, and careful construction of SDP leadership teams and program

participant samples were among the strategies informed by the data. The findings of this study demonstrate how SDP programs and partnerships can reflect societal imbalances of power and implore both neophyte and seasoned professionals in the space to proactively engage in robust reflexive processes toward identifying and disrupting such imbalances.

### LEC-13C

#### **PERCEIVED SOCIAL PRESSURE AND INTENTION TO PLAY THROUGH INJURIES IN JUNIOR ICE HOCKEY: DOES THE SPORTING ENVIRONMENT MATTER?**

*Jan Kristensen, Norwegian School of Sport Sciences, Department of Sport and Social Sciences, Norway*

Playing when injured is a risky yet common business among professional ice hockey players. Due to environmental conditions and cultural expectations of how one should deal with pain and injuries, hockey players may be particularly prone to the social pressure to keep playing when injured. With the increasing rate of injuries among professional ice hockey players, there is a growing interest in primary interventions that will reverse this trend before it finds its way into youth sporting cultures.

The current study aimed to investigate the possible link between pressure from the sports environment as perceived by the players and players' intention to play when injured. Conceptualized within the framework of the theory of planned behavior (Ajzen, 1991), we set out to determine how behavioral, normative, and control beliefs relate to young hockey players' intention to keep playing the game when injured. For this cross-sectional study, we recruited 186 junior players aged 16-20 from two ice hockey leagues (Under 18 and 20 years of age). The results may help highlight important psychological mechanisms underlying hockey players' decisions to play despite being injured.

### LEC-13D

#### **A BODY PARADOX: THE IMPACT SPORT VS. SOCIETAL BODY IDEALS HAVE ON THE FEMALE COLLEGIATE ATHLETES**

*Amanda Karas, Elevate Maintain Evolve, USA*

Unique to female athletes is the conflicting pressure to conform to Western body ideals while also meeting sport body ideals (Cole, 1993; Greenleaf, 2002). Past studies acknowledge the impact hegemonic body ideals can have on a female athlete but have yet to address how the role of intersectionality may impact their overall sense of self, the impact that the convergence of these intersecting self-perceptions can have, or cultural influence. With that said, athletes' embodied experiences are also often overlooked. Using an Interpretative Phenomenological analysis (IPA) approach with Photovoice methodology (Smith, Harracute;, & Van Langenhove, 1995), we explored collegiate female athletes' body and nutrition experiences from adolescence to the present day. Nevertheless, themes emerged rapidly while considering both the past literature, the utilization of the Photovoice method, the BSQ-16, EAT-26, and semi-structured interview.

The three highlighted contributors to the development and onset of these disordered eating and body dissatisfactions that were most prevalent were ideologies from youth, social media, and comparison. In contrast, the continuation of the behaviors was influenced by the fear of being larger than the beauty standard. Interestingly, the lived experience of the female collegiate athletes reinforced that body image is a transient and fluid concept and can alter depending on each individual's life experiences and physical surroundings. In light of these experiences, participants shared personal strategies for handling body image pressure in sport, seeking guidance when needed, and future actions they would like to see to improve the health and safety of athletes in the eating disorder scope. This study elucidates the complexity of body experiences and eating pathologies in athletics. In continuing to change the cultural narrative and raising awareness through further research and program development, we can nurture a more favorable climate for these athletes and increase our collective knowledge.

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### LEC-14: Elite/Pro Sport

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### LEC-14A

#### **NEURODIVERSITY AND ELITE SPORT: A REVIEW OF EVIDENCE AND PRACTICE IMPLICATIONS**

*Erin Hoare, Australian Football League, Australia*

Promoting mental health in elite sport is increasingly recognized as pivotal for performance and wellbeing (Poucher, Tamminen, Kerr, & Cairney, 2021; Reardon, 2021; Rice et al., 2016). Interestingly, to date, there has not been a review summarising the state of evidence in relation to neurodiversity in elite sport. Neurodiversity is an approach to education and ability that supports the fact that variations in cognition, social, learning, behavioural and emotional presentations occur. Therefore neuro-differences, such as autism and attention-deficit-hyperactivity-disorder, are recognised and appreciated as a social category rather than a medical label indicating a deficit or a departure from 'normal'. (Den Houting, 2019; Kapp, 2020). The term neurodiversity has emerged in response to the potential stigmatisation of medical diagnoses, and the recognition of the need for social models of disability in understanding experiences and assets of neurodivergent groups. We conducted a systematic scoping review to understand the extent and scope of evidence regarding neurodiversity in elite sport. The literature reflected a major focus on ADHD as a risk factor for concussion and prognosis for post-concussion recovery. Very few research studies have explored autism in elite sport. Practice implications of this evidence gap are that neurodiverse inclusive practices are not evidence informed in sport. This holds important implications for performance given the learning and developmental processes involved in acquiring and refining skills that are required to succeed in competition. Education of coaches and performance staff around sensory, emotional, and cognitive needs of neurodivergent athletes is required. Healthcare staff such as sports physicians, physiotherapists, and other professionals would likely benefit from such education. This was a particularly important finding given the shift towards psychological safety in sport which values the individuality of athletes, and the recommended systemic approaches to athlete wellbeing which promote cultures of inclusivity.

### LEC-14B

#### **"I F@\*&ING HATE RUNNING": A LONGITUDINAL INVESTIGATION UTILIZING THE THINK-ALOUD PROTOCOL IN ULTRA-MARATHON RUNNERS**

*Ashley Samson, University of Kentucky, USA*

The think-aloud protocol (TAP; Ericsson & Simon, 1980) is a well-validated methodology for capturing thought processes in real-time during short term sport tasks (i.e. golf putting), but there have been calls for research (Eccles, 2012) that explores the use of this protocol within endurance sports. Several researchers have chosen to undertake this task by utilizing TAP to understand thought processes in distance running and cycling (Samson, et al., 2021; Whitehead, et al., 2019). While this work certainly provides researchers with large amounts of rich data that greatly contributes to our understanding of real-time cognitions, the current study builds upon this previous research with a particular focus on two areas: (a) changes across time (multiple points of data collection) and (b) connecting cognitions during training runs to performance outcomes during competitive races. Two competitive, male ultra-marathon runners agreed to record three of their training runs leading up to a target race, and then complete an interview immediately following said race that focused on perceptions of the relationship between thought patterns during training runs and competition performance. Preliminary analysis of data collected during training runs and interviews indicated that both runners focused primarily on themes that emerged from previous TAP work with distance runners (i.e. pace & distance, logistics, pain management, self-talk/regulation, and environment); however, there were notable differences in the ratios of those themes across the two participants. Additionally, both participants felt that training run thought patterns were highly related to competition success despite one having a "successful" race and one not attaining their set goal for the race. These results provide several implications for SEP practitioners and coaches related to the importance of "practicing" thinking patterns alongside the physical skills needed to be successful in competitive settings and the need for individualized strategic plans for competitive runners.

### LEC-14C

#### **ALEXITHYMIA IN ATHLETIC POPULATIONS: PREVALENCE AND IMPACT ON SELF-CONTROL AND REINVESTMENT**

*Hannah Graham, PhD Student, UK*

The purpose of this study was to; understand the prevalence of alexithymic tendencies in athletes across sports; and to explore the relationship between alexithymia, trait self-control and reinvestment. Alexithymia is a personality trait characterised by difficulties in identifying and describing feelings, and a tendency for externally oriented thinking (Luminet et al., 2021). Whilst the aetiology of alexithymia can be a hindrance to certain aspects of living (e.g., interpersonal relationships) Situationism Theory (Bowers, 1973) proposes that these characteristics might be beneficial in alternative situations. Relations between alexithymia and sporting advantages have been acknowledged in theory (e.g., Woodman et al., 2020) and may

draw similarities to the prospective performance advantages implemented through self-control (e.g., withstanding arduous tasks) and reinvestment (e.g., resilience under pressure). For this study, analysis of respondents' online questionnaires (TAS-20, BSCS, MSRS, DSRS) revealed that 25% (N=787) rated highly in alexithymia. There were no differences observed between elite or recreational athletes, however, athletes from high static-dynamic sports had greater alexithymia scores compared to low static-dynamic sports (MD=3.28,  $p=0.006$ ,  $d=0.3$ ). A greater alexithymia score was also indicative of a lower trait self-control score, but higher reinvestment (MSRS and DSRS) scores. The study findings support the prevalence of alexithymic tendencies in athletes and across high static-dynamic sport. Whilst additionally highlighting the beneficial influence self-control and reinvestment may have on alexithymic athletic performance. The applied implications from this study suggest more research is needed to explore and confirm either the beneficial or deleterious performance effects of an alexithymic athlete.

### LEC-14D

#### **PERCEIVED PSYCHOSOCIAL IMPLICATIONS OF STRAVA USE IN FEMALE COMPETITIVE RUNNERS**

*Hayley Russell, Gustavus Adolphus College, USA;  
Charlie Potts, Gustavus Adolphus College, USA;  
Megan King, Gustavus Adolphus College, USA;  
Evelyn Villalobos, Gustavus Adolphus College, USA;  
Christopher Lundstrom, University of Minnesota, USA*

Strava combines the connectivity of social media with the utility of fitness tracking apps to create a wildly popular sport community with over 100 million users (Strava, 2022). Social media (e.g., David et al., 2018) and fitness tracking apps (e.g., Diotaiuti et al., 2020) have each been found to elicit positive and negative psychosocial responses in athletes yet there has been limited research on how Strava users perceive the app to impact their wellbeing and performance, particularly among competitive runners (Russell et al., 2022). The purpose of this study was to explore the utility and perceived psychosocial implications of Strava use in competitive female runners. Twenty competitive female runners (including professional runners, runners who had qualified for the Olympics trials, and runners trying to qualify for the Olympic trials) completed semi-structured interviews. Transcripts were analyzed line-by-line using an inductive thematic procedure (Braun & Clarke, 2022). Analyses revealed that participants primarily used Strava for two reasons (1) as a training tool (e.g., training log, historical record, shoe tracker) (2) to connect with the running community (e.g., make running friends in new places, connect with running friends across the world, giving and receiving kudos). Runners' perceived the psychosocial implications of Strava use fell into three main themes (1) insecurity (e.g., questioning training plan, feeling shame about mileage), (2) impression management (e.g., hiding heart rate data, qualifying "bad" runs), (3) motivation (e.g., aspiring to be like other runners they follow on Strava). The prevalence of Strava use among competitive runners should signal to coaches and mental performance consultants the importance of understanding runners' relationship with the app so they can help athletes critically evaluate its value and purpose in their training goals.

### LEC-15: Unique Applications of Mental Performance

#### LEC-15A

##### **IDENTIFY, CONNECT, AND REFER (ICARE): EVALUATING A PILOT MENTAL HEALTH GATEKEEPER TRAINING PROGRAM FOR COLLEGE COACHES**

*J.D. DeFreese, University of North Carolina, USA;  
Jeni Shannon, UNC Chapel Hill, USA;  
Christine Habeeb, East Carolina University, USA;  
Kate Morris, University of North Carolina at Chapel Hill, USA*

Collegiate student-athlete mental health is an important concern for sport psychology clinicians and researchers alike. College coaches have access to mental health knowledge, resources and referral procedures, yet may lack the efficacy (i.e., confidence) to use this knowledge to act in meaningful ways. Further, while generalized gatekeeper mental health training programs have shown success in improving the knowledge, self-efficacy, and recognition/referral behaviors of non-clinicians, none of these programs are specific to college sport. The current study evaluated gatekeeper mental health training program, [Identify, Connect, And REfer (ICARE)], designed specifically for college coaches. The ICARE program involved didactic learning, discussion, and case examples. It was hypothesized that ICARE participants would report higher knowledge for mental health program areas and efficacy for ICARE training domains post-intervention as compared to control coaches. Participants (N=38; Mage=34.9±12.1 years) were collegiate varsity athletics or strength/conditioning coaches quasi-randomized into ICARE intervention (n=20) or control (n=18) participant groups. Participants completed pre- and post-intervention surveys of target variables including self-report knowledge for mental health program areas (i.e., depression, suicide, anxiety and panic attacks, eating disorders, substance use) and efficacy for ICARE training domains (i.e., identify, connect, refer) as well as demographic variables. Following data screening and descriptive statistics calculation, study data were analyzed via repeated measures ANOVA ( $p < .05$ ). Supporting study hypotheses, significant measure\*group interactions indicated ICARE participants reported higher knowledge for all program areas ( $p = 0.001-0.036$ , partial  $\eta^2 = 0.120-0.316$ ) and efficacy for all ICARE training domains ( $p = 0.001-0.014$ , partial  $\eta^2 = 0.160-0.330$ ) as compared to controls. Though preliminary, the pilot ICARE program showed effectiveness in increasing college coaches' knowledge of mental health concerns and efficacy to engage with athletes in manners most facilitative of referral and/or treatment by a sport psychology provider when relevant. Replication efforts are necessary to test program effectiveness in larger, more diverse collegiate coach samples across institutions and division levels.

#### LEC-15B

##### **NCAA ATHLETIC TRAINERS' PERSONAL USE OF PSYCHOSOCIAL STRATEGIES TO REDUCE STRESS, IMPROVE WELL-BEING, AND ENHANCE PERFORMANCE**

*Alexander Bianco, Ripon College, USA;  
Rebecca Zakrajsek, University of Tennessee, USA;  
Sharon Couch, University of Tennessee Knoxville, USA;  
Leslee Fisher, University of Tennessee, USA;  
Johannes Raabe, Bering Global Solutions, USA;  
Sonya Hayes, University of Tennessee, USA*

Athletic trainers (ATs) are tasked with keeping athletes healthy and performing their best. However, ATs should be considered performers themselves as they must regularly complete their workplace duties in high-pressure scenarios (Estock & Simon, 2018), manage external pressure from coaches (Goodman et al., 2017), and navigate complicated workplace schedules (Mazerolle et al., 2018). Therefore, it is not surprising that ATs, particularly those in the National Collegiate Athletic Association Division I (NCAA DI) setting, regularly experience burnout (Oglesby et al., 2020). The use of psychosocial strategies (e.g., imagery, social support) appears to benefit other non-athlete populations such as coaches (Thelwell et al., 2008) and physicians (Stefanidis et al., 2015). However, there has been limited research investigating this in ATs. Therefore, the purpose of this study was to explore how NCAA DI ATs personally use psychosocial strategies to reduce stress, improve well-being, and enhance performance. Twelve NCAA DI ATs completed two semi-structured interviews. Thematic analysis (Braun & Clarke, 2006) of interview transcripts resulted in 10 themes: Disengagement, effective communication, setting boundaries, time management, social support, journaling, goal setting, self-talk, breathing techniques, and imagery. Participants recognized that using these techniques offered them a multitude of benefits including the development of a healthier identity and the ability to remain more present-minded throughout the workday. While participants had a robust use of psychosocial strategies, not all ATs utilized these techniques, especially more "advanced" ones (e.g., imagery), to their full potential. That said, participants with more exposure to sport psychology (e.g., previous coursework, regular interaction with a mental performance consultant [MPC]) had a more refined use of psychosocial strategies than their counterparts. In this presentation, we consider ways MPCs might work with and through ATs to improve their "toolbox" of psychosocial strategies to help manage stress, improve well-being, and enhance performance.

#### LEC-15C

##### **AN EXPLORATION INTO PHYSICIANS' LIVED EXPERIENCES PARTICIPATING IN A HIGH-PERFORMANCE PHYSICIAN TRAINING PROGRAM**

*Aman Hussain, The University of Winnipeg, Canada;  
Andrew Friesen, Pennsylvania State University, USA;  
Jason Brooks, Maven Consulting Group, Canada;  
Tony Rossi, Western Sydney University, Australia;  
Cal Botterill, Retired, Canada*

A growing body of literature (e.g., Church et al., 2017; 2020, Sandars et al., 2022) has suggested that sport and

exercise psychology can help medical professionals with the mental performance aspects of their profession. Despite acknowledging that sport psychology is broadening to include other performance contexts (Sly et al., 2020), research that documents the efficacy of performance psychology interventions in medical physicians is still in its infancy. The purpose of this research project was to examine the need for, and effects of, a high-performance physician (HPP) training program as perceived by residents and attending physicians. Thirty-three emergency medicine physicians participated in semi-structured interviews. The 18 resident physician participants were equally represented from all five years of post-graduate residency (MAge = 29 years old). The 15 attending physician participants were equally represented amongst early, mid-, and late career practitioners (MAge = 40 years old). The interviews were conducted after participants participated in an HPP training program facilitated by a group of performance psychology practitioners. Our qualitative analysis followed a subjectivist inductive approach. The thematic analysis suggested that participants expressed a need for HPP training to help develop emotional intelligence, refine learned psychological skills transferred from other performance contexts (e.g., high school sports), mitigate burnout, and learn self-regulation skills. Participants reported the effects of the HPP program to be increased psychological skill usage resulting in improved confidence, emotion regulation, team dynamics, energy management and decreased imposter syndrome. We conclude with applied recommendations for practitioners looking to develop performance psychology curriculum for medical residents and physicians.

### LEC-15D

#### **MAKING PHYSICAL ACTIVITY FUN: RESULTS OF A GAMIFICATION INTERVENTION FOR ADULTS WITH AN INTELLECTUAL DISABILITY**

*Stephanie Turgeon, Université du Québec en Outaouais, Canada;*  
*Alexandra MacKenzie, Université du Québec en Outaouais, Canada;*  
*Charles Sebiyo Batcho, Université Laval, Canada*

Only about 9% of individuals with an intellectual disability (ID) meet the government recommendations for weekly physical activity (PA; Dairo et al., 2016). Gamification interventions have been successfully used to increase individuals' physical activity levels, but very limited research has been conducted within the ID population. Gamification involves transforming the activity to a playful format that requires PA expenditure in order to reach the objectives or to obtain rewards (Mazeas et al., 2022). To better understand gamification interventions' potential to increase PA, we implemented a multi-design study in a day activity center for adults with an ID. Eighteen adults (13 male; aged 24-71) with an ID and seven staff members participated in the study. A pre-post pre-experimental single group design and an AB single case design were used to capture the short- and medium-term changes in participants' cycling behaviors (time and distance cycled) as well as secondary outcomes (mood, self-realization, challenging behaviors, and health indicators) following the implementation of the intervention. Social validity of the gamification intervention was assessed using focus groups and individual interviews with both staff and participants. Results of the AB design highlight how a low-cost gamification intervention can

help adults with varying levels of IDs maintain a continuous PA participation over the span of 8 weeks. In addition, the findings from the visual analysis of the AB graphs and the pre- and post-test analysis suggest a significant decrease was obtained for the frequency ( $W_s = -1.67, p = .048$ ) and severity ( $W_s = -1.76, p = .039$ ) of participants' stereotyped behaviors. No significant change was observed for health indicators, self-realization, and participants self-reported mood. Together, the results of this study suggest that gamification interventions may be an acceptable and promising way to motivate PA participation of adults with IDs and potentially lead to positive behavioral outcomes.

### LEC-15E

#### **EXPERIENCES OF PERFECTIONISTIC COLLEGIATE CLASSICAL MUSICIANS**

*Frances Cacho, Florida State University, USA;*  
*Genna Ellinwood, University of Western States, USA;*  
*Myles Englis, Florida State University, USA*

Classical musicians exist in a world where success and failure hinges on the opinions of others and is known for valuing perfectionism in pursuit of high performance. Much of the quantitative perfectionism literature focuses on outcomes, but qualitative investigations can help us understand the experiences of different types of perfectionists in competitive settings (Gotwals and Spencer-Cavaliere, 2014; Hill et al., 2015; Howle & Eklund, 2017; Mallison-Howard et al., 2018; Sellars et al., 2016; Stoeber, 2011). Therefore, the purpose of this study was to develop a model that explains experiences of perfectionism by exploring collegiate classical musicians' perceptions, sources, and consequences of perfectionism. Self-identified MPs and Pure-PSPs ( $n=12$ ) from a collegiate saxophone studio were interviewed for this study. Participants also completed a demographics assessment and the Sport-Multidimensional Perfectionism Scale-2 (Gotwals & Dunn, 2009). A grounded theory approach was used to guide data analysis and propose an experiences of perfectionism model (Strauss & Corbin, 1998). Perceptions were found to be the core phenomenon of the model, meaning that the entire experience of perfectionism hinges on the performer's perception. Several factors were found to play a role in part of the experience of perfectionism including early experiences, personal standards, concerns over mistakes, perceptions of self, perceptions of the environment, perceptions of the director and peers, definitions of effective performance, preparation, appraisals, perceptions of the audience, attributions, and emotional and behavioral consequences. The proposed model explains how these factors build off each other and layer in a way that explains the development of perfectionism and perfectionistic tendencies over time. Results will be discussed in relationship to the previous literature along with highlighting applications for music program directors and faculty, musicians, and potential intervention points for mental performance consultants.

### PANELS

#### PAN-01

##### **TOP-DOWN: SYSTEMS APPROACH TO MENTAL PERFORMANCE DELIVERY IN ELITE SETTINGS**

*Kerry Guest, Indiana University, USA;*  
*Mike Clark, University of Arizona, USA;*  
*Lindsey Hamilton, IMG Academy, USA;*  
*Michael Urban, University of California, Berkeley, USA*

How do mental performance consultants (MPCs) structure and assess service delivery as a solo provider? How can MPCs effectively leverage their time and efforts in supporting institutional aims? What are the practical multicultural implications in the current climate of performance consultation for the consultee, client, and researcher? Answers to these critical questions will be discussed throughout this presentation to assist MPCs and training directors in maximizing the increasing usefulness of mental training in pursuit of performance excellence.

Three active CMPCs in high performance environments will present case studies to explore innovative theoretical frameworks for service delivery in supporting coaches, athletic departments, and administrators toward their goals directed at student-athletes. Specifically, following scholar-practitioner models of consultation, consultants will reflect on their tactfulness in pursuit of pertinent data that cumulatively informed a structured individualized approach to the client's needs from a systems-level (Guiney & Zibulsky, 2017; Smith, 2002), and highlight the multimodal methods utilized to facilitate the intended insights (Castillo et al., 2016). Additionally, recognizing the significance of multiculturalism within the ability to consider multicomplex factors embedded within high performance environments (i.e., athletic departments, e.g., age, ethnicity, sociocultural), insights into the significance of considering the context, client, and problem during problem identification and curriculum programming will be presented.

Attendees will receive exposure to individualized approaches to the development, implementation, assessment, and evaluation of a mental skill intervention within elite and collegiate sport settings. Attendees will also gain insight into the skillsets required to facilitate difficult dialogues and buy-in across athletic stakeholders which underscore effective consultation. Lastly, strategies used to become immersed in the active environments embedded within the populations they serve will be shared.

#### PAN-02

##### **SHARPENING YOUR SKILLS: THE POWER OF DEBATE IN PROFESSIONAL DEVELOPMENT**

*Hillary Cauthen, Texas Optimal Performance & Psychological Services, USA;*  
*Trey McCalla, Apogee High Performance, USA;*  
*Dan Abrams, Boston Red Sox, USA;*  
*Adrian Ferrera, A Journey Forward, LLC, USA*

Sport psychology is a rapidly growing field that involves the application of psychological theories and techniques to improve athletic performance and well-being. As the field

continues to expand, it is essential for professionals to stay current on the latest research, theories, and practical applications. One effective way to enhance professional development and theoretical frameworks is using debates on topics in sport psychology.

Debates provide an opportunity for professionals to engage in critical thinking, evaluate evidence, and consider multiple perspectives (Parcher, 1998). By engaging in debates, professionals can explore complex issues and develop a deeper understanding of the underlying theories and concepts. This not only enhances their knowledge and expertise but also allows them to refine their skills in analyzing and synthesizing information.

Debates can be particularly valuable in sport psychology, where there are often competing theories and perspectives on how to improve athletic performance and well-being. Presenters on the panel will debate on variety of topics. For example, what is the most important mental skill? What role personality has on athletic success. Ethical considerations will be explored, evaluated, and analyzed throughout the debate when discussing fees, pro bono, and the use of testimonials (AASP, 2011). Audience members will have an interactive experience when observing the debate to enhance their knowledge domains and assist in developing best practices through learning from experienced practitioners.

Debates with peer groups fosters confidence and professionalism (Agnew et al., 2000). This panel intends to promote a culture of continuous learning and growth within the sport psychology field. By engaging and observing the debates, professionals can challenge their biases and assumptions, test their knowledge, and identify areas where they need to improve. This can help to drive innovation and ensure that the field continues to evolve and improve over time.

#### PAN-03

##### **WHEN EVERYTHING AND NOTHING CHANGES: NAVIGATING TRANSITIONS BETWEEN OLYMPIC CYCLES FROM A SYSTEMS THEORY PERSPECTIVE**

*Stacy Gnacinski, Drake University, USA;*  
*Barbara Meyer, University of Wisconsin-Milwaukee, USA;*  
*Penny Werthner, University of Calgary, Canada;*  
*Courtney Hess, Stanford University School of Medicine, USA*

A strong body of literature exists to outline the psychosocial aspects of athlete transitions (Wylleman, 2019). Recently, the International Society of Sport Psychology Position Stand clarified that the conceptualization of transition encompasses more than athlete retirement, and rather is comprised of multiple milestones that occur across an Olympic athlete's career including but not limited to debuting at major international competitions as well as Olympic qualification, preparation, participation, and dual-careers (Schinke et al., 2015; Stambulova, et al., 2021). Despite these scholarly advancements regarding athlete transitions, comparatively little attention has been dedicated to the transitions of professionals and/or organizations surrounding the athlete. Drawing on systems theories, Olympic cycle transitions occurring within the microsystem (e.g., coaches or staff hired/fired/retired, team membership and dynamics), mesosystem (e.g., interconnected talent development pathway programs or high performance environments), and macrosystem (e.g.,

organizational leadership changeovers, state-allocated budgets, stakeholders influence, and special initiatives; Cruickshank & Collins, 2012; Slack & Hinings, 1992) have a direct and lasting impact on performance psychologists' work with athletes. As such, the performance psychologist is continually tasked with managing the complex web of transitions, often requiring them to carefully navigate the various (and at times competing) needs of athletes, coaches, and organizational leaders. Furthermore, since the performance psychologist is often a key player in the athlete's journey within and between Olympic cycles, the trust and working nature of relationships with coaches, staff, and organizational leaders are significantly impacted by causal attributions made for success and failures at the Games. Given the systems-level complexity of transitions within and between Olympic cycles, the panel will share their experiences of managing transitions at the athlete, coach, staff, and national sport organization levels. Specific emphasis will be placed on prioritizing athlete-centered care, re-establishing or maintaining trust across systems, and weathering storms of organizational transition.

### PAN-04

#### **STRIKING OUT SILOS: MENTAL PERFORMANCE AND MENTAL HEALTH ALIGNMENT WITHIN A MAJOR LEAGUE BASEBALL ORGANIZATION**

*Brian Miles, Cleveland Guardians, USA;*  
*Lindsay Shaw, Cleveland Guardians, USA;*  
*Sean Swallen, Cleveland Guardians Baseball, USA;*  
*Kevin Lou, Cleveland Guardians, USA*

Success in the field of applied Sport & Performance Psychology, especially in a professional baseball organization, hinges upon working collaboratively on the same turf (Brown et al., 2018; Van Slingerland, Durand-Bush, & Kenttä, 2021). Recent debate has centered around the ideal professional to support the various psychological needs of athletes (McHenry et al., 2022). The illustration of the continuum of mental health and mental performance (Association of Applied Sport Psychology, 2021) is a helpful start, yet the field continues to grapple with the best strategies to work synergistically in mental health and mental performance spaces (McHenry et al., 2022).

Our work within a professional baseball organization is unique due to the overlapping player care amongst our team members, embedded and fluid nature of our different roles, and the gray areas of communication as we interface with other domains within our organization. In this panel, we will share our experiences as a productive working model blending mental performance and mental health support of athletes. We will discuss the importance of trusting one another's professional training while acknowledging strict boundary recognition and accepting that boundaries can become blurry even with the best of intentions. We will cover how we clearly communicate with each other and other stakeholders within our organization. Our team consists of six CMPC members, two of whom are psychologists, one LPC, one LAC, one internationally credentialed counselor, and one non-licensed Mental Performance Coach.

Ultimately, our message is that the approach with every player is unique, there is more than enough work to go around, and our team has a shared responsibility in supporting players' performance and well-being. Participants of this panel can walk away with insights of how one professional baseball

organization's sport psychology team operates and further how sport psychology teams operate effectively in applied, high-stakes environments.

### PAN-05

#### **EXPLORING INTERDISCIPLINARY & TRANSGENERATIONAL PERSPECTIVES ON DIVERSITY, EQUITY, AND INCLUSION IN APPLIED SPORT PSYCHOLOGY**

*Kira Borum, University of North Carolina- Greensboro, USA;*  
*Erin Reifsteck, University of North Carolina at Greensboro, USA;*  
*Stephany Coakley, Temple University Athletics, USA;*  
*Diane Gill, UNCG, USA*

In recent years there has been a renewed focus among professional organizations, institutions, and workforces to implement sustainable methods of diversity, equity, and inclusion (DEI) in more systematic ways. Within the field of applied sport psychology, the Association for Applied Sport Psychology (AASP) has taken progressive steps such as establishing a Diversity & Inclusion Council (2018), including the Diversity & Culture knowledge area (K8) in the accredited Certified Mental Performance Consultant (CMPC) requirements (2020), and distributing special editions of journals (e.g., Carter & Olusoga, Eds, Journal of Applied Sport Psychology, 2023) written by diverse scholars focused on topics such as dismantling racism in sport psychology and the implications for interventions within marginalized populations. Often, diversity, equity, and inclusion initiatives are viewed as a means to reach cultural competency, which implies there is an endpoint. However, a shift toward cultural humility requires that AASP researchers and practitioners engage in continuous exploration of growth, reflection, and advocacy (Krane & Waldron, 2021). Driven by a passion for diversity, equity, and inclusion work among marginalized and minoritized communities, this interdisciplinary panel of speakers (i.e., reflecting kinesiology, counseling psychology, and women's and gender studies) will highlight their views and experiences as sport psychology scholars and professionals across four generations (i.e., Baby Boomer, Gen X, Millennial, and Gen Z). Each speaker will provide their perspective on the progress that has been made and steps needed for continued progress, followed by an interactive discussion of recommendations for policy and practice that promote diversity, equity, inclusion, and social justice in applied sport psychology.

### PAN-06

#### **THE ENTREPRENEURIAL EXPERIENCE: UNDERSTANDING THE BUSINESS SIDE OF MENTAL PERFORMANCE**

*Abby Keenan, Intrepid Performance Consulting, USA;*  
*Lindsey Schriefer, Center for Psychological Performance, USA;*  
*Adrian Ferrera, A Journey Forward, LLC, USA;*  
*Domagoj Lausic, Hourglass Performance Institute, USA*

For aspiring mental performance practitioners, much of their education and training is focused on developing knowledge and strategies to work effectively with clients. However, many lack the exposure to business skills (Tod et al., 2009) required to successfully establish a private practice and

build a sustainable career in the field (Taylor, 2008); there is an expressed desire to learn more on this topic (Hutter et al., 2017). Further, as job creation and development is a top priority in our field (AASP, 2022), professional development around entrepreneurship could be one way to meet that need.

This panel includes established professionals from diverse training and educational backgrounds that are at various stages of providing services in a private practice setting. The aim of this panel is to have a candid discussion about establishing and running a private practice, for the benefit of students and professionals considering this path.

To accomplish this, the panel will engage in a facilitated discussion addressing the following questions: 1) How do you define success for you and your business? 2) What business or entrepreneurial skills have helped you in private practice and how did you develop them? 3) What has been the biggest challenge you've faced in your business and how did you navigate it? 4) What does a typical week look like when running your own business? 5) What advice would you offer to a student or professional interested in starting a private practice?

Key learning points include: a) characteristics and skills that increase business success; b) navigating challenges and realities of private practice; and c) insights into how to start and run a business.

Attendees will have the opportunity to interact with the panel and will leave with new perspectives and a greater understanding of what it means to be an entrepreneur in our field.

### PAN-07:

SESSION WITHDRAWN

### PAN-08

#### **WHAT DOES AN AASP THAT INTEGRATES DEIBJ LOOK LIKE? CHANGES IN MEMBERSHIP DEMOGRAPHICS FROM 2017 TO 2023 EMPHASIZE THE NEED TO RETHINK DIVERSITY AND INCLUSION IN AASP MEMBERSHIP**

*Amanda Perkins-Ball, Rice University, USA;*  
*Derek Zike, UW Milwaukee, USA;*  
*Deyanira Enriquez, Flatiron Mental Performance, USA*

AASP's Position Statement on Human Diversity states, "we strive to promote inclusive environments characterized by respect, understanding, and acceptance of cultural similarities and differences in all aspects of our operation... we are committed to our continued growth around multicultural issues and are intentional about integrating diversity into all aspects of our work" (Association for Applied Sport Psychology, 2018). Aligned with this mission, Diversity, Equity, Inclusion, Belonging, and Justice (DEIBJ) Committee members analyzed findings from the 2023 AASP member survey in comparison to findings from the 2017 AASP member survey previously reported (Perkins-Ball et al., 2017). Results of the analysis of membership composition in 2017 and 2023 indicate the association remains predominantly female (52.5%), white (69.9%), and heterosexual (82.2%). While the

association still lacks diversity in terms of race and sexual orientation, there has been progress over the past six years. Notwithstanding the lack of diversity, the survey revealed a number of members who have multiple intersecting (i.e., racial, sexual orientation, gender) marginalized identities. A panel of DEIBJ Committee members will highlight the need for the DEIBJ Committees and avenues for advocacy work within and through the association on behalf of vulnerable groups. The panel will also present data on completed and continuing DEIBJ initiatives as well as plans for future committee and association efforts using a corporate social justice framework (CSJ). CSJ is a paradigm in which associations have the goal of being socially accountable to themselves, their members, shareholders, and the broader community (Harvard Business Review, 2020). Finally, the panel will engage in an open discussion with AASP members about their DEIBJ needs and what they believe needs to be done to integrate DEIBJ values and actions throughout the association.

### PAN-09

#### **BUILDING THE PLANE AS YOU'RE FLYING IT: REFLECTIONS ON SUPERVISION AND MENTORSHIP OUTSIDE OF AND BEYOND ACADEMIC SETTINGS**

*Aaron Goodson, Duke University, USA;*  
*Angel Brutus, USOPC, USA;*  
*Natalie Léger, Georgetown University, USA;*  
*Breigh Jones-Coplin, University of Denver, USA;*  
*Miana Graves, University of Texas, USA;*  
*Brittany Collins, Developing MEI, USA*

Much of the literature that explores sport psychology mentorship and supervision emphasizes the experiences of graduate students during graduate programs in academia to include practicum and internship experiences for Master's and Doctoral level students (Foltz et al., 2015; Fogaca et al., 2018). However, as the field of sport psychology continues to grow, more mentorship and supervision is happening outside of the academic context (e.g. early career professionals in sport settings with multiple staff members) and for professionals at different points in their career (e.g. recent graduates in sport psychology, clinical mental health professionals retooling and finding themselves employed in sport environments working with high performance clientele, and allied health professionals pursuing additional certification within the field of sport psychology to extend their areas of competency). Additionally, mentorship and supervision in professional contexts include the added layer of managerial and hierarchical challenges and concerns while ensuring that quality of services is not jeopardized. Formal mentorship and supervision opportunities outside of academic contexts and for professionals at different points in their careers introduce several issues of equity and advocacy, specifically around access to mentorship, perceptions of gaining entry to the field, and the cultural components of gatekeeping. The purpose of this panel is to highlight and discuss considerations for sport psychology mentorship and supervision outside of traditional academic contexts. Panelists will discuss supervision and mentorship challenges in developing consulting philosophies (Keegan, 2010), identity as consultant (Tod et al., 2020), assessing competence in sport psychology (Hutter et al., 2016; Fogaca et al., 2020), cultural competence (Quartiroli et al., 2022), and other considerations for those seeking or providing formal mentorship and supervision opportunities.

### PAN-10

#### **DON'T SAY THE "Y" WORD: YIPS IN SPORT**

*Kaytlyn Johnson, Georgia Southern University, USA;*  
*Megan Byrd, Georgia Southern University, USA;*  
*Jesse Michel, Deloitte, USA;*  
*Brandonn Harris, Georgia Southern University, USA*

The yips is a generalized term describing a neurological phenomenon of involuntary motor movements (Smith et al., 2003). In sport, the yips has been defined as "a psycho-neuromuscular impediment affecting the execution of fine motor skills during sport performance" (Clark et al., 2015, p. 177). Athletes affected by the yips may suddenly have difficulty executing movements that are considered natural in their sport (Weiss et al., 2021), such as a baseball or softball player struggling to complete a throw to first base. The phenomenon of the yips is further challenging to understand given the lack of a consensus on what constitutes the yips, or even the correct terminology. Although several researchers have attempted to provide structure to the experience of the yips through various models and continuums (see Clark et al., 2015; Smith et al., 2000), they do not comprehensively address the etiology of the phenomenon including its personal, situational, and neuromuscular factors. Moreover, with limited knowledge and research about the yips, there is little understanding of how to address it within the field of sport, exercise, and performance psychology (SEPP). Thus, the purpose of this panel is to share expert knowledge based on three professionals' experiences working with youth, collegiate, and professional athletes experiencing the yips. All panelists are CMPCs®, one of which is a licensed mental health practitioner. Furthermore, attendees will learn about potential personal, situational, and neuromuscular factors that contribute to the phenomenon, as well as how to provide optimized care for athletes encountering the yips. It is pertinent that SEPP professionals be aware of the potential factors that may influence the occurrence of the yips, athletes' perceptions and the impact of the yips, as well as interventions to mitigate its influence on performance and athlete well-being.

### PAN-11

#### **APPLICABILITY OF SPORT PSYCHOLOGY CONSULTING FOR INTERNATIONAL LEADERSHIP DEVELOPMENT AND SUSTAINABLE PERFORMANCE EXCELLENCE**

*Melanie Poudevigne, USA;*  
*Sebastian Brueckner, Private Practice, Germany;*  
*Robert Owens, Valor Performance, USA;*  
*Maximilian Richert, FEPSAC, Germany*

The effects of globalized diversity have turned the attention of CEOs to the necessity of training competent corporate leaders in handling cultural differences to generate an inclusive organizational culture (Ince, 2023). Managing a diverse workforce with cognitive flexibility means learning new processes, developing an openness to new ideas, and gaining the mental skills to navigate change.

The application of mental performance principles in the corporate world is now front and center to achieve managerial effectiveness with a wide range of objectives among individual professionals, teams, and systems (Henson et al., 2023; Hill et al., 2023). Such application is made possible with managing

diversity to embrace commitment, psychological safety, trust, dependability, and a vision for optimal performance leading to more sustainable productivity for any organization (Adeoye & Bolaji, 2023). Initiatives in international business settings and the behavioral science models used by psychology experts are advancing team efficacy by addressing the individualist Western, Educated, Industrialized, Rich, and Democratic (WEIRD) dominance (Thomas & Markus, 2023). Consultants are now pushing the limits of independence centered around self-goals in the workplace to a more responsive interdependent way of being coordinated around relational goals, values, and collective roles.

In this panel, the participants will learn about the competencies of international mental performance consultants and the strategies used to build presence, resonance, and attunement (Mannion & Anderson, 2015) in the consultancy process and foster culturally responsive teams within corporate organizations. The moderator will highlight the importance of academic programming in aligning cultural competencies and coherence in management (Quartioli et al., 2022). The panelists will share the translation from the inquiry stage of learning to the mental skills" practice and its implementation in leadership immersion. Participants will gain an understanding for expectations to generate entrepreneurial sustainability and lead with passion in business settings.

### PAN-12

#### **SHOULD I STAY OR SHOULD I GO?: DISCUSSING FACTORS THAT INFLUENCE MID-CAREER PROFESSIONAL TRANSITIONS**

*Chelsea Wooding, University of Wisconsin- Green Bay, USA;*  
*Marc Cormier, University of Kentucky, USA;*  
*Pete Kadushin, Chicago Blackhawks, USA;*  
*Adrian Ferrera, A Journey Forward, LLC, USA*

Professionals in various performance domains leave or change jobs for a variety of reasons. Coaches often transition because they seek opportunities to achieve more success, or may choose to leave because of a negative or challenging work environment (Knight et al., 2015). Similarly, counselors in a counseling center cited personal growth and poor pay as main reasons why they would consider leaving their current position (Simono & Wachowiak, 1983). More recently, a Honeymoon- Hangover Effect has been proposed related to job transitions, highlighting that decreased job satisfaction likely precedes job changes, and once a new position is obtained there is a time of increased satisfaction (honeymoon) followed by less satisfaction (hangover) (Boswell et al., 2005). Given the growing and changing landscape of Sport and Performance Psychology, it is conceivable that professionals are taking a more active role in shaping and redefining their jobs to fit their individual motivations and values, also known as "job-crafting" (e.g., Wrzesniewski & Dutton, 2001). The purpose of this panel is to explore the job-crafting experiences of four mid-career professionals in Sport and Performance Psychology and the strategies they employed, from leaving academia for applied work, to combining applied work with an academic position, to transitioning to a new position within academia. Given that approximately 22% of people are somewhat or very likely to look for a new job in the next six months (Kochhar et al., 2022), discussing important variables to consider during job transitions, along with the realities (both positive and negative) of the transition process, could be valuable for

graduate students, early career, and established professionals who might be looking for a change. Themes discussed will include reasons for job-crafting, important considerations when looking for new positions, obstacles faced while making changes, and recommendations or lessons learned throughout the process.

### PAN-13

#### **THE TWO THINGS FIREFIGHTERS HATE – CHANGE AND THE WAY THINGS ARE: EXPERIENCES OF TWO EMBEDDED MENTAL PERFORMANCE CONSULTANTS BUILDING A COGNITIVE PERFORMANCE PROGRAM IN A FIRE DEPARTMENT**

*Sophie Perekslis, South Metro Fire Rescue, USA;*  
*Nicholas Bartley, South Metro Fire Rescue, USA*

There is a common saying in the fire service; two things firefighters hate are change and the way things are. Naturally, this would cause any practitioner to question how they would approach building a cognitive performance program in a fire department. However, the need is present. The International Association of Fire Fighters (IAFF) job analysis (2008) states that firefighter performance depends on the ability to complete a range of psychological tasks (e.g., coping with chaotic and emergency situations; communicating and guiding distressed, incoherent, or English-limited victims of all ages; recalling and executing detailed, complex protocols for emergency response, etc.), and these performance tasks have been further confirmed by findings in the psychology literature. Almost twenty years ago, Compton & Mack (2004) suggested that psychological skills training programs may be beneficial in enhancing firefighter performance to meet the psychological demands of the job. However, the number of mental performance consultants in the fire service is marginal compared to that of military and sport, as evidenced by AASP's 2020 Compensation Report for Mental Performance Work. The two panelists will discuss their experiences as embedded practitioners in the same fire department who worked collaboratively to build a Cognitive Performance program. Specifically, by connecting theory, research, and practice, they will discuss the following: (1) their professional philosophies, including their emphasis on developing applied, relevant, and timely mental skills training, (2) the highlights, challenges, and unforeseen roles they found themselves in, (3) their differences in experience level, gender, and age and its impact on their consulting, (4) their intentionality for advocating for and, ultimately, fostering a Human Performance and Optimization Division, and (5) the need and implications for other practitioners interested in the fire service. Additionally, the panelists will provide hands-on demonstrations of some of their applied, relevant, and timely mental skills training.

#### **Sources:**

International Association of Fire Fighters (2008). *The Fire Service Joint Labor Management Wellness-Fitness Initiative*, (3rd ed.). Washington, D.C.

Compton, D., & Mack, G. (2004). The mental aspects of performance for firefighters and fire officers (The M.A.P.). Oklahoma State University, International Fire Service Training Association, Fire Protection Publications.

### PAN-14

#### **SECOND CHAPTERS: SCIENTIST-PRACTITIONER APPLICATION OF CAREER TRANSITION INTERVENTIONS WITH ELITE ATHLETES**

*Tim Herzog, Reaching Ahead Counseling and Mental Performance, USA;*  
*Cristina Versari, San Diego University for Integrative Studies, USA;*  
*Melinda Harrison, Melinda Harrison Inc, Canada;*  
*Avinash Chandran, Datalys Center, USA;*  
*Johnny Davis, Former NBA Player & Coach, USA*

Retirement from sport presents a new set of challenges for elite athletes, with approximately 20% of this population experiencing hardship at retirement or after a culminating event such as the Olympics (Stambuvola & Wylleman, 2014). The transition often signifies a shift in identity, and adaptation can be particularly difficult when the transition is involuntary and unanticipated and/or when faced with deselection, a career-ending injury, lack of planning, a poor social support system, or conflicts in the coach-athlete relationship (Lally, 2007; Park, et al., 2013). As one NCAA Division 1 Swimmer described, ... we spend most of our lives competing at such a high level, and then one day, it's just over. We are expected to just move on with our lives. You push your body and mind to its limit and then you don't" (Zimet, et al., in press). Empiricism paired with clinical/coaching acumen can help guide strategic interventions centered on education, self-discovery, and diversification of identity as elite athletes bridge past and future.

Led by a seasoned practitioner often probing the mental health/performance continuum, who is also engaged in a large-scale study of elite athlete transitions, this panel will explore career transition interventions from theoretical, empirical, and applied perspectives. Applied perspectives will be supported through meaningful anecdotes for illustration. Expert panel members will include: 1) a former leader of the NBA Education and Career Development Program (helping players plan for a second career) who continues to work with professional basketball and lacrosse; and 2) a Canadian career coach, author, and Olympian who conducted over 100 structured interviews with Olympic and world championship podium performers, professional athletes, and world-class survivors who successfully transitioned into second careers; and 3) a Singaporean mental performance coach, athletic counselor, and Olympian, who is also an avid researcher of athletic identity.

### PAN-15

#### **ADOPTING AN INTERPROFESSIONAL APPROACH TO INJURED ATHLETE CARE**

*Rachel Shinnick, The South Boston Collaborative Center, USA;*  
*Monna Arvinen-Barrow, University of Wisconsin - Milwaukee, USA;*  
*John McCarthy, Boston University, USA*

Injury is a common experience within sport and can pose significant challenges to sport participation and mental health (Haugen, 2022). Recognizing the role of psychosocial factors during different phases of rehabilitation has been found to be

important for successful recovery (e.g., Clement et al., 2015), consequently calling for a holistic, biopsychosocial person-centered interprofessional approach to care (Arvinen-Barrow & Clement, 2019). Such an approach rarely happens outside of elite level of sport (Hess et al., 2019). Using psychological interventions and mental skills has the potential to reduce athlete injury susceptibility, facilitate recovery, and foster working relationships between athletes and sport medicine professionals (Arvinen-Barrow & Walker, 2013). However, often these are underutilized during injury rehabilitation due to sport medicine professionals lack of competency and training (e.g., Cormier & Zizzi, 2015; Heaney, 2018) and/or lack of role clarity within an interprofessional care team. Similarly, the role of the sport coach in injury rehabilitation can vary, as it has been found to be both beneficial and a hindrance (Clement & Arvinen-Barrow, 2019; Podlog & Eklund, 2007).

In this panel, three sport professionals with varied backgrounds will share their experiences of holistic, biopsychosocial person-centered approach to injured athlete care. The expert panelists include a certified mental performance consultant (CMPC), an athletic coach educator, and a licensed athletic trainer. The moderator will be a neophyte sport psychology practitioner with a passionate interest in psychology of sport injury. Panelists will share their applied experiences of working with injured athletes, provide examples of how psychosocial factors can be facilitated during sport injury rehabilitation, and highlight benefits of, and barriers to an interdisciplinary approach to injured athlete care. Additionally, this panel will address how sport psychology professionals can be advocates for an interprofessional approach within team environments.

### PAN-16

#### **DEVELOPING AND IMPLEMENTING A COMPREHENSIVE MENTAL PERFORMANCE TEAM IN A COLLEGIATE SETTING**

*Megan Byrd, Georgia Southern University, USA;*  
*Brandonn Harris, Georgia Southern University, USA;*  
*Jenna Tomalski, University of Georgia Athletics Association, USA;*  
*Brandy Clouse, Georgia Southern University, USA*

According to research from the National Collegiate Athletic Association (NCAA), student-athletes struggle with their mental health while concurrently underutilizing related services (NCAA, 2020). Research has shown that collaborative care models reduce health care disparities in patients from different socioeconomic and ethnic backgrounds (Eil et al., 2010a, Eil et al., 2010b). An interdisciplinary team approach to service provision has been deemed essential in creating and implementing centralized care for mental health and sport performance (Van Slingerland & Durand-Bush, 2021). Given increasing financial restrictions and diminishing budgets across higher education, providing comprehensive and adequate care for student-athletes has become an increasingly difficult, yet important challenge to navigate given the data documenting student-athletes' experiences of psychological distress. Expanding what "interdisciplinary" includes in sport psychology settings to encompass academic affairs, student affairs, and athletic department resources provides a creative and unique opportunity to better meet the increasing needs of students-athletes on college campuses. Therefore the purpose of this panel is to (a) share the inner workings of an

integrated and collaborative approach to service provision for mental training, mental health, and psychiatric services within a mid-major conference athletic department, (b) provide best practice recommendations for accessing available resources across institutions to building comparable programs to support the varied needs of student-athletes and athletic programs, and (c) help create a network of support across those in attendance seeking to cultivate similar programs utilizing academic programs, athletic department personnel, and student affairs. This panel will feature certain members from a university Mental Performance Team which includes three Certified Mental Performance Consultants®, two of whom are licensed mental health professionals, and a Deputy Athletic Director who also serves as a Senior Women's Administrator and Head Athletic Trainer. The Mental Performance Team also includes the Head Team Physician.

### PAN-17

#### **PSYCHOLOGY OF AIRBORNE OPERATIONS WITH AIRBORNE WARFIGHTERS**

*Matthew Hood, LMR Technical Group, LLC, USA;*  
*Brian Stark, LMR Technical, USA;*  
*Becky Snow, LMR Technical, Champions Mentality Consulting, USA;*  
*Shanice Page, LMR Technical Group, LLC, USA*

Airborne (ABN) Warfighters are elite tactical athletes who are tasked with the ABN operation in the United States Military. Warfighters throughout the ABN operation have stressors and anxiety from fear of injury, frustration, lack of sleep, and struggles with self-doubt in their abilities during the ABN operation. The cognitive performance specialist (CPS) within the brigade is tasked to assist the Warfighter in overcoming these stressors through mindfulness training, both formal and informal, energy management (awareness), routine development, cognitive reappraisal, and visualization (Wolfe et al., 2023). The CPS utilizes ultra-brief training to reduce anxiety by providing training before, during, and after the ABN operation (Wolfe et al., 2023). CPSs also provide training to the Jumpmaster (JM), the coach in the sky, team during the Master Jumpmaster course and JM Refresher Course. The JM goes through their own struggles through during the Jumpmaster Personnel Inspection as well as controlling the timing of the exit to ensure Warfighter safety. This top down and bottom-up approach to the psychology of ABN operation is critical to the ever-changing culture of the ABN operation.

In this panel, four CPSs who work with Airborne Warfighters, Rigger, and Pilot and Air Crew members will share aspects of their practice. Two panelists work in Brigade Combat Teams (BCT) that consists of more than 4000 Warfighters per BCT. One panelist works in a Sustainment Brigade and a smaller community of Warfighters known as Riggers. The final panelist works with the Combat Aviation Brigade where the pilots and air crew have their own stressors during an ABN operation. Panelists will share how they gained entry with this tactical population, highlights, challenges, and lessons learned from working with this population. Recommendations will be made for consultants who would like to (or already) work with tactical athletes.

### PAN-18

#### **ADOPTING A SCIENTIST-PRACTITIONER-ADVOCATE MODEL FOR GRADUATE TRAINING IN SPORT PSYCHOLOGY**

*Rebecca Steins, Saint Louis University, USA;*  
*Michael Ross, Saint Louis University, USA;*  
*Jordan Collins, Saint Louis University, USA;*  
*Isabella Fiorenzo, Saint Louis University, USA;*  
*Savannah Jefferis-Henriques, Saint Louis University, USA*

The science-practitioner-advocate (SPA) model emphasizes the integration of social justice advocacy into all aspects of training in psychological assessment and interventions, professional care, and research (Mallinckrodt et al., 2014). This model was designed to help professionals better assist individuals from varying sociocultural backgrounds whose presenting problems are rooted in oppression or lack of resources or opportunity (Mallinckrodt et al., 2014). Sport psychology provides a unique context to implement the skills developed in the SPA model, as sport can be seen as a microcosm of larger societal issues such as racism, sexism, ableism, and more. This panel shares the experiences of our team of clinical sport psychology doctoral students whose training was conducted within an SPA mode and the ways they intentionally integrate advocacy across their work. Specifically, we will discuss our research with diverse populations, such as minority and underrepresented non-majority student-athletes, utilizing non-traditional research methodologies such as participatory action research, and how our research is translated into tangible changes in care for student-athletes, such as advocating for better care for injured athletes on lower funded teams. We will also discuss our work with various community partners and athletes from all sociocultural identities, including high performance athletes with disabilities, and the unique interventions we use, such as feminist therapies and biofeedback. Moreover, we will share our experiences with receiving more diverse training and how we advocate for these opportunities in sport and academic contexts.

### POSTERS (IN-PERSON)

#### Coaching

1

#### CONSIDERING THE COACH: AN ANALYSIS OF COACH FOCUSED LITERATURE PUBLISHED WITHIN SPORT PSYCHOLOGY JOURNALS

*Tammy Sheehy, Bridgewater College, USA;*  
*Christina Villalon, Tarleton State University, USA;*  
*Kristen Dieffenbach, WVU - Center for Applied Coaching and Sport Sciences, USA*

The sport psychology literature focuses on exploring the psychological factors that influence sport performance and examines ways in which sport, in turn, impacts individuals from a psychological perspective. Traditionally, the individual of focus within the sport context is the athlete. However, as discussed by numerous authors (e.g., Cropley et al., 2020; Sheehy et al., 2019), the coach should also be considered a performer. The focus of this literature review analysis was to undertake an assessment of the treatment of the coach as an individual performer and professional within the sport psychology field. A total of 685 articles were coded from 11 sport psychology-focused journals from inception of each journal until the final publication of 2019. Articles which did not include a coach focus were removed and that left a total of 334 articles for analysis. The findings show an overall bleak picture of the coach being viewed as a 'performer' in sport psychology research. Specifically, female coaches are not equally represented in the literature, the literature largely examines the coach's impact on athlete performance, rather than the coach's own performance, and much of the literature did not apply findings to sport psychology professionals despite being housed in sport psychology specific journals. There were, however, positive trends over time that show potential for a shift in perspective within the sport psychology community. The need for more focus on the performance of coaches within the field of sport psychology is discussed.

2

#### EXPLORING HIGH SCHOOL COACHES' LEADERSHIP MINDSET AND COACH EDUCATION PROGRAMMING

*Kim Ferner, University of North Texas, USA;*  
*Regan Mergele, DBat New Braunfels, USA;*  
*Scott Martin, University of North Texas, USA*

The effectiveness of coach education programs partially relies on the openness and willingness of participants to experience new information and engage with others who may approach coaching differently (Chase, 2010). Coaches with a growth or malleable mindset believe coaching ability is a learned skill, whereas coaches with a fixed mindset attribute coaching ability to innate leadership qualities (Chase, 2010; Dweck, 2006). Consequently, coaches with a fixed mindset would likely be less open and willing than those with a growth mindset to attend a coach education program. Unfortunately, limited research exists on the influence of leadership mindset in relation to coach education. Therefore, the purpose of this

study was to explore high school softball head coaches' perceptions about leadership mindset and their experiences with coach education. Participants (n = 10) engaged in a semi-structure interview. A six-phase model of reflexive thematic analysis was utilized, along with an inductive approach to coding (Braun et al., 2016). The results of the thematic analysis indicated three primary themes: Learning from Failure, Being a Role Model, and Personal Development. The Personal Development theme yielded two sub-themes: Teaching Transferrable Skills and Over Time Coaches Change. Instructors of coach education programs may want to consider these themes and the influence leadership mindset has on the effectiveness of coach development training.

3

#### LEARNING TO THRIVE: A MULTI-STUDY EXPLORATION OF FACTORS THAT OPTIMIZE HARDINESS IN SPORT COACHES AND THE ROLE OF REFLECTIVE PRACTICE IN FACILITATING HARDY ATTITUDES

*Brendan Cropley, University of South Wales, UK;*  
*Lee Baldock, University of South Wales, UK;*  
*Sheldon Hanton, Cardiff Metropolitan University, UK;*  
*Daniel Gucciardi, Curtin University, Australia;*  
*Alan McKay, Cardiff Metropolitan University, UK;*  
*Rich Neil, Cardiff Metropolitan University, UK;*  
*Tom Williams, St Mary's University, UK*

Hardiness has been identified as a key personal characteristic that may moderate the ill-effects of stress on health and performance. However, little is known about how hardiness might be developed, particularly in sport coaches. To address this gap, we received institutional ethical approval to conduct two linked studies. First, interviews were completed with 13 pre-determined high-hardy, elite coaches to explore how they had developed their hardy dispositions. Utilizing thematic analysis, we identified that hardiness was developed through experiential learning, external support, and the use of coping mechanisms. Key to all themes was the concept of reflective practice, which was reported to facilitate more meaningful learning from the participants' experiences and, subsequently, enhance the self-awareness and insight required to augment hardiness and its sub-components (control, challenge, commitment). Second, we investigated further the potential relationship between coaches' reflective practices and their level of hardiness. Four hundred and two sport coaches completed the Dispositional Resilience Scale-15, the Self-Reflection and Insight Scale, and the Questionnaire for Reflective Thinking. Using latent profile analysis, we clustered participants into groups based on their reflective profiles (e.g., level of reflective thinking). We then examined differences in hardiness between the five latent sub-groups using multinomial regression. Findings revealed that the sub-group of highly-engaged, intentionally-critical reflective thinkers reported significantly higher levels of all three hardiness sub-components than all other sub-groups, whereas the profile of highly-disengaged, non-reflective, habitual actors reported the lowest level of all three dimensions. Collectively, our findings offer novel insights into the factors that may influence a coaches' hardiness and provide support for the importance of reflective practice in helping coaches to develop hardy dispositions through augmenting its attitudinal sub-components. Our research provides a comprehensive insight into how coaches might be better trained and supported to demonstrate the adaptive qualities required to thrive in demanding situations.

4

### **ROLE OF COACH IN MENTAL TOUGHNESS OF SOCCER PLAYER: EXAMINATION OF INTERACTION BETWEEN COACH'S IMPLICIT BELIEFS AND COACH-ATHLETE FIT PERCEIVED BY ATHLETE**

*Dojin Jang, Seoul National University, Republic of Korea*  
*Seungjoo Lee, Seoul National University, Republic of Korea;*  
*Sungho Kwon, Seoul National University, Republic of Korea*

Background: In soccer games, athletes who sustain unprecedented victories, overcome all odds, persist in the face of adversity, and come from behind to win are often described as mentally tough (MT) players (Thelwell et al., 2005). From the perspective of the Social Cognitive Model of Motivation (Molden & Dweck, 2006), the concept of implicit beliefs, otherwise termed mindsets (Dweck, 2017), has been proven to have an effect on soccer player's MT—an ability to carry out personal performance in demanding situations without abandonment based on the self-confidence and desire to achieve a goal (Jang et al., 2020). Furthermore, as a social-cognitive personality construct, the MT can be affected by coaching behavior (Harmison, 2011). Purpose: The current study examined the interaction between the coach's implicit beliefs and the coach-athlete fit perceived by athlete, which could have a potential effect on the MT of soccer player. Method: 277 adolescent football players completed the Korean Football (Soccer) Player's Mental Toughness Inventory, the Questionnaire for Players' Perceptions of Coach's Implicit Beliefs, and the Coach-Athlete Behavior Fit Scale. The conceptual model was tested using hierarchical regression analysis. Results: Findings indicated that the coach's incremental belief (or growth mindset), which refers to the belief that ability changes over time and opens to development, has a positive association with the MT of soccer player ( $\beta=.258$ ,  $p<.001$ ). Also, the significance of moderating effect of coach-athlete fit between that relationship was identified ( $\beta=.202$ ,  $p<.01$ ,  $\Delta R^2=.03$ ), supporting the positive enhancing interaction among variables (i.e., coach's incremental belief, coach-athlete fit, and MT of soccer player). However, the coach's entity belief (or fixed mindset), which means that ability is intrinsic and thus stable trait-like whose opportunities for change or development are not within one's control, had no significant association with MT of soccer player.

5

### **THE INVISIBILITY OF AGE AND GENDER IN SPORT**

*Kristen Dieffenbach, WVU - Center for Applied Coaching and Sport Sciences, USA;*  
*Stiliani Chroni, Inland Norway University of Applied Sciences, Norway;*  
*Sydney Miller, West Virginia University, USA*

For women, the invisibility that comes with age is often discussed as it relates to beauty, desirability, and value (Weber, 2021). Hollywood's aversion to aging women is well documented (e.g., Pater, Judge, & Scott 2014) and in the workplace, women over 50 are less likely to receive promotion interviews and promotions (Ahn & Costigan, 2019). Fortunately, as social and cultural norms continue to shift, opportunities for women continue to expand even in sport. While girls and women's participation in sport continues to grow (Nielson, 2018), little is known about the female athletic

experience past the 'peak performance' years or about how age and ageism impacts women's sport experiences. To better understand these experiences, survey responses were gathered from women (N = 634) 30 years old and older (X = 55.83) from 27 countries who participated in endurance-based sports. Participants were asked to share their experiences with training, competing, and aging. Sixty-seven percent of respondents trained five or more days a week and 44% reported working with a coach regularly. While responses indicated participants felt respected as athletes among family and friends, they did not feel respected or seen by the medical community and did not feel represented in sports media stories or images. Open ended responses suggested a high level of frustration at the lack of credible and useful training resources to support their training and competitive efforts as they age and the lack of recognition within their sports organizations. Implications for future research and consultation work will be discussed.

6

### **THE RELATIONSHIP BETWEEN PERCEIVED COACHING BEHAVIOR AND ATHLETES' BASIC NEEDS SATISFACTION: MEDIATING EFFECTS OF COACH-ATHLETE FIT**

*Sungho Kwon, Seoul National University, Republic of Korea;*  
*Seungjoo Lee, Seoul National University, Republic of Korea;*  
*Doheung Lee, Seoul National University, Republic of Korea*

Coaches play an important role in forming the psychological experiences athlete derive from their sport participation (Mageau & Vallerand, 2003). Therefore, in the field of sport psychology, research related to coaches is continuously being conducted and continues to increase in quantity and quality (Griffo et al., 2019). Various prior studies related to coaching have focused on coaching behavior, and it can be understood from the perspective of self-determination theory (Bartholomew et al., 2009). The purpose of this study was to provide basic data necessary for coaches and athletes by analyzing the structural relationship between the autonomy-supportive coaching behavior (ASCB), controlling coaching behavior (CCB), coach-athlete fit (CAF) and the basic needs satisfaction (BNS) of athletes. The survey was conducted on athletes (N=213, Male=119, Female=94) registered with the Korean Sports & Olympic Committee. Sport Climate Questionnaire (for measure ASCB), Controlling Coaching Behavior Scale, Coach-Athlete Fit Scale, and The Basic Needs Satisfaction in Sport Scale was used. The collected data were analyzed using descriptive statistics, confirmatory factor analysis, SEM analysis. Results revealed that after verifying the structural relationship between perceived coaching behavior, CAF, and BNS, it was found that ASCB directly and indirectly affects BNS through CAF. However, it was found that CCB did not significantly affect CAF and BNS. These results are the same as in previous studies, indicating that ASCB not only has a positive effect on the athletes' basic psychological satisfaction, but also has a positive effect on the coach-athlete relationship. This is the result of confirming that coaches should use more ASCB to increase the motivation of players because ASCB can increase the degree of CAF. Therefore, it will be possible to provide basic data that can contribute to the coaching field, by providing positive directions for the coaching environment created by coaches from perspective of self-determination theory.

### Collegiate Sport

7

#### **AFFECTIVE FORECASTING AND SOCIAL PHYSIQUE ANXIETY AMONG FEMALE ATHLETES: A PILOT STUDY**

Jessica Wolverton, *McDaniel College, USA*;  
Urška Dobersek, *University of Southern Indiana, USA*

Sport is an intrinsically evaluative context where athletes are judged for their performance as well as physical appearance. Consequently, negative body-image related concerns can be inherent. Nevertheless, a successful performance necessitates the ability to predict mental and emotional states that affect specific behaviors — known as affective forecasting — and appropriate emotional regulation. Affective forecasting offers idiosyncratic data to inform athletes' predictions of the availability of their mental and physical resources to meet the contextual demands. While accurate affective forecasts are necessary for successful performance, prior studies suggested that individuals are quite inaccurate at predicting future emotions (Loehr & Baldwin, 2014; Van Dijk, 2009; Wilson & Gilbert, 2003; Wilson & Gilbert, 2005; Wilson et al., 2000). Given the lack of research in sports on affective forecasting, the purpose of this study was to examine whether an imaginary presence of spectators increases sport-related self-presentational concerns and social physique anxiety. One-hundred fifty-six female collegiate volleyball players between 18 and 23 years of age participated in this online-based study. They completed a demographic survey and the Trait Anxiety Inventory before being randomly assigned to one of the four experimental conditions (i.e., control, practice, intersquad scrimmage, heavy spectator). After the manipulation, athletes completed self-presentational concerns in sport and social physique anxiety questionnaires. A one-way Analysis of Variance revealed significant differences among the conditions on SPA,  $F(3, 152) = 4.70, p = .004, \eta^2 = .09$ . Specifically, Tukey post-hoc tests revealed significant difference between the control ( $M = 2.74, SD = 0.71$ ) and intersquad scrimmage ( $M = 2.15, SD = 0.70$ ) conditions,  $p < .01, d = .83$ . No other significant differences were observed. These findings are interpretable from a self-presentation perspective. Further investigation of audience effects on the experience of self-presentational concerns and social physique anxiety is merited.

8

#### **COLLEGE STUDENT-ATHLETES' DEPRESSION AND ANXIETY: INTERSECTION OF GENDER, RACE, AND SEXUAL ORIENTATION**

Cachet Lue, *University of North Texas, USA*;  
Julian Yoon, *University of North Texas, USA*;  
Carmyn Hayes, *University of North Texas, USA*;  
Trent Petrie, *University of North Texas, USA*

College student-athletes face multiple academic, physical, and social stressors, to name a few, which can contribute to mental health concerns (Edwards & Froehle, 2021). Mental health prevalence appears to vary by gender, race, and sexual orientation (SO; e.g., Kroshus & Davoren, 2016; Neal et al., 2013; Tran, 2021; Wolanin et al., 2016). Although such concerns are likely to differ based on athlete identities,

limited research examines their intersection. Thus, we (a) determined the overall prevalence of depression (PHQ-2) and anxiety (GAD-2) among 388 collegiate athletes [68.8% women; 52.8% athletes of color (AOCs), 83.5% heterosexual] drawn from two NCAA institutions, and (b) examined the relationship of each mental health concern to athletes' gender (men; women), race (White; AOC), and SO (heterosexual; LGBTQ+). Clinical point prevalence rates were: 7.2% depression and 23.7% anxiety. For depression scores, we found a significant gender by SO interaction, where LGBTQ+ women athletes scored higher than all other groups ( $F(1, 380) = 7.51, p = .006, \eta^2 = .019$ ), and a main effect of gender (women scoring higher),  $F(1, 380) = 14.60, p < .001, \eta^2 = .037$ . For anxiety, we found significant main effects for gender,  $F(1, 380) = 11.18, p < .001, \eta^2 = .029$ , with women reporting higher than men, and for SO, ( $F(1, 380) = 4.05, p = .045, \eta^2 = .011$ ) such that LGBTQ+ athletes had higher scores than heterosexual athletes. That two historically marginalized groups, women and athletes who identified as LGBTQ+, reported experiencing higher levels of anxiety and depression suggests there potentially remains underlying structural and institutionalized discrimination. AOCs, another historically marginalized group, reported levels of anxiety and depression that were similar to all others. Given our findings, sport psychologists and researchers must attend to athlete identities to better understand their mental health concerns.

9

#### **EXPLORING MENTAL HEALTH OUTCOMES FOR STUDENT ATHLETES**

Brent Felnagle, *Pacific University, USA*;  
Tamara Tasker, *Pacific University, USA*

"No pain, no gain" is a common phrase used by coaches to motivate their athletes to fight through challenge and discomfort. Although, at times helpful for athletes to hear this to push through physical and mental pain, fighting through any type of pain at whatever cost is inherently problematic for the mental health of student athletes. Student athletes in collegiate sport settings may report depressive symptoms at a rate of around 25% and anxiety related symptoms at almost 50% (Davoren & Hwang, 2014). Research suggests that student athletes not only hold a stigma towards mental health, but also negative attitudes toward psychological help providers, and they characteristically underutilize mental health resources (Martin, 2005). Due to these barriers, the aim of our study was to begin implementing interventions that would enhance student athlete's comfort in reaching out for mental health support for themselves and their teammates. Through collaboration with a local Division III athletic department, the researcher delivered nine presentations to 170 student athletes from: women's and men's basketball, co-ed wrestling, co-ed track and field, women's volleyball, women's rowing, men's football, and men's and women's soccer. Post presentation surveys collected from 170 of the student athletes captured themes that ranged from feeling validated and cared for, to experiencing the content as relatable and easily implemented, and to feeling connected to their teammates and appreciating the unique sport-specific examples provided throughout the presentations. This work highlights the importance of mental health outreach initiatives for student athletes and demands further focus in this area from researchers.

10

### EXPLORING THE IMPACT OF THE COVID-19 PANDEMIC ON STUDENT-ATHLETE MENTAL HEALTH OUTCOMES

*Annemarie Jagielo, PGSP-Stanford PsyD Consortium, Palo Alto University & Stanford University School of Medicine, USA;*  
*Jackson Howard, Athletics Department, Auburn University, USA;*  
*Jennifer Wahleithner, PGSP-Stanford PsyD Consortium, USA;*  
*Andrea Kussman, Department of Orthopaedics, Stanford University, USA;*  
*Kelli Moran-Miller, Sports Medicine Center, Stanford University, USA*

Indicators of intercollegiate student-athlete well-being indicate a significant impact from the COVID-19 pandemic (e.g., Newman et al., 2022; NCAA, 2021, 2022), but no studies have directly compared mental health symptoms before, during, and after the COVID-pandemic within a student-athlete population. To better understand the relationship between the COVID-19 pandemic and student-athlete mental health, the current study examined differences in student-athlete mental health measures, including mental toughness (MTI), sleep problems (ISI), depressive (BDSA, PHQ-2) and anxious (GAD-7) symptoms, substance use (AUDIT-C, CUDIT), and disordered eating behaviors (SDE), at three time points before (2019), during (2020), and after (2021) the pandemic was declared in the United States. Student-athletes from a private, Division-I university on the West Coast volunteered their de-identified responses to annual mental health screening on three separate occasions during the 2019 ( $n = 573$ ), 2020 ( $n = 482$ ), and 2021 ( $n = 445$ ) academic years. Results demonstrated significant differences in sleep quality, depression, anxiety, and mental toughness over the three time points. No significant differences for substance use or disordered eating were observed. Specifically, participants reported higher levels of depression in 2020 compared to 2019 ( $p < .001$ ) and 2021 ( $p < .001$ ). General anxiety scores decreased from 2020 to 2021 ( $p < .001$ ) and did not significantly increase from 2019 to 2020 ( $p > .05$ ). Participants' sleep problems also increased from 2019 to 2020 ( $p < .001$ ) and decreased in 2021, although not significantly ( $p = .139$ ). Mental toughness scores decreased from 2019 to 2020 ( $p = .01$ ) and increased in 2021, although not significantly ( $p = .170$ ). Results from this study supports the growing body of literature highlighting the relationship between the COVID-19 pandemic and student-athlete well-being.

11

### IT'S NOT JUST ABOUT BEING CONFIDENT: SELF-COMPASSION EXPLAINS COLLEGIATE ATHLETES' PERCEIVED PERFORMANCE ABOVE AND BEYOND CONFIDENCE

*Tsz Lun (Alan) Chu, University of North Carolina at Greensboro, USA;*  
*Abbi Byrne, University of Wisconsin - Green Bay, USA;*  
*Gracie Moffett, University of Wisconsin - Green Bay, USA;*  
*Jeramiah Tschirgi, University of Wisconsin - Green Bay, USA;*  
*Chanel Bradford, University of Wisconsin - Green Bay, USA;*  
*Juan Burleigh, University of Wisconsin - Green Bay, USA*

Sport psychology professionals have emphasized confidence as an important psychological factor for promoting athletic

performance (Vealey, 1986). More recently, researchers and practitioners have begun to study and apply the concept of self-compassion in athletic populations. Seven of the ten published studies showed self-compassion as an antecedent of sport performance (see Cormier et al., 2023). As self-compassion has been examined with self-esteem in predicting functioning in general populations (Neff, 2011), this study aimed to contribute to sport psychology research and practice by exploring the potential roles of self-compassion and self-criticism beyond confidence in explaining perceived performance in sport.

Ninety-eight (85 White; 44 female) NCAA athletes ( $M = 19.81$ ) from two Midwestern universities completed an online survey with validated measures of sport-specific self-compassion, self-criticism, and perceived performance. A hierarchical regression analysis indicated that confidence alone explained 27.7% of the variance in perceived performance,  $F(1, 96) = 36.67, p < .001$ , and self-compassion and self-criticism together explained 4.8% of additional variance above and beyond confidence,  $\Delta F(2, 94) = 3.34, p = .04$ . The final regression model showed that confidence ( $\beta = .44, p < .001$ ) and self-compassion ( $\beta = .27, p = .01$ ), but not self-criticism ( $\beta = .09, p = .37$ ), were significant predictors of perceived performance.

Findings suggest that, in addition to confidence, self-compassion could be an important psychological resource for enhancing collegiate athletes' performance. Specifically, providing psychoeducation and sport-specific experiential exercises on the three components of self-compassion—mindfulness, common humanity, and self-kindness—could prepare athletes to deal with adverse situations by focusing on the present moment and being kind to (vs. criticizing) themselves.

12

### MENTAL TOUGHNESS AND SOCIAL INFLUENCES ON WELL-BEING IN ATHLETES: A MIXED METHODS DESIGN

*Rose Martillotti, Stony Brook University, USA;*  
*Anne Moyer, Stony Brook University, USA*

College students face many challenges when adjusting to classes, making friends, and potentially living away from home for the first time. Collegiate athletes face further challenges due to the amount of time and energy dedicated to their sport. Protective factors that can allow students to thrive under pressure and protect well-being include mental toughness and social connectedness. Due to being able to perform better under pressure, having increased confidence, and being able to better cope with outside stressors, mental toughness can be related to well-being (Micoogullari & Beyaz, 2017). Social influences and how one connects with others can also have many benefits that allow for better well-being, which has been particularly true for athletes (Wayment & Walters, 2017).

Using both quantitative and qualitative methods, the present study examined the influence of mental toughness and social connectedness on well-being and how these factors differ based on levels of sport participation and physical activity. Levels of grit, optimism, and personality were assessed to examine further predictors of well-being. Data were collected from 163 participants from a Northeastern U.S. university, including Division I athletes, club athletes, intramural players, students who work out regularly, and students who are physically inactive. The quantitative results of the study

demonstrated that mental toughness, social connectedness, agreeableness, and neuroticism were significant predictors of well-being in college students at all activity levels. The results also showed that those who were physically active ranked significantly higher in mental toughness, social connectedness, well-being, optimism, and extraversion compared to those physically inactive. The qualitative results provided further evidence that staying physically active, particularly with participation in sport, provided a sense of belonging that related to positive well-being and an enhanced college experience. This study demonstrates the importance of physical activity in enhancing well-being in college students through numerous positive protective factors.

### 13

#### **NCAA STUDENT-ATHLETES COMFORT MAKING MENTAL HEALTH DISCLOSURES: IMPLICATIONS OF GENDER, RACE, AND WHO THEY ARE TELLING**

*Isabella Franks, University of North Texas, USA;*  
*Dafina Chisolm-Salau, University of North Texas, USA;*  
*Jessica Renteria, University of North Texas, USA;*  
*Trent Petrie, University of North Texas, USA*

Collegiate athletes experience mental health (MH) concerns, yet their comfort in seeking care is limited (Guillver et al., 2012). Further, such help-seeking may vary based on athletes' race and gender (Wang et al., 2005), though research on such disclosure is limited. Thus, we examined athletes' gender and race in relation to their comfort in telling different individuals about seeking counseling. Participants were 391 collegiate athletes (Athletes of Color (AOC):  $n = 199$ , 52.4%; Women:  $n = 258$ , 68.3%). During annual MH screening, athletes were presented with seven key individuals (e.g., head coach, family) and asked if they would be comfortable sharing that they had a MH concern or were seeking counseling (YES/NO). Athletes' frequencies of disclosures were: families (81.5%), athletic trainers (57.1%), strength coaches (47.1%), and academic advisors (38.4%). The athletes' rates of disclosing differed by race and gender, but only for head coaches, assistant coaches, and teammates. Female AOCs reported higher frequencies of sharing with their head coaches,  $\chi^2(1) = 10.51$ ,  $p = .001$  and assistant coaches,  $\chi^2(1) = 5.92$ ,  $p = .015$  than male AOC. Further, independent of race, women athletes were more likely to share with their head ( $\chi^2(1) = 18.08$ ,  $p = <.001$ ) and assistant ( $\chi^2(1) = 5.73$ ,  $p = .017$ ) coaches. For teammates, women athletes again shared more frequently than men athletes,  $\chi^2(1) = 4.78$ ,  $p = .029$ , regardless of race. Overall, the percentage of athletes who were comfortable disclosing was based on gender and race. Women athletes, generally, and women AOC specifically, feel more comfortable talking to their coaches about help-seeking, which is consistent with past research suggesting women are more likely to disclose about MH than men (Woodhead et al., 2021). Continued work must be done within athletic departments to develop more comfort in disclosing, particularly with individuals who hold power over the athletes.

### 14

#### **SPORTS TRAUMA INJURY PREDICTS FLOW STATE IN COLLEGIATE ATHLETES**

*Lauren Borato, Saint Louis University, USA;*  
*Michael Ross, Saint Louis University, USA*

Flow state is described as an athlete's ability to meet the demands required by the sport, such that the task is perceived as positive and sufficiently challenging for the athlete. High flow is thought to be associated with peak performance (Jackson and March, 1996). Sport injury is associated with various factors, including those associated with physical (lack of conditioning), situational (weather, mood), personality (extroversion), social (societal importance placed on overuse), and stress. Further, athletes report higher distress regarding the psychological impacts of an injury, such as fear of re-injury or identity loss. The Oslo Sport Trauma Research Questionnaire (OSTRQ; Clarsen et al., 2013) was developed to assess the level by which an athlete's ability to participate in sport is impacted.

College athletes ( $N=82$ ;  $M=19.60$  years old,  $SD=1.35$ , 85% female) at an NCAA Division I institution completed a self-report battery of questionnaires via Qualtrics, which included OSTRQ and the Flow State Survey (FSS). Higher scores on the OSTRQ indicate greater problems in sport participation due to injury and higher scores on the FSS indicate a greater ability to reach optimal flow state.

Linear regression was used to assess whether endorsement of sport-related trauma was related to increased report of flow state problems. Results indicate that higher scores on the OSTRQ predicted lower scores on the FSS (greater deficits in flow state;  $\beta = -.437$ ,  $p < .01$ ).

These findings suggest a practical application for professionals working with athletes. Specifically, the greater impact an injury has on an athlete's ability to engage in their sport, the worse their ability to engage in high flow will be. For athletes whose injuries require time off from their sport, flow is an important intervention point for mental health practitioners, even if athletes report no problems in injury adjustment to injury sport reintegration.

### 15

#### **SUPPORTING WELL-BEING ALONGSIDE PERFORMANCE: STRESS, COPING, AND PSYCHOLOGICAL SKILLS IN COLLEGIATE STUDENT-ATHLETES**

*Amber Mosewich, University of Alberta, Canada;*  
*Ben Sereda, University of Alberta, Canada;*  
*Jimena Lopez Lamas, University of Alberta, Canada;*  
*Brea McLaughlin, University of Alberta, Canada;*  
*Danae Frentz, University of Alberta, Canada;*  
*Taran Schubert, University of Alberta, Canada;*  
*Craig Hordal, Edmonton Police Service, Canada;*  
*Katie Gunnell, Carleton University, Canada;*  
*Nicholas Holt, University of Calgary, Canada;*  
*Tara-Leigh McHugh, University of Alberta, Canada;*  
*Ben Gallaher, University of Alberta, Canada;*  
*Klaudia Sapieja, University of Alberta, Canada*

Collegiate student-athletes encounter many demands in their pursuits in sport, academics, and life in general. Having the skills and resources to manage these demands not only

helps to support performance, but also fosters a healthy and positive sport experience. The purpose of this presentation is to provide an overview of key findings from our research program that examines the performance psychology and well-being of collegiate student-athletes. Cognitive, emotional, and behavioral responses in the context of stress and coping will be discussed, as well as recommendations for psychological skills and resource development specific to collegiate student-athletes. Drawing from our research team's longitudinal research, intervention work, and other collegiate student-athlete centered research and initiatives, psychological skills and resources that facilitate adaptive and resilient approaches will be presented alongside considerations for targeted training integrated into sport environments that systematically supports collegiate student-athlete development. The merits of a self-compassionate approach will form a cornerstone of this discussion, outlining a process that can complement other traditional psychological skills. In addition to its association with adaptive coping profiles, self-compassion also supports well-being and resilience which helps counter various challenges including excessive self-criticism and rumination (e.g., Mosewich et al., 2013, 2014, 2019). Current longitudinal findings will be shared that suggest systematic integration of self-compassion and psychological skills training may support the promotion and maintenance of well-being and resilience in collegiate student-athletes. Proactive investment is needed to manage the demands of sport and consequences such as self-criticism, burnout, rumination, and other negative cognitions, emotions, and behaviors. Additionally, being proactive is not limited to dealing with the negative, but also about enhancing capacity and promoting positive skills, habits, and environments to support collegiate student-athletes in striving to reach their potential.

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### 16

#### **THE EFFECTS OF WEARABLE FITNESS DEVICES ON A FEMALE COLLEGIATE ATHLETE'S PSYCHOLOGICAL REST**

*Jessica Renteria, University of North Texas, USA;  
Debbie Rhea, Texas Christian University, USA;  
Meena Shah, Texas Christian University, USA;  
Robyn Trocchio, Texas Christian University, USA*

Wearable fitness devices (WFDs) such as smartwatches are common among athletes, however, these devices may manipulate perceptions of their health status as well as their psychological rest. Psychology of rest or "mental rest" is an essential part of recovery for overall health (Eccles & Kazmier, 2019). The psychology of rest model includes the resting process (i.e., always thinking one's sport, being externally controlled, tedium, performance demands, and non-sport opportunity costs), the state of being well rested, and wakeful rest (Eccles & Kazmier, 2019). The purpose of the present study was to examine the impact of wearable fitness devices on collegiate athletes' psychological rest. It was hypothesized that collegiate athletes will report higher levels of being poorly mentally rested as well as lower levels of wakeful rest while wearing the fitness trackers versus not wearing it. Participants included 20 NCAA Division I female athletes. The measurements consist of a mixed quantitative and qualitative analysis based on Eccles and Kazmier's research (2019).

For this randomized crossover design, participants wore a fitness device, Fitbit Inspire 2, for two weeks and without it for another two weeks while responding to two psychology of rest questionnaires each week. On the last week, the researchers conducted a stratified random sampling for an interview. Results found no significant differences in both questionnaires; however, the interview displayed the impact of the participant's psychological rest related to stress demands from school and sport. Additionally, individual differences were found during the WFD experience based on the participant's perception, experience, and preference. This research benefits sport psychology professionals and coaches to better understand the athlete's mental rest and utilize WFDs to enhance overall sport performance.

### 17

#### **THE IMPORTANCE OF IDENTIFYING COLLEGIATE ATHLETE BURNOUT**

*Jordan Collins, Saint Louis University, USA;  
Michael Ross, Saint Louis University, USA*

Given the increased awareness of mental health, it's important that all leaders maintain a regular pulse on the well-being of their athletes. One of the most prevalent consequences of severe stress is burnout. Burnout is a syndrome resulting from chronic work-related stress, with symptoms characterized by feelings of energy depletion or exhaustion; increased mental distance from one's responsibilities or obligations; feelings of negativism or cynicism related to one's job (i.e., athletics); and reduced professional efficacy. Athlete burnout has been conceptualized as a multidimensional construct consisting of three dimensions: Emotional/physical exhaustion (i.e., feelings of psychosocial and physical fatigue), reduced sense of accomplishment (i.e., feelings of inefficacy and a trend to underestimate sports performance), and sport devaluation (i.e., negative feelings about the benefits of sports involvement) (Li et al., 2019). Signs of collegiate athlete burnout include 1) exhaustion, 2) mistakes, 3) sickness, 4) depression, 5) irritability, and 6) cynicism. Overcoming burnout takes effort but is achievable. Consider the following 5 strategies when supporting burned-out athletes.

- Be transparent.
- Offer grace and flexibility.
- Prioritize self-care. This includes getting adequate sleep, eating nutrient-rich foods, prioritizing daily physical activity, meditating, and more. By prioritizing self-care, their bodies will be able to replenish lost physical and emotional energy.
- Manage exposure to athletic stressors. Encourage your team to establish healthy athletic boundaries. In addition, support your team by clarifying expectations, delegating appropriately, and learning how to say "no" when the capacity for more does not exist.
- Engage and encourage personal outreach. When burned out, athletes generally disengage from others. Athletes can be supported by encouraging them to seek out connections with family, close friends, and even other trusted mentors and coaches.

18

### THE RELATIONSHIP BETWEEN ATHLETE PERCEPTIONS OF TEAMWORK BEHAVIORS AND TEAM COHESION AND COLLECTIVE EFFICACY

Derek Sokoloff, University of North Texas, USA;  
Trent Petrie, University of North Texas, USA

Although McEwan (2020) found that teamwork behaviors among Canadian athletes were related to successful team outcomes, including team cohesion and collective efficacy, there has been limited research on teamwork among U.S. collegiate athletes. Thus, we examined the relationship between perceptions of teamwork behavior and team cohesion and collective efficacy among male NCAA Division I athletes ( $N = 217$ ; Mage = 20.53 years,  $SD = 1.53$ ) drawn from across the U.S. Participants completed the 19-item Multidimensional Assessment of Teamwork in Sport - Short Form (MATS-SF; McEwan et al., 2018), (b) the ability subscale of the Collective Efficacy Questionnaire for Sports (CEQS; 4 items; Short et al., 2005), and (c) the 18-item Group Environment Questionnaire to assess individual attractions to group (ATG) and group integration (GI) at task and social levels (GEQ; Carron et al., 1985). Through stepwise linear regression, we found that athlete perceptions of teamwork behaviors significantly predicted ATGSocial,  $R^2 = .38$ ,  $F(5, 211) = 26.08$ ,  $p < .001$ , ATGTask,  $R^2 = .25$ ,  $F(5, 211) = 13.85$ ,  $p < .001$ , GISocial,  $R^2 = .19$ ,  $F(5, 211) = 10.07$ ,  $p < .001$ , GIATG,  $R^2 = .15$ ,  $F(5, 211) = 7.60$ ,  $p < .001$ , and collective efficacy,  $R^2 = .17$ ,  $F(5, 211) = 8.83$ ,  $p < .001$ . Across all analyses, outcomes were mainly predicted by the actions needed to maintain the team's overall well-being (i.e., Management of Team Maintenance). Our study highlights how teamwork behaviors, particularly the Management of Team Maintenance, are related to teams being more cohesive socially and in their task and teams believing highly in their abilities; these psychological states may predict better performances.

19

### THE ROLES AND RESPONSIBILITIES OF A DIRECTOR OF MEDITATION TRAINING WORKING WITHIN AN NCAA DIVISION I ATHLETIC DEPARTMENT: A CASE STUDY

Piotr Piasecki, Boston University Wheelock College of Education and Human Development, USA;  
Thomas Minkler, West Virginia University, USA;  
Ari Sapinsley, West Virginia University, USA;  
Lisa Weyhenmeyer, Boston University, USA

Applied sport psychology has rapidly developed in the past several years, with significant attention and service provision targeted at NCAA Division I (DI) student-athletes (NCAA, 2014). Mental Performance Consultants and licensed mental health practitioners (e.g., Clinical Sport Psychologists, Professional Counselors, Social Workers) are most commonly employed to provide psychological services to athletes (Sudano & Miles, 2017)—though 70% of DI athletic departments have only one individual delivering such services, and provider-to-client ratios range from 1:200 to 1:800 (Jones et al., 2022). Given that not all DI student-athletes have feasible access to psychological services, there is justifiable demand for a multidisciplinary team with a variety of specializations to support student-athletes (Navarro et al., 2020). To that end, a specialized support service under the title of a Director

of Meditation Training (DMT) was recently established at an NCAA DI athletic department. Given the mounting evidence suggesting that mindfulness can benefit athletes' wellbeing and performance (Noetel et al., 2019) and the novelty of such a position, the primary purpose of the present case study was to investigate the duties of the job and discover how a DMT might benefit student-athletes. A secondary purpose was to gain a greater understanding of how a DMT conceptualizes mindfulness and meditation with athletes. The main themes that arose from both interviews focused on four areas: training and background, collaboration, research, and embodiment. The results may future DMT positions to open up at other institutions, and inform how a multidisciplinary team can support student-athletes' psychological wellbeing and performance.

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### Consulting & Interventions

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20

### A DYNAMIC DUO: IMPLEMENTING SPORT AND PERFORMANCE PSYCHOLOGY APPLICATIONS TO BUILD BRIDGES OF CONNECTION IN THE SOCIAL WORK FIELD

Ed Garrett, California Baptist University, USA;  
Philip Breitenbacher, California Baptist University, USA

Social Work in Sports is a growing subfield of social work that focuses on the needs of young athletes and their communities. Sport social workers promote the health and well-being of athletes through direct practice, community organizing, advocacy, policy development, education, and research (Magier et al., 2022). These goals are achieved through the profession's competencies and by upholding our field's values and ethics. Social workers can use sports as a platform to advocate for social justice issues and promote the well-being of individuals and groups (Newman et al., 2019). The literature supports that training sports leaders and social workers to align sports activities and social-emotional skills could provide opportunities to improve athletes' positive developmental outcomes (Anderson-Butcher et al., 2021). So, could Sport and Performance Psychology techniques be used to assist social workers in their client connections? In 2022, the Division of Social Work partnered with the Sport and Performance Psychology practitioner at a University to develop a Social Work field practicum program. The goal was to place Masters in Social Work interns in agencies that serve athletic organizations, communities, and other social institutions that recognize athletes as a vulnerable population. Both the social work and the sport psychology disciplines seek effective best practices that involve the use of evidence-based approaches, methods, and interventions. Furthermore, they each include a consideration of relevant cultural variables that may be impacting one's experience (Newman et al., 2019). Understanding the similarities presents a great opportunity to learn from each other in hopes of providing better service to our clients. In this lecture, attendees will learn about the opportunities for social workers in sports. Participants will hear how social work education programs can use sport and performance psychology tools and applications to enhance the capabilities of clients to address their own behavioral health and psychosocial needs.

21

### AN EVIDENCE-BASED FRAMEWORK FOR CONDUCTING PRESSURE TRAINING

*William Low, Heriot-Watt University, UK;*  
*Mike Stoker, English Institute of Sport, UK;*  
*Joanne Butt, Liverpool John Moores University, UK;*  
*Ian Maynard, University of Essex, UK*

The number of studies on pressure training (PT) has recently increased (e.g., Kent et al., 2021), yet few studies have shown how to translate PT to applied practice. PT strategically exposes athletes to psychological pressure to improve performance under pressure (Stoker et al., 2016), and applied settings can pose challenges for conducting this intervention. For example, resources can limit options for creating pressure, and athletes might hesitate to experience the discomfort of increased pressure. Based on research that examined PT in elite sport (e.g., Stoker et al., 2016; Low, Butt, et al., 2022), a framework was developed to guide implementation of PT. This framework has three stages: preparation, exposure to pressure, and review of outcomes. Preparation involves constructing a supportive environment for athletes (Fletcher & Sarkar, 2016). In this stage, practitioners can gain athletes' buy-in by being transparent about PT's purpose and teaching skills for coping with pressure (Low, Butt, et al., 2022). In the exposure stage, PT is designed and conducted. Designing PT involves identifying an exercise (e.g., soccer penalty kicks) and selecting techniques for creating pressure. This framework discusses using demands to shape the exercise's difficulty and consequences to create pressure (Stoker et al., 2017; Low, Freeman, et al., 2022). When conducting PT, practitioners and coaches actively reinforce consequences and facilitate learning from PT during debriefs. Finally, the review stage involves evaluating performance in PT to determine if athletes need to continue PT to further develop coping abilities. By following this framework, practitioners and coaches can enhance PT in three ways. First, preparing athletes appropriately increases their readiness to learn from experiencing pressure. Second, when pressure is manipulated according to evidence-based guidance, athletes are more likely to feel enough pressure to practice coping skills. Lastly, the supportive environment helps to mitigate risks of pressure to athletes' well-being.

22

### DEVELOPMENT OF A THEORETICALLY GROUNDED STRESS AND PERFORMANCE DIAGNOSTIC INSTRUMENT

*Steven Winger, Western Kentucky University, USA;*  
*Lindsey Wheeler, WKU, USA;*  
*Reagan Phelps, WKU, USA*

The purpose of this study was to develop a diagnostic instrument to assess individual perceptions of how stress impacts performance. Phase I consisted of a content analysis of 16 sport psychology texts to determine the most prevalent theories on stress and performance. Nine theories emerged: Inverted U, Drive, Conscious Processing, Attentional Control, Directionality, Multidimensional Anxiety, Appraisal, Reversal, and Catastrophe. Phase II consisted of item development based on careful reading of cited articles and books for each theory. Phase III involved piloting the instrument.

The pilot sample consisted of 41 undergraduates. Participants were sent a weblink to a Qualtrics survey by their professor and offered extra credit for completing it.

Frequencies and descriptives statistics were ran for all items. Some clear endorsement patterns emerged, Attentional Control Theory and Multidimensional Anxiety were endorsed most often. Coefficient alpha reliability estimates for each subscale ranged from a low of negative covariance to a high of .74. We attribute lower estimates to the compound and complex nature of select theories, with items designed to reflect the multivariate nature of each theory.

We concluded that our current approach was somewhat misguided, largely because we focused on creating item sets to assess multiple variables within the same items for each theory. This resulted in overly complex items with lower internal consistency. We believe a more sensible and pragmatic approach is to create univariate items, wherein we keep items more parsimonious and use univariate item sets to create composite scores. In addition, we recognized that we could group theories by common variables hypothesized to predict the effects of stress on performance (e.g., goal oriented, interpretation, cognition, & magnitude). These groupings simultaneously simplify the structure and minimize the number of needed items. These changes have been integrated into a revised instrument we will present as part of this presentation.

23

### EXPLORING POTENTIAL BENEFITS OF A MINDFULNESS-BASED INTERVENTION FOR COACHES

*Brian Tremml, Self-Employed, USA;*  
*Jean-Charles Lebeau, Ball State University, USA;*  
*Lawrence Judge, Ball State University, USA*

Coaching is a stressful occupation and coaches are often ill-equipped to handle the stress caused by their profession (Giges et al., 2004). The Mindfulness Training for Coaches (MTC; Longshore & Sachs, 2015) program has displayed potential as an intervention tailored to the coaching population, capable of increasing well-being and reducing stress among coaches (Longshore & Sachs, 2015).

The purpose of this study was to adapt the MTC program to a full online, self-paced version to accommodate coaches' schedules, and to examine its effect on stress perception, emotion regulation, and burnout. Sixteen full-time coaches (n<sub>female</sub> = 9, n<sub>male</sub> = 7) from the sport of swimming completed this 6-week mindfulness program. The program consisted of educational content related to mindfulness, and daily mindfulness practices lasting from 5 to 20 minutes assigned via audio file to each participant's email address. To ensure adherence, the researcher sent bi-weekly messages to each participant asking for feedback and offering support.

Participants completed online questionnaires gauging mindfulness, emotion regulation, burnout levels, and stress prior to the intervention, during weeks 3 and 5 of the program, and after the end of the intervention (week 7). Baseline data indicated that full-time coaches report low levels of mindfulness, elevated difficulties in emotion regulation, high stress, and high burnout levels. Results revealed that, after the program, coaches reported (a) a strong decrease in difficulties regulating emotions ( $p = .02$ ) and stress ( $p < .001$ ), (b) a trend towards an increase in mindfulness scores ( $p = .08$ ), and (c)

a trend towards a decrease in burnout ( $p = .08$ ). Findings illustrate the relevance of participation in mindfulness for increased well-being in full-time coaches. Specific implications for practice will be presented to the audience.

### 24

#### **GOAL SETTING PRACTICES IN SPORT AND EXERCISE PSYCHOLOGY**

*Matthew Bird, University of Lincoln, UK*

Goal setting is a widely researched intervention within the field of sport and exercise psychology. Evidence shows goals have a positive effect on performance (e.g., Kylo & Landers, 1995) and that sport psychology practitioners (SPPs) utilize goal setting when working with individuals and teams (Barker et al., 2020). Extant research in this area, however, has focused on what goal types may be most effective (see Williamson et al., 2022 for a review) while professional practice literature has centered on best practices when delivering goal setting (e.g., Gano-Overway & Carson Sackett, 2021). As little attention has been paid to the complexities of setting goals in applied practice, the purpose of this study was to investigate methods and approaches to goal setting used by SPPs. More specifically, we aimed to understand how and why SPPs implemented goal setting with clients, and their experiences of setting goals. Adopting a mixed methods approach, 101 accredited sport and exercise psychology professionals, and those in training, completed an online survey by providing information on how and why they set goals in practice. Twelve participants then took part in a semi-structured interview where they were asked to describe their experiences with goal setting and provide feedback on the results of the online survey. Results from the online survey show goal setting to be a fluid process that occurs in three stages. Before goal setting SPPs engage in assessment, education, and the identification of a client's vision or values. During goal setting SPPs help clients to identify priorities, set goals, and construct measurement, monitoring, and achievement strategies. After goal setting SPPs support clients to monitor progress, reflect on barriers to achievement, and reward success. Results from the semi-structured interviews show several factors related to successful and unsuccessful goal setting experiences and highlight numerous best practices when setting goals.

### 25

#### **NAVIGATING THE JUNIOR-TO-SENIOR TRANSITION IN SPORT - OUTLINING LEARNINGS FROM 10+ YEARS OF RESEARCH AND APPLIED PRACTICE**

*Robert Morris, University of Stirling, UK*

The junior-to-senior transition in sport can be problematic for athletes to navigate, with many athletes failing to cope with the associated demands such as increased pressure to perform and physical demands presented by this process (Drew et al., 2019; Finn & McKenna, 2010). This failure to cope with the associated demands can lead to performance and mental health challenges if not managed appropriately (Drew et al., 2019).

Drawing upon expertise from 10+ years as a researcher who has explored the experiences of athletes during this transition and as a practitioner who has worked with athletes at National, International, and Olympic levels to help them manage this transition, the presenter of this lecture will outline and explore key applied considerations when supporting athletes to navigate this process. Particularly, the presenter will discuss how better structures, education, and strategies can be implemented to help athletes navigate the performance and mental health challenges they may experience. This will include how delivering education programmes to athletes and athletes being loaned to other organisations can be effective developmental tools during this process.

In outlining these aspects, attendees will gain an understanding of the ways that they can support athletes during the junior-to-senior transition in sport. Attendees will also gain an understanding that broader organisational and cultural strategies, rather than solely individual athlete strategies, may be needed to support athletes effectively.

### 26

#### **RUNNING UP THAT HILL: A PILOT STUDY OF PERCEPTIONS OF A PSYCHING TEAM**

*Robert Hilliard, Shenandoah University, USA;  
Patrick Maneval, Shenandoah University, USA*

Psyching Teams are designed to provide pre-, during, and post-race mental performance support at long-distance running events (Day, 2019; Meijen et al., 2017). Despite their widespread existence (Day, 2019), there is minimal research on runners' experiences with Psyching Teams. Gibbs-Nicholls et al. (2022) recently created the IMPACT framework for providing encouragement at races, but it is untested. Therefore, the purpose of this study was to examine participant engagement with a Psyching Team and gauge perceptions of encouragement using the IMPACT framework (Gibbs-Nicholls et al., 2022). In our iteration of a Psyching Team, we created a pre-race website with mental performance materials that runners could access during their training, conducted brief interventions at the pre-race expo, and had a presence on race day. Overall, 45 runners from a half marathon race completed a survey about their engagement with the website and answered open-ended questions regarding their perceptions of the Psyching Team's support and future suggestions. We analyzed the open-ended responses using thematic analysis guidelines to create domain summaries (Braun & Clarke, 2019; Gibbs-Nicholls et al., 2022). The results indicated that only 6% of the participants accessed the website. For the open-ended support question, there were four primary themes. The first, General Encouragement, consisted of two subthemes: motivation and humor. The second major theme, Bring the Energy, also had two subthemes: physical presence and music. The third theme, Course Logistics, consisted of course layout and accurate distance information. The final theme, Lack of Awareness, had no subthemes. For future suggestions, the participants recommended improving awareness of the Psyching Team through three main channels: the race website, the expo, and social media. Overall, this investigation supports the use of the IMPACT framework (Gibbs-Nicholls et al., 2022) for providing support at long-distance races. Practical implications for Psyching Teams are also discussed.

27

### **THE EFFECTS OF BRIEF MINDFULNESS TRAINING ON SPORT PERFORMANCE UNDER PRESSURE: A DOSAGE RESPONSE INVESTIGATION**

*Jessyca Arthur-Cameselle, Western Washington University, USA;  
Linda Keeler, Western Washington University, USA;  
Rebecca Pierce, Western Washington University, USA*

Past studies have indicated that several weeks of mindfulness trainings have positive effects on sport performance (e.g., Zhang et al., 2016). Wolch et al. (2020) found that one, 15-minute training had some positive effects on performance under pressure. It is still unknown how much mindfulness training is required for effects on performance; thus, researchers have called for dosage studies (Gardner and Moore, 2017). The purpose of this experiment was to compare the effects of brief mindfulness trainings of different lengths (6 minutes vs. 15 minutes) to a control group (basketball history lesson) on basketball free-throw shooting under pressure. Participants were 46 recreationally competitive basketball players (78% male, Mage = 20.1 years) who completed pre-test mindfulness and anxiety surveys and shot free-throws under low-pressure on day one. Researchers used performance-based pair-matched assignment to distribute participants to the three groups. On day two, they completed different audio trainings (6-minute mindfulness, 15-minute mindfulness, or control) and then shot under high-pressure. On average, participants made 69% of free-throws under low-pressure and 64% under high-pressure. A mixed ANCOVA (trait mindfulness as covariate) indicated no interaction effects on shot percentage,  $F(2, 43) = .143, p = .87, \eta^2 = .007$  and no main effects of group. There were no main effects of pressure-level, with small effect size,  $F(2, 43) = 1.80, p = .187, \eta^2 = .04$ . Overall, neither mindfulness training buffered against performance pressure. Notably, a few participants in the six-minute mindfulness group and the control group had dramatic performance drops from low to high-pressure (e.g., from 70% to 10%). Within a small sample, these outliers may have affected findings and could indicate that individual choking susceptibility was a key factor. Results are discussed in terms of attentional control theory. Future studies should examine effects of mindfulness trainings on choking susceptible versus non-choking susceptible athletes.

28

### **THEORY-BASED DATA-DRIVEN DECISION-MAKING: THE APPLICATION OF A THEORETICAL MODEL TO BUILD ATHLETE LEARNING AND PERFORMANCE PROFILES**

*Jordan Goffena, Miami University, USA*

Data-Driven Decision-Making (DDDM) represents a systematic way to assess data and use the applied analysis of data to inform one's decision making for future use. For this poster, DDDM will be generally referred to as a framework for becoming a critical consumer of information (i.e., data). Once information/data is collected and interpreted, the goal is that the mental performance consultant will become more knowledgeable about their athlete's individualized mental processing prior to making decisions for intervention development and implementation. The example theory utilized in this poster will be the theory of Self-Regulated Learning (SRL; Zimmerman, 2000, 1986). Grounded in social cognitive perspectives

(Bandura, 1989, 1986), SRL can be uniquely applied to mental skills training in sport as it is a theoretical approach that directly supports goal-directed and task-specific behavior. Therefore, the purpose of the present poster is to provide information for mental performance consultants on how to incorporate research-practitioner approaches into their practices in order to hone their consulting decisions based on practical, real-life data. First, SRL will be overviewed so that the parallels between theory and practice are transparent. Second, SRL performance profiles will be illustrated and discussed as a way to make decisions based on applied data to inform the development of a mental skills training intervention for sport learning and performance.

29

### **THEORY-BASED INTERVENTIONS FOR TEAMS IN PERFORMANCE CRISES**

*Stephanie Buenemann, University of Muenster, Germany;  
Charlotte Raue-Behlau, University of Muenster, Germany;  
Katherine Tamminen, University of Toronto, Canada;  
Maïke Tietjens, University of Muenster, Germany;  
Bernd Strauss, University of Muenster, Germany*

When a team unexpectedly continuously underperforms, this is often labeled as crisis. Despite common use of the term, no valid theoretical foundation exists, making it difficult for practitioners to intervene. Although sport psychology has addressed performance slumps in a number of ways, an overarching theory and model, explaining processes on how crises across multiple games develop, is lacking (see e.g., Stead et al., 2022). Without such a model, guided interventions are difficult. We define a team performance crisis as a downward spiral, including sustained team underperformance, threat appraisal, the inability to cope and suffering team functioning. The proposed and here presented model is divided into increasing stages: dispositions (stage 0), crisis trigger (stage 1), and the crisis process (stage 2). First, a negative situation influences the perception of upcoming tasks as threatening (stage 1). The model further includes team characteristics as moderating factors on threat appraisal (stage 0). In threat states, athletes experience negative, debilitating emotions (Meijen et al., 2020) and use fewer coping strategies than required (McGreary et al., 2020). Due to social consequences of emotions (Tamminen & Gaudreau, 2014), inefficient emotion regulation may in turn influence the team's functioning and further threat appraisals are more likely (stage 2). The model provides opportunities to intervene at different stages. Interventions at stage 0 may refer to preventative measures, such as establishing task cohesion and collective efficacy. During stage 1, practitioners should support athletes in making less threatening appraisals of negative events, for example through reframing and supporting athletes to feel in control. During the second stage, sport psychologists can intervene by strengthening individual's adaptive intra- and interpersonal coping strategies and help to develop healthy coping when losing, to prevent spiraling downwards. Regarding interpersonal functioning, all team members should take responsibility and continue communicating, instead of blaming each other.

### Diversity & Culture

30

#### **AN EXAMINATION OF DIVERSITY IN NCAA STUDENT-ATHLETES, COACHES, AND ADMINISTRATORS: THE NEED FOR GREATER ADVOCACY**

*Savannah Jefferis-Henriques, Saint Louis University, USA;*  
*Emily Wieggers, Saint Louis University, USA;*  
*Alexander Chang, Saint Louis University, USA;*  
*Michael Ross, Saint Louis University, USA*

Diversity psychology proposes that representation is an important part of an athlete's success and well-being, especially for the mental health of minority identifying athletes. Initiatives across the country have attempted to increase diversity across all levels of intercollegiate athletics. However, when examining the NCAA demographics data for Divisions I universities over the past 10 years, there has only been a significant, consistent increase in representation within the student-athlete population (from 67% white to 59% white) (National Collegiate Athletic Association, 2022). Assistant coaches have had some increase in diversity (from 74% white to 68% white). In terms of head coaches, over 80% identify as white (59% men, 22% women). The gender of assistant and head coaches has also remained relatively stable over the past 10 years (26% to 27%). Athletic directors and assistant athletic directors follow these same demographic trends as head coaches.

Due to the relevance of representation across all aspects of intercollegiate athletics (i.e., student-athletes, coaches, administrators), it is important to actively account for the impact on minority participants' mental health and advocate for systemic change at an administrative and coaching level. Given the scientist-practitioner-advocate model, clinicians are uniquely positioned to demonstrate that there are negative effects to not increasing diversity at all levels of intercollegiate athletics, and that while we can do our best to address them using scientific interventions, more work is necessary at a systems level.

31

#### **CULTIVATING A TWO-FOLD MENTORSHIP OPPORTUNITY: EMPOWERING UNDERSERVED FEMALE-IDENTIFYING YOUTH COMMUNITIES THROUGH IMPLEMENTATION OF A MENTAL SKILLS CURRICULUM LED BY COLLEGIATE STUDENT-ATHLETES**

*Amber Ortiz, University of Denver, USA;*  
*Stephanie Vilenkin, University of Denver, USA*

The prevalence of mental health concerns in female sport, particularly among youth female sport is an area of study that warrants attention. By age 14, girls drop out of sport at twice the rate of boys the same age (Sabo & Feliz, 2008). Disparities in empowerment and participation are even more prevalent when considering the impact they have in underserved communities. Girls of color are much less likely to have access to sport or to be physically active than their White counterparts (NPAP, 2016). In addition to facing intersectional challenges related to their race and gender, young female athletes also face unique athletics-related threats. The prevalence of eating disorders and body image concerns has been found to be

higher in female athletes (Rice et al., 2016). There is a need for more programs to engage girls in sport and introduce the supportive processes necessary to facilitate meaningful and identity-affirming work for youth female athletes often navigating oppressive sport ecosystems. In partnership with the nonprofit Strong Girls United (SGU), D1 student-athletes engaged with a Title 1 school to run mental skills and mentorship after-school programs. Program participants engage with collegiate student-athletes to learn about mental health and have mental skills lessons within sport settings. These lessons implement mindfulness techniques to help promote self-awareness and self-regulation as well as include creative activities to enhance education and cultivate personal growth and healing. In hopes of breaking negative social patterns, programming will be run in supportive environments within which the female identity has often been monitored and constricted. By providing community-based skill development and creating a pipeline to expose underserved students to sport and performance psychology, this program promotes advocacy, mentorship, and inspires the next generation of women with a sense of hope and opportunity.

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32

#### **INITIAL DEVELOPMENT AND PSYCHOMETRIC EVALUATION OF THE MENTAL HEALTH OPTIMIZATION CHECKLIST (MHOC)**

*Raymond Lopez, University of Nevada, Las Vegas, USA;*  
*Bradley Donohue, University of Nevada, Las Vegas, USA;*  
*Kaelyn Griffin, University of Nevada, Las Vegas, USA;*  
*Angelos Tsalafo, University of Nevada, Las Vegas, USA;* \ *Shane Kraus, University of Nevada, Las Vegas, USA*

Clinical assessments for mental health symptomology have traditionally focused on psychopathology or dysfunctional thoughts, behaviors and feelings. Psychological disorders are assessed dichotomously (i.e., meets diagnostic criteria, does not meet diagnostic criteria), and symptom impairments in functioning are almost always required to be present to receive a diagnosis. An alternative approach to psychological assessment that destigmatizes the pursuit of therapeutic services is asking athletes how they perceive their strengths and abilities. Optimization views psychopathology on a continuum on which patients can optimize factors impacting their mental health, regardless of where they fall on the spectrum. Optimization theory is important for reducing stigma around mental health treatment and the the Mental Health Optimization Checklist (MHOC) offers itself as an informative psycho-diagnostic tool.

An undergraduate student sample (N = 682) completed the MHOC and the Symptom Checklist 90 Revised (SCL-90-R)

via Qualtrics. This study evaluated the content and structure of the MHOC and compared it to a traditional measure of psychopathology, the SCL-90-R. Researchers conducted an item level factor analysis, examined the internal consistency, examined validity, and conducted item analyses in order to determine how the internal consistency and validity could be improved.

The MHOC was found to have high internal consistency with a coefficient alpha of .96. Convergent validity between the SCL90-R and the MHOC was moderate,  $r(680) = -.40$ ,  $p < .001$ , 95% CI [-.46, -.33]. In item analyses, all values of alpha-if-item-deleted were .96. The scree test, the MAP test, and parallel analysis suggested three to five factors; four factors were extracted and interpreted as Emotional and Cognitive Resiliency, Relationships, Inhibition, and Self-Discipline.

The MHOC was evaluated for its utility as a clinical measure to identify psychopathology. It was found to have good reliability, validity, and is expected to be an effective tool for measuring psychopathology using an optimization model.

### 33

#### **THE BENEFITS AND BARRIERS OF SPORTS PARTICIPATION FOR YOUTH WITH AUTISM SPECTRUM DISORDER**

*Jessica Pauley, University of Iowa, USA;*  
*Megan Foley-Nicpon, University of Iowa, USA*

Over 50% of youth participate in sports in the United States (The Aspen Institute Project Play, 2016). Sports participation helps children and adolescents develop motor skills, promote an active lifestyle, build social skills and friendships, and improve self-esteem. However, youth with autism spectrum disorder (ASD) experience deficits in social skills and sometimes experience motor difficulties. This systematic review aims to identify articles that examine the barriers and benefits related to athletic participation for children and adolescents with ASD. We identified 18 articles, suggesting a limited body of research focused on this topic. Existing findings suggest intrapersonal barriers, associated with the disability, and interpersonal barriers, connected to bullying and the attitudes of coaches, teammates, and parents involved in programs, affect sports participation for youth with ASD. Additionally, the benefits of sports participation are loosely supported, given studies are based on specialized sports intervention programs and have limitations in the analytic methods employed. They include physical benefits, related to motor skills, and social benefits, associated with communication and relationships. Applied behavior analysis techniques and training of sports organization staff in developmental disorders were effective sports modifications for youth with ASD. Future research directions include applying interventions to “real life” sports organizations and investigating ways organizations at the recreational, school, and club levels can be inclusive of youth with ASD.

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### Elite/Pro Sport

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### 34

#### **TRANSITIONING FROM TRADITIONAL SPORTS TO ESPORTS: INVESTIGATING SPORT PSYCHOLOGY PRACTITIONERS' EXPERIENCES**

*Jonathan Brain, University of Portsmouth | Mastering the Mind, UK;*  
*Alessandro Quartiroli, University of Wisconsin - La Crosse (USA)/University of Portsmouth (UK);*  
*Chris Wagstaff, University of Portsmouth, UK*

The world of electronic sports or “esports”, has recently seen a growing relevance of the role of Sport Psychology Practitioners (SPP; García-Lanzo et al., 2020) due to the numerous psychological demands players and their support staff can experience (reference). Little is known, however, about how SPPs trained in traditional sport environments shift their practice to the esports domain and develop the adequate skills, contextual knowledge and understanding to operate in the esports setting. Understanding these nuances would promote competent, conscientious and ethical SP services and ensure that ethical and professional standards are being met (e.g., AASP, 2011). 10 SPPs were purposively interviewed twice on their transition experiences. Interview 1 sought to understand the SPPs’ personal and professional background as well as their transition journey, the reasons for the transition and expectations concerning this transition. Interview 2 aimed to explore the elements which both facilitated and hindered the transition from traditional sports to esports as well as to understand potential hurdles or challenges the SPPs experienced during their transition. Through reflexive thematic analysis (Braun & Clarke, 2019), several overarching themes were constructed (e.g., lack of collaboration, presumptions of the esports setting, opportunity to pioneer) and subsequently presented through composite vignettes. The study helped develop an understanding of how traditionally trained SPPs transitioned into esports allowing current SPPs or future practitioners interested in working in esports better prepare themselves to face a similar transition. The findings may also inform esports organisations on how to best support the SPPs they hire during their transition experience. Lastly, this study’s results hope to inform how professional sport and exercise psychology training routes may adjust their model of training to appropriately meet the needs of trainees interested to work in the esports context.

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### Exercise/Health/Fitness

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### 35

#### **20 YEARS LATER--FORMER AAS USING ATHLETES DESCRIBE THEIR STRUGGLE WITH BODY IMAGE POST AAS USE**

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

Previous research has detailed individuals’ perceptions of the anabolic-androgenic steroid (AAS) use experience. Recreational and competitive AAS users described a myriad of benefits including increased muscle mass, reduced body

fat, enhancement of sexual attractiveness, increases in self-confidence and perceived cognitive functioning, competitive success, such as keeping up with opponents, acquiring and maintaining athletic scholarships (Erickson, McKenna & Backhouse, 2014; Bloodworth & McNamee, 2010; Olrich & Ewing, 1999; Petrocelli, Oberweiss & Petrocelli, 2008;). Little research, however, exists concerning perceptions of former AAS users after their AAS use experience. Therefore, a purpose of this study was to extend previous research completed by Vassallo & Olrich (2002). The original research study involved 38 collegiate athletes who chose to use AAS. In the current study, 20 of the 38 participants in the original study were interviewed. Interviews focused on their perceptions of the physiological and psychological aspects of life during the twenty year post-AAS use period. Participants were asked about their perceived mental state post AAS use. Nine of the twenty participants revealed that they had suffered from some type of body image issue before, during, and after they stopped using AAS. Some of the common reasons why participants had body image issues ranged from being self-conscious, being insecure with the way they looked post AAS use. They expressed a strong desire to look like they when using AAS. Discussion will focus on the men's perceptions and the difficulties former AAS users face after ceasing AAS use.

### 36

#### **DOES COGNITIVE DISSOCIATION AFFECT STRETCH ADHERENCE?**

*Anamaria Astudillo, Florida International University, USA;  
Elizabeth Perez, Florida International University, USA;  
Jason Kostrna, Florida International University, USA*

Extensive research supports the positive effects of stretching on joint flexibility. During stretching, individual's perceptions of stretch related discomfort and pain influence their affective response, motivation, and future adherence to stretching. The purpose of this study was to examine the effects of a dissociative attentional strategy on performance and perception during stretching. To induce dissociation, participants completed a cognitive load task (mental math) during passive (application of an external force) and active (no application of an external force) static stretching. Participants ( $n = 16$ ) stretched in the following conditions: (1) active static stretch - cognitive load, (2) active static stretch - no cognitive load, (3) passive static stretch - cognitive load, and (4) passive static stretch - no cognitive load. To avoid order effects, participants stretched in a block randomized order (i.e., Latin Square Design). While stretching, ROM was assessed using a twin-axis goniometer. After stretching, participants reported their perceived stretch intensity, attentional allocation, and affect. A MANOVA on ROM did not support a main effect of load condition or an interaction of stretch and load condition. However, there was a significant effect of stretch condition on pleasantness and a significant effect of cognitive load on perceived stretch intensity. While there was no significant effect of condition on arousal, attention approached significance such that the cognitive load condition had more external dissociation than the no cognitive condition. These findings provide preliminary evidence that distraction (i.e., cognitive load) during a passive stretch can increase positive emotions and reallocate attention externally. Implications for improving affective response to stretching and ROM through the application of various cognitive loads will be presented.

### 37

#### **EFFECTS OF TEMPO OF SELF-SELECTED MUSIC ON ISOKINETIC STRENGTH PERFORMANCE AND PSYCHOLOGICAL OUTCOMES IN RESISTANCE-TRAINED YOUNG ADULTS**

*Stephanie Svoboda, Florida International University, USA;  
Jason Kostrna, Florida International University, USA;  
Anamaria Astudillo Garcia, Florida International University, USA;  
Elizabeth Perez, Florida International University, USA*

Substantial research has supported using musical stimuli as an ergogenic aid before and during various forms of exercise, including aerobic (e.g., Bigliassi et al., 2015; Clark et al., 2018), isometric exercise (Feiss et al., 2021), and dynamic muscular endurance exercise (Bigini 2012). Researchers have shown that music shifts attention from associative to dissociative, decreases perceived effort and discomfort, and increases arousal and pleasantness in longer-duration, low-to-moderate absolute intensity exercises (Terry et al., 2020). Strength training is shorter in duration and higher in absolute intensity than the aforementioned exercise modalities. Limited research has examined the effects of music on maximum strength performance and psychological outcomes. Therefore, the purpose of this study was to investigate the effects of the tempo of self-selected music on isokinetic knee extension and flexion performance, effort, discomfort, attention, arousal, and pleasantness in resistance-trained young adults.

Thirty resistance-trained college-aged adults completed three exercise testing sessions over three weeks. Using a repeated-measures design, participants were exposed to three conditions (fast music, slow music, and no music) in a randomized order. A Biodex isokinetic dynamometer was used to measure torque of concentric knee extension and flexion at a velocity of 60 degrees per second. Participants completed three sets of five repetitions with a three-minute recovery between sets. Measures of attention, affect, and perceived exertion were administered at two time points: after warm-up and after completion of the maximal isokinetic sets.

This study found that the tempo of self-selected music does not influence isokinetic strength in resistance-trained young adults. In addition, music or the pace of music does not influence attention, affect, or perceived effort during maximal effort isokinetic strength testing. Therefore, listening to music of fast or slow tempo is not detrimental to performance or psychological outcomes but should not be purported as an ergogenic aid in strengthening exercise.

### 38

#### **EXPLORATION OF THE RELATIONSHIPS AMONG BASIC PSYCHOLOGICAL NEEDS, MENTAL HEALTH, AND STEPS IN NATIVE AMERICAN COLLEGE STUDENTS**

*Ty Gray, Fort Lewis College, USA;  
Taylor Toya, Fort Lewis College, USA;  
Riley Todacheene, Fort Lewis College, USA;  
Mark Beattie, Fort Lewis College, USA;  
Melissa Knight-Maloney, Fort Lewis College, USA;  
Joe Claunch, Zuni Youth Enrichment Project, USA;  
Susumu Iwasaki, Fort Lewis College, USA*

Native Americans experience health disparities across many indicators, including higher rates of obesity, diabetes, and mental health issues compared to other races/ethnicities

in the United States. Being physically active is associated with broad health benefits. Achievement Goal Perspective (Nicholls, 1989) and Self-Determination (Deci & Ryan, 2008) Theories have been used to describe the motivational factors involved in supporting sustained physical activity, which can contribute to improved physical and mental health outcomes. However, this line of research has not been well documented amongst Native Americans. The purpose of this study was to examine the relationships among Basic Psychological Needs, Task and Ego Orientation, mental health, and steps in Native American college-student participants. 65 Native American college students (Mean age = 20.65±1.91; Female = 57.7%) volunteered to complete the Basic Psychological Needs in exercise, Task and Ego Orientations in exercise, and mental health survey. Moreover, researchers collected students' average steps over a 12-month period data via cell phone applications. Based on the results from the correlational analysis, all the Basic Psychological Needs variables and Task Orientation appeared to be significant negative correlates to having mental health issues. Then, stepwise regression analysis found that autonomy was a significant predictor of positive mental health,  $R^2=.32$ ,  $F(1, 54)$   $p < .001$ . In addition, the group with an average monthly step count above 6500 ( $M=1.75$ ,  $SD = 0.58$ ) showed lesser mental health problems than the group taking fewer than 6500 steps ( $M= 2.14$ ,  $SD = 0.85$ ). In conclusion, results indicate that satisfying Basic Psychological Needs in exercise may positively influence Native American college student's mental health. In addition, steps above 6500 were shown to reduce mental health issues. Future research should continue to explore the positive role of motivation and physical activity in supporting mental health amongst Native American populations.

**39**

### **KITEBOARDING: AT THE INTERSECTION OF ADVENTURE AND EXTREME SPORTS**

*Zackary Bryant, Menlo College, USA;*  
*Elizabeth Mullin, Springfield College, USA*

Adventure sport and extreme sports, terms used generally interchangeably to describe risky, nature-based activities, have been growing in popularity over the last 40 years (Thorpe & Wheaton, 2011). Buckley (2018) drew a distinction, stating that the key difference between adventure and extreme sports was that extreme sports were those same activities, except that survival is dependent on skill and an error is likely to result in serious injury or death. One such activity, which could be categorized as either an adventure or extreme sport, is kiteboarding. The purpose of the current study was to examine the motivations for participation, experience of participation, and effects of participation in the sport of kiteboarding, using an interpretational phenomenological analysis. Ten experienced kiteboarders, with at least five years of experience, participated in semi-structured interviews. Seven themes emerged from the data: (a) "I'm a water-man", referring to participants' related previous experience; (b) Perceived benefits of kiting, mainly consisting of the coolness of the sport, the benefits of nature, and the excellent community; (c) Rush, the physical and psychological experience of an adrenaline rush; (d) Internal dialogue, the variety of thoughts that kiteboarders experienced during a session; (e) Stoked and sketched, the extreme positive and negative emotions that occurred while kiteboarding; (f) Personal transformations, the tangible changes experienced from kiteboarding; and (g) Costs of kiteboarding, the financial, social, physical,

and temporal price of kiteboarding. Additionally, given the similarities between kiteboarding and traditional sports, sport psychology consultants (SPCs) who may desire to work with athletes in adventure or extreme sports could utilize focus and concentration, self-talk or cognitive-specific imagery, and goal-setting.

**40**

### **MOTIVATION FOR PHYSICAL ACTIVITY AMONGST BLACK WOMEN**

*Jameice DeCoster, USA*

Even with the vast information on the health benefits for engaging in leisure time physical activity (LTPA), it has historically been lower amongst Black women (BW) compared to other racial groups. Most of the literature focuses on barriers to participating in LTPA and while that information is necessary, not enough is known about how to get BW motivated for LTPA. This paper analyzes the motivations for LTPA amongst BW in hopes of helping clinicians who are working with clients who want to live a healthier life incorporate a holistic view to their health. In addition, this information can help clinicians who are working with clients battling depression and/or anxiety incorporate other ways to help reduce the symptoms. This research examines how the use of the Motivation for Physical Activity Measurement-Revised (MPAM-R) survey was used amongst 252 BW between the ages 18-60 to determine key motivational factors for them to be LTPA. The survey was based on the self-determination theory, a theory that is based on the principles of three psychological needs: competence, relatedness, and autonomy. This theory is the foundation for understanding intrinsic motivation for human behavior. The purpose of this study was to analyze what factors on the MPAM-R would be more salient in encouraging BW to be more LTPA. The hypothesis was that appearance would be more influential than competence and interest in motivating BW for LTPA. After conducting the research, appearance was found to be a significant factor in encouraging BW to be LTPA.

**41**

### **PHYSICAL FITNESS AND MENTAL WELLNESS OPTIMIZATION IN ATHLETES AND NON-ATHLETES**

*Leandro de Lorenzo Lima, Milestone Martial Arts, USA;*  
*A'Jah Love, University of Nevada, Las Vegas, USA;*  
*Angelos Tsalafos, University of Nevada, Las Vegas, USA;*  
*Kristin Brooks, Stand Tall Consulting, USA;*  
*Lidia Wossen, University of Nevada, Las Vegas, USA;*  
*Bradley Donohue, University of Nevada, Las Vegas, USA*

Participation in sports has been shown to influence life satisfaction positively (Yu & Song, 2022). In this study, perceptions of life optimization were examined between athletes and non-athletes. The sample consisted of 627 college students (222 male and 405 female) from 18 to 44 years of age. Participants included 555 non-athletes and 72 athletes. Participants completed two scales designed to assess how optimal they believed they were performing in physical fitness and mental wellness (0 = non-optimal, 100 = optimal). A One-Way ANOVA with athlete type as the independent variable (NCAA, Club, Intramural, non-athletes) demonstrated a significant difference in physical fitness optimization,  $F(3,609) = 13.377$ ,  $p < .001$ ,  $\eta^2 = .062$ . Tukey

post hoc analyses revealed that NCAA athletes reported higher optimization in physical fitness than non-athletes ( $p < .001$ ) and club athletes ( $p = .036$ ), that club athletes reported higher physical fitness optimization than non-athletes ( $p = .048$ ), and that intramural athletes reported higher physical fitness optimization than non-athletes ( $p < .001$ ). Moreover, results demonstrated a significant difference in mental wellness between non-athletes, club, intramural, and NCAA athletes  $F(3,615) = 7.078$ ,  $p < .001$ ,  $\eta^2 = .033$ . Tukey post hoc analyses revealed that NCAA athletes reported higher mental wellness optimization than non-athletes ( $p = .011$ ) and that intramural athletes reported higher mental wellness optimization than non-athletes ( $p = .016$ ). No other post hoc comparison was significant ( $p > .05$ ). The results suggest those who participate in sports are generally more satisfied with their physical fitness and mental health than non-athletes.

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### Injury/Rehabilitation

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42

#### **CAN 44 CASES OF SEVERELY INJURED ATHLETES TELLING THEIR EXPERIENCE BE WRONG?**

*John Coumbe-Lilley, University of Illinois at Chicago, USA*

This IRB-approved study explored athletes' emotional recovery experiences following a severe sports injury keeping them out of their sport for six months or longer. A realistic thematic analytical approach interpreted the findings of forty-four semi-structured interviews of athletes (14 male, 30 female, 19 years old at the time of injury) who competed at high school, college, and professional levels of individual and team sport competition. Thematic analysis validated by a self-rating scale demonstrated that athletes cross a series of emotional thresholds during their injury rehabilitation process. Results showed athletes crossed two to six emotional thresholds before positive emotion and coping were consistently experienced following their injury. Athletes reported being unequipped to cope with negative emotional intensity, the longevity of recovery, and enduring depression during long-term rehabilitation. Positive emotional recovery happened no sooner than nine months and up to 2.5 years following a sports injury. In addition, 100% of athletes received no mental health screening or systematic psychological skills training (PST) for coping and recovery from their sports organization, and 93% of athletes indicated passive psychological coping strategies in the first month following injury, which extended their time to recover. Athletes recommended immediate, realistic, and evidence-based strategies to improve athletes' emotional well-being during long-term rehabilitation and decrease time out of their sport. Future experimental research might compare the post-PST program that emerged from this study to determine its efficacy in improving the recovery of severely injured athletes.

43

#### **EXPLORING THE PERCEIVED PSYCHOSOCIAL EXPERIENCES OF RECREATIONAL RUNNERS WITH PATELLOFEMORAL PAIN: A GROUNDED THEORY APPROACH**

*Kenneth Idefonso, University of Wisconsin-Milwaukee, USA;  
Monna Arvinen-Barrow, University of Wisconsin - Milwaukee, USA*

Patellofemoral pain (PFP) is a specific type of patellar or retropatellar pain aggravated by at least one physical activity that loads the patellofemoral joint during weight bearing on a flexed knee such as running (Crossley et al., 2016). Previous PFP research has highlighted the importance of psychosocial variables among PFP populations including recreational runners (Vicenzino et al., 2022), but upon reviewing the existing literature, much of it appears to be atheoretical and lack construct clarity. The purpose of this research was to (a) document recreational runners perceived psychosocial experiences with PFP, (b) develop a theoretical model that conceptualizes recreational runners perceived psychosocial experiences with PFP, and (c) critically evaluate the applicability of existing theoretical models of psychological responses to sport injury in conceptualizing recreational runners perceived psychosocial experiences with PFP. Ten recreational runners with PFP ( $n = 4$  females,  $n = 6$  males) participated in semi-structured interviews. Straussian Grounded Theory (Corbin & Strauss, 2015) was used to conceptualize perceived psychosocial experiences of recreational runners with PFP. The results suggest recreational runners are individuals WHO have prominent personal characteristics that influence their perceived psychosocial experiences of recreational running with PFP. Dominant psychosocial responses are WHAT recreational runners experience when running with PFP. Those experiences influence and are influenced by HOW they address the perceived cause of their psychosocial responses and the reasons WHY they respond the ways in which they do. All of which, influence and are influenced by PSYCHOSOCIAL OUTCOMES. Following a comparative method analysis (Pennings et al., 2006), it can be concluded that the theoretical conceptualization developed in this research has an all-encompassing presence that uses simple language to concisely conceptualize the perceived psychosocial experiences of recreational runners with PFP. The conceptualization can also be beneficial for future psychosocial PFP research to increase theoretical and construct clarity.

44

#### **HAVING, BEING, AND LIVING: STORIES OF DISABILITY BY FEMALE ATHLETES AFTER SPINAL CORD INJURY**

*Derek Zike, UW Milwaukee, USA;  
Monna Arvinen-Barrow, University of Wisconsin - Milwaukee, USA*

Understanding the intersecting societal forces of ableism, hegemonic masculinity, and the ideal athletic body is important, particularly as it relates to understanding female athletes' experiences of adaptation to acquired disability. Given the apparent lack of research with this population and a lack of consensus on what it means to have a disability, to be disabled, or to live with disability, the purpose of this study was to explore experiences of psychosocial adaptation to acquired disability in female athletes after SCI. For clarity,

in this research, having a disability was conceptualized as the meaning assigned to possessing an impaired body as one navigates the world, being disabled was the meaning assigned to disability identity and the effect that has on the relationship with self, others, and environment, and living with disability was the meaning assigned to the process of adaptation to disability and the factors that affect this process. Using a qualitative, exploratory, narrative inquiry (Riessman, 2008) research approach, female athletes with an acquired disability as a result of SCI completed a virtual, semi-structured interview. The data were analyzed using an iterative, inductive, dual-narrative process (Lieblich et al., 1998). This presentation will focus on highlighting the key themes within, and the structure of, the narratives told by female athletes after SCI. The presentation will also outline emergent narrative elements that influenced the participants' thoughts, emotions, actions, and identities. In doing so, this presentation will give a voice to a marginalized population of women with disabilities whose perspective has been largely neglected in the literature, exploring how the concepts of having a disability, being disabled, and living with disability are constructed within the individual stories told. It will also focus on the sociocultural narratives within individual stories and the impact of these narratives on how individuals construct their experiences.

### 45

#### **HIGH SCHOOL FOOTBALL PLAYER EXPERIENCES WITH MULTIPLE INJURIES: A MIXED METHOD BIOPSYCHOSOCIAL MODEL APPLICATION**

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

High school-aged athletes in the U.S. are estimated to sustain more than 1.4 million sports-related injuries each year (Centers for Disease Control and Prevention, 2006). An athlete's response to being injured can vary widely, based on factors such as pain tolerance, cultural factors, sport type and position, and prior injuries (Flint, 1998; Nixon, 1996). Several models have been developed to understand factors that influence injury response. The Biopsychosocial Model (Brewer et al., 2002) is a prominent integrative model of injury proposing that several factors interact to influence rehabilitation outcomes including injury characteristics, sociodemographic factors, and biological, psychological, and social components. Within this model and the current literature, there is a lack of research on how athletes react to and experience multiple instances of injury and its potential effects on their responses to and rehabilitation from injury. Multiple injuries can be defined as more than one occurrence of injury sustained at different time points and can include repeated or recurrent injuries (Finch & Cook, 2014; Finch & Fortington, 2017). This study aims to apply the Biopsychosocial Model to understand the experience of multiple injuries sustained across a season by male high school football players. Data were collected using a mixed methods approach to holistically understand athlete experiences of multiple injuries. Salivary cortisol levels and responses to the Aggression Questionnaire (AQ; Biss & Warren, 2000) at monthly data collections across the football season were collected as part of a larger longitudinal study of subconcussive head impacts and neuronal dysfunction in adolescent athletes. Semi-structured interviews were conducted post-season including questions exploring

multiple injury experiences with constructs of emotional response, perceived social support, and stress perception and management. Understanding the unique experiences of athletes with multiple injuries can further inform a more comprehensive approach to injury recovery.

### 46

#### **REHABILITATION PROFILING FOR INJURED ELITE ATHLETES IN TRANSITION: A CASE STUDY WITH IMPLICATIONS FOR REHABILITATION, RECOVERY, AND RETURN TO SPORT**

*Cody Newton, University of Wisconsin: Green Bay, USA;*  
*Tsz Lun (Alan) Chu, University of North Carolina at Greensboro, USA*

Severe athletic injury is a significant transition athletes may face (Samuel & Tenenbaum, 2011). New challenges that arise may influence their thoughts, emotions, and behaviors (Clement et al., 2015), requiring practitioners to adjust their interventions. Yet, the literature of consulting techniques for helping athletes navigate injury transitions is scarce. To encourage more empirically based and practice-informed strategies for working with injured athletes, this case study illustrates the use of rehabilitation profiling (Taylor & Taylor, 1997) to help athletes accept and embrace unpleasant thoughts and emotions in transitions after suffering an Anterior Cruciate Ligament tear.

This case was a NCAA Division I Women's Volleyball athlete. Prior to injury, the athlete engaged in individual mental training sessions with the consultant, who implemented a Mindfulness-Acceptance-Commitment (Gardner & Moore, 2012) intervention. Due to her perceived change in athletic identity, the athlete's perceived athletic role and focus quickly changed from sport performance to rehabilitation performance. Therefore, the intervention focused on the athlete's transitions across the three distinct phases, reaction to injury, reaction to rehabilitation, and reaction to return to play (Arvinen-Barrow & Walker, 2015).

In each transition phase, the mental performance consultant encapsulated the athlete's reactions by conducting monthly rehabilitation profiling, a Modified Injury Change-Event Inventory (MI-CEI; Samuel et al., 2015) when deemed appropriate, and weekly individual sessions. The rehabilitation profiling involved collaboration with the athletic trainer to identify psychological (e.g., motivation, confidence) and rehabilitation-specific (i.e., swelling, range-of-motion) components, rating each component to guide the subsequent strategies and interventions. Strategies included relaxation techniques, sport-injury imagery, and translation of previously learned strategies (e.g., mindful breathing, cognitive defusion) into rehabilitation/transition focuses.

The presentation will further discuss the program effectiveness, reflections, and each transition in detail, which could help practitioners implement rehabilitation profiling to guide their interventions with injured athletes in transition

47

### **SPORT-INJURY RELATED GROWTH: DEVELOPMENT AND VALIDATION OF THE PERCEIVED BENEFITS FOLLOWING A SEVERE SPORT INJURY QUESTIONNAIRE (PB/SI-Q)**

*Alessandro Quartiroli, University of Wisconsin - La Crosse (USA)/University of Portsmouth (UK);  
Victor Rubio, Universidad Autonoma Madrid, Spain;  
E. Whitney Moore, East Carolina University, USA;  
Aurelio Olmedilla Zafra, Universidad de Murcia, Spain*

Starting from the theoretical model proposed by Rubio and colleagues (2020), we developed and validated a psychometrically sound instrument aimed to measure athletes' perception of growth after sport-related injury: the Perceived Benefits following a Sport Injury Questionnaire (PB/SI-Q). Eight hundred (Male = 335, Female = 645) collegiate student-athletes (Mage = 19.78; SDage = 1.6), competing in inter-collegiate sports in the USA, completed the initially developed pool of 49-items of the PB/SI-Q. About 75% of these athletes reported to have experienced a severe injury (at least 4 weeks out) while competing or training in their sport, and all of them reported to have experienced time off due to sport related injury. First, in the calibration step, we used a random subsample (n = 300) to examine the internal structure of the PB/SI-Q via exploratory factor analysis (EFA). Next, in the validation step, we confirmed the internal structure of the PB/SI-Q structure via confirmatory factor analysis (CFA) utilizing the remaining, second subsample (n = 500). During this phase the construct validity of the PB/SI-Q was assessed using the scores obtained with the concurrently administered Post-Traumatic Growth Inventory (Tedeschi & Calhoun, 1996), the Connor-Davidson Resilience Scale (Connor & Davidson, 2003), the Life Orientation Test-Revised (Scheier et al., 1994), and the Athletic Identity Measure Scale Plus (Cieslak, 2005). Finally, utilizing the entire sample (N = 800) we completed a Latent Profile Analysis of the PB/SI-Q subscale scores to explore the existence of possible mutually exclusive subgroups of athletes based on their response profiles about their perception of benefits following a sport injury. Results of the structure and construct validity of the PB/SI-Q as well as a description of the existing profiles are provided along with possible recommendations on how to utilize the PB/SI-Q both in applied practice and research.

48

### **UNDERSTANDING THE EFFECTS OF LONG-TERM INJURY ON STUDENT ATHLETES BODY IMAGE**

*Amber Ruiz-Bueno, Southern Illinois University, USA;  
Julie Partridge, Southern Illinois University Carbondale, USA*

Athletes have been found to have a strong connection with their body image (Cragg, 2011; De Bruin, 2010; Krane, Waldron, Michalenok & Stiles-Shiple, 2002). Furthermore, athletes have specific beliefs about what an athletic body "should" look like (Cragg, 2011; Greenleaf, 2002). When an athlete succumbs to an injury, they have been found to be at higher risk for body dysmorphia, eating disorders and overall negative feeling towards their body (Krane et al., 2002). However, there is a lack of understanding of the impact of long-term injury on collegiate student-athletes' body image. Thus, the purpose of this study was to qualitatively investigate how long-term injury can affect a collegiate student-athlete's body image. One-time, semi-structured interviews were

completed with seven total participants from 20 to 28 years old. Participants included both current and former student athletes as well as both males and females. Interviews consisted of questions such as each participant's history in sports, how they would define and describe body image, and if/how they felt being injured changed their experience in sports. Inductive and deductive content analysis was then completed, and two overarching themes emerged: perceptual body image (i.e., how participants understood body image, body image related to how the body functions, how it affected certain behaviors and the aesthetics of their body) and social support (i.e., the positive or negative influence on body image from coaches, athletic trainers, friends and family), each with multiple subthemes. The results suggested that long-term injury does impact body image and social relationships in collegiate student athletes. Further research in this area is necessary to more fully understand social, emotional, and behavioral impacts of long-term injury.

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### **Mental Health**

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49

### **ARTISTIC ATHLETE WELLNESS AND PERFORMANCE ASSESSMENT**

*Arianna Shimits, Springfield College & Persistence Psych, LLC, USA;  
Erin Ayala, Skadi Sport Psychology, PLLC, USA;  
William Reid, self-employed, USA*

Empirical support for sport and performance psychology has increased in recent years; however, research on performing artists is limited in scope. Mental wellness is essential if a performer wants to have a sustainable and fulfilling career (Gregory & Interiano-Shiverdecker, 2021). The lack of research on targeted psychological treatment approaches for the performing arts population is somewhat surprising given the copious amount of research affirming the many performance-related and mental health-related issues performing artists encounter (Aujla & Farrer, 2015). This discrepancy is likely because of the closed, tradition-bound culture of the performing arts, which might restrict access for any researcher without a background in the arts (Thompson & Jacque, 2017). There are obvious similarities between the performing arts and athletics, but the interventions prescribed for athletes rarely factor in the unique demands that performing artists experience during their careers. As a result, utilizing interventions intended for sport in the performing arts can be difficult, leaving both the provider and the artist discouraged (Hays, 2012). This disconnect can occur in the earliest stages of a performer's work with a psychological professional. Screeners and assessments, particularly those tailored to performance psychology, are similarly skewed toward the needs and experiences of athletes. To the research team's knowledge, there are currently no assessments specifically focused on factors related to performing artists' mental health and performance. To address this gap in the literature, this writer, along with a research team of mental health and performance psychology professionals will create an assessment for performing artists based on the Athletic Wellness and Performance Assessment (AWPA) (Ayala et al., 2022). After data collection and analysis, the research team expects to find differences between the results of the original AWPA and the new artistic athlete edition.

**Keywords:** Artistic, athlete, performing artists, assessment, mental health, mental performance, context-specific care

50

**ATHLETIC IDENTITY, MENTAL HEALTH STIGMA, HELP SEEKING INTENTIONS AND MENTAL HEALTH SYMPTOMS IN FEMALE COLLEGIATE ATHLETES**

*Giscard Petion, USA*

Female college student-athletes represent a distinct number in the landscape of college sports. In 2021, the NCAA reported women occupy at least 44% of all athletic participants across all divisions (NCAA Demographics Database, 2021). The following study utilized a latent profile analysis to investigate the relationship among athletic identity, gender socialization, mental health stigma, help-seeking, and mental health symptoms among student-athletes. Self-report data were collected from a sample of 2184 female student-athletes. A latent profile analysis revealed four distinct profiles (i.e., Feminine Conformity, Low Athletic Identity, Moderate Athletic Identity, and High Athletic Identity) that differed on levels of athletic identity, feminine norms scores, and mental health indicators. Profiles that identified more athletically demonstrated a lower likelihood of seeking help for a psychological issue. Profiles demonstrating more conformity to feminine norms scored lower on athletic identity scales. Furthermore, all four profiles demonstrated some mental health symptomology. The results of the study can assist athletic practitioners in determining student-athletes who are at risk for mental health issues.

51

**BODY DISSATISFACTION AND DISORDERED EATING AMONG COLLEGIATE ATHLETES: INTERSECTION OF GENDER, RACE, AND SEXUAL ORIENTATION**

*Dafina Chisolm-Salau, University of North Texas, USA;*  
*Cameron Pryor, University of North Texas, USA;*  
*Jessica Renteria, University of North Texas, USA;*  
*Macey Arnold, University of North Texas, USA;*  
*Trent Petrie, University of North Texas, USA*

Disordered eating (DE) and body dissatisfaction (BD) are common among collegiate athletes (Goltz, Stenzel, & Schneider, 2013). Although women athletes consistently report higher levels of DE and BD than men athletes (Fortes, et al., 2014; Dye, 2016), how race and sexual orientation (SO) are interrelated with gender is unclear. Thus, we examined the relationship of race, gender and SO to college athletes' BD and DE. Participants were 388 Division I and II athletes (68.8% women, 52.8% AOC, 16.5% LGBTQ+). Athletes completed demographics, the EDEQ-SF (Gideon et al., 2016), and five items to assess BD (e.g., "overall muscularity of your body"; McFarland & Petrie, 2012) for their annual mental health screener. Because the number of LGBTQ+ athletes was small, we could not examine the three-way interaction. Thus, we used two-way ANOVAs to examine each pair of demographics with each outcome. Across all ANOVAs, there were no significant interactions among IVs. However, there were significant main effects: (a) gender [F (1, 384) = 19.55, p < .001, n2 = .05], race [F (1, 384) = 7.48, p < .05, n2 = .02], and SO [F (1, 384) = 8.07, p < .05, n2 = .02] on BD, and (b) gender [F (1, 383) = 16.12, p < .001, n2 = .04] and SO [F (1, 383) = 5.91, p < .05, n2 = .02] on DE. Women and LGBTQ+ athletes reported more BD and higher levels of DE than men and heterosexual

athletes, respectively. White athletes reported more BD than AOCs. Although these demographic variables did not interrelate, our findings are consistent with previous research (Miller et al., 2009; Siconolfi, 2009), and suggests that sport psychologists should pay particular attention to women and LGBTQ+ athletes as they work with them around body image and eating.

52

**DOES ATHLETIC IDENTITY MODERATE THE RELATIONSHIP OF BODY SATISFACTION AND DISORDERED EATING AMONG COLLEGIATE MALE ATHLETES?**

*Cameron Pryor, University of North Texas, USA;*  
*Jessica Renteria, University of North Texas, USA;*  
*Dafina Chisolm-Salau, University of North Texas, USA;*  
*Macey Arnold, University of North Texas, USA;*  
*Trent Petrie, University of North Texas, USA*

Male collegiate athletes' body satisfaction (BS) has been related to lower levels of disordered eating (DE), cross-sectionally and longitudinally (e.g., Cusack, Petrie, & Moore, 2022). Although male athletes who more strongly identify with the athletic role (AI) may be at a greater risk for DE (Gapin & Petruzello, 2011), there is limited research on the role that AI might play in the BS to DE relationship. Thus, we surveyed 120 NCAA Division I male athletes (66.9% athletes of color) on their body satisfaction (McFarland & Petrie, 2012) and athletic identity (AIMS; Brewer et al., 1993). Through Model 1 in the PROCESS macro, and after controlling for athletes' race, the overall model was significant, accounting for 11% of the DE variance, F(4,115) = 3.44, p < .01. Although more body satisfied athletes had lower levels of DE (b=1.019, 95% CI:1.54 - 2.193), AI did not play a significant role, either directly or as a moderator. Thus, regardless of how strongly the men identified as athletes, the more satisfied they were with their bodies, the less they reported engaging in DE. Current findings indicated that male college athletes do not associate their athletic identity with behaviors of body satisfaction and eating disorders which is not consistent with previous literature (Ahlich et al., 2019).

53

**IMPLEMENTING FEMINIST THEORY FOR WOMAN ATHLETES WITH EATING DISORDERS**

*Rebecca Steins, Saint Louis University, USA;*  
*Emily Wieggers, Saint Louis University, USA;*  
*Michael Ross, Saint Louis University, USA*

Bodies exist within social and cultural contexts, and consequently are constructed based on the practices and dominant discourses of these contexts. Feminist psychologists explore how these discourses create women's bodies, and subsequently, shape their eating behaviors and the development of eating disorders (Lock et al, 2005). Within sport, woman athletes experience criticism or comments on their body in relation to their performance (Muscat & Long, 2008). For athletes, it is when the body becomes a source of self-definition and a mark of competency that can be improved, rather than a biological category, that the issue of eating disorders can arise (Busanich & McGannon, 2010; Fredrickson

& Roberts, 1997). Due to the drive to improve athletic performance, sport clinicians may incidentally perpetuate the discourse that the body can be “fixed”, reinforcing sociocultural sport or team norms (Cosh et al., 2019). In contrast, feminist sport psychologists attempt to understand and deconstruct the larger sociocultural discourses that create the sport-body stereotypes, then subsequently help athletes understand how these constructs have socially created their view of bodies and their relationship with food and exercise (Busanich & McGannon, 2010; Gill, 2001). This proposed feminist intervention for athletic eating disorders (Hutchinson, 1994) consists of 4 components - 1) consciousness raising through mirror exercises; 2) addressing internalized attitudes around body and food using imagery; 3) exploring blockages and resistance to treatment and reconceptualizing their eating disorder; and 4) re-embodiment of the athlete to their body using movement. Approaches that address systematic and sociopolitical contexts where eating disorders are prevalent, such as sport, should be the primary focus of prevention and treatment intervention development, and feminist principles within these interventions may hugely benefit woman athletes who are at risk/are suffering from athletic eating disorders (Busanich & McGannon, 2010; Mussell et al., 2000).

54

### **“IS IT HARD OUT HERE FOR A PLAYER?”: UNDERSTANDING THE RELATIONSHIP BETWEEN ADVERSE CHILDHOOD EXPERIENCES AND ATHLETIC IDENTITY AMONG COLLEGE STUDENT ATHLETES**

*Courtney Copeland, University at Buffalo, USA*

Given the lack of research linking athletic identity and childhood trauma, it is unclear what impact, if any, early experiences with trauma may have on athletic identity. Athletic identity may serve as a protective shield for those that have experienced adverse childhood experiences. Self-identifying as an athlete as opposed to the identity that experienced the trauma could be a defense mechanism for individuals to protect themselves psychologically. If individuals experience trauma at a young age, it may impact their identity development as they move forward. So, if the trauma happens at or especially before adolescence it could shape the way in which individuals view themselves within the world. The primary purpose of this study was to directly investigate if there is any relationship between childhood trauma experiences and athletic identity in college level athletes. Using the Adverse Childhood Experiences Survey and Athletic Identity Measurement Scale, 102 collegiate athletes from institutions across varying NCAA divisions within the United States were surveyed for ACES and Athletic Identity scores. From this sample a positive relationship was found between childhood traumatic experiences and athletic identity. Ethnicity and gender were found to have moderating effects on this relationship. This can offer practical recommendations to larger systems to help facilitate healthy identity configuration across all sports and groups of athletes. Assessment for athletic identity can also be beneficial for athletic programs to better serve athletes. Student athlete long-term wellbeing could be promoted with intervention tailored to individual’s athletic identity strength.

55

### **NCAA COACHES’ BELIEFS TOWARD MENTAL HEALTH SERVICE UTILIZATION: A PERSON-ORIENTED INVESTIGATION**

*Kim Tolentino, West Virginia University, USA;  
Daniel Leyhr, Institute of Sports Science, Department  
Sport Psychology and Research Methods, University of  
Tuebingen, Germany;  
Johannes Raabe, Bering Global Solutions, USA*

The National Collegiate Athletic Association (NCAA) coaching profession is characterized by many stressors (e.g., high pressure, job insecurity, professional isolation, work-family and role conflict; Lumpkin & Anshel, 2012) that make coaches susceptible to mental illness (Smith et al., 2020). There is value in the utilization of mental health services to address such possible issues (Gorczyński et al., 2021); however, empirical evidence shows a discrepancy in the number of people in sport who experience mental health problems and those who seek professional support (Smith et al., 2020). According to the Reasoned Action Approach (Fishbein & Ajzen, 2010), people’s attitudes, perceived norms, and perceived behavioral control influence their intention to perform a behavior. Using a person-oriented approach (Bergman et al., 2003), the purpose of the current study was to: (a) explore patterns of NCAA coaches’ beliefs (i.e., attitudes, perceived norms, and perceived behavioral control) toward seeking mental health services for themselves, and (b) explore differences in participants’ profile-affiliation based on gender, race, division, and role (i.e., head or assistant coach). N = 1,424 NCAA Division I, II, and III coaches from multiple sports participated. Latent profile analysis (BIC = 25,925, Entropy = .74) revealed seven profiles: “Negative Beliefs,” “Negative Help-Seeking Propensity,” “Negative Intolerance to Stigma,” “Moderately Negative Beliefs,” “Moderately Negative Psychological Openness/Moderately Positive Intolerance to Stigma,” “Average Beliefs” and “Moderately Positive Beliefs.” T-tests indicated significant differences in coaches’ profile-affiliation based on their gender ( $p < .001$ ), but not race, division, or role. Female coaches reported more positive beliefs toward seeking services than their male counterparts. Overall, the person-oriented approach helped to reveal nuanced differences in beliefs in what appeared to be a homogenous sample which can help sport psychology professionals more effectively design and implement interventions to address specific barriers and, as a result, improve coaches’ beliefs toward seeking mental health services.

56

### **PERFORMANCE OPTIMIZATION ASSESSMENT OR PSYCHIATRIC SYMPTOM ASSESSMENT: WHICH DO COLLEGIATE STUDENTS BELIEVE WILL HELP THEM MOST WITH MENTAL HEALTH AND PERFORMANCE OPTIMIZATION?**

*Lidia Wossen, USA;  
Bradley Donohue, University of Nevada, Las Vegas, USA;  
Angelos Tsalafos, University of Nevada, Las Vegas, USA*

**Background and Method:** Traditional methods of assessing mental health functioning tend to focus on problem behavior, thoughts, and feelings. In doing so, the positive spectrum of mental health is ignored, which often leads those evaluated to under-report symptomatology due to perceived stigma,

particularly males and African-American and Native American/Black and First Nation individuals. There is also considerable debate as to the usefulness of these scales. In the current study, 682 collegiate students completed a measure of mental health symptomatology Symptom Checklist-90 questions-Revised (SCL-90-R; Derogatis & Savitz, 1999) and a measure of performance optimization (Life Performance Optimization Scale; LPOS). They were then asked to rate which of these scales were perceived to be more useful to understanding their mental health and performance optimization across several life domains.

**Results:** Participants reported that the LPOS was perceived to be more useful and less stigmatizing than the SCL-90-R and more likely than the SCL-90-R to assist professionals in understanding their mental health. For the LPOS, there was no significant difference in perceived stigma between males and females or between ethnic groups. For the SCL-90-R, females reported higher levels of stigma than males, and African American and Native American/First Nation demonstrated higher stigma than other ethnic groups. These combined results show collegiate athletes are not stigmatized by LPOS items, whereas males and African American/Black and Native Americans/First nations are stigmatized by the SCL-90-R items.

**Conclusions:** The LPOS is perceived to be more useful and less stigmatizing than a well-established measure of psychiatric symptomatology. These results suggest measures of optimization are perceived to be less stigmatizing and more useful than measures of psychiatric symptomatology, particularly among African American/Black and First Nation individuals.

57

### STRENGTH TRAINING INTERVENTIONS FOR ADULTS COPING WITH TRAUMA AND POSTTRAUMATIC SYMPTOMS

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

Exercise has been shown to positively impact both mental and physical health outcomes in populations experiencing posttraumatic symptoms, yet women survivors of sexual violence are often excluded from exercise trials in trauma-affected populations (Pebole, 2022). Researchers in this subject call for an increase in trauma-specific implementation across exercise intervention domains to better serve women survivors. Strength training, when approached through a trauma-informed lens, can help clients and athletes develop positive self-esteem, and enhance body awareness, self-trust, and resilience. The key elements of trauma-informed are guided by "safety, transparency, trustworthiness, peer support, collaboration, empowerment, choice, and attention to power dynamics" (Gutowoski, 2022). Data from limited research tells us that in order to provide trauma-informed exercise interventions, coaches could start by creating safe spaces, using consensual touch, limiting attention to physical appearance, employing women instructors for women survivors, using inclusive language, establishing a culture of trust and respect, build trust with a participant via consistency, and employ trauma-informed exercise staff (Pebole, 2022). By exploring a trauma-informed approach to treating trauma survivors both mental health providers and coaches can implement these techniques to empower athletes and clients.

58

### THE IMPORTANCE OF SPORT CULTURE AND PROBLEMS EXPERIENCED DUE TO SPORT CULTURE: HOW ARE THESE FACTORS ASSOCIATED WITH MENTAL HEALTH SYMPTOMOLOGY IN COLLEGIATE ATHLETES

*Bradley Donohue, University of Nevada, Las Vegas, USA;  
Angelos Tsalafos, University of Nevada, Las Vegas, USA;  
Lidia Wossen, USA*

Culture is an important part of sport, yet studies have yet to examine the relationship between sport culture and mental health using psychometrically validated scales. In the current study National Collegiate Athletic Association (NCAA), Club and Intramural collegiate athletes were assessed in psychiatric symptomatology using the well-established Symptom Checklist 90-Revised (SCL-90R; Preti et al., 2019). Using the psychometrically validated Semi-Structured Interview for Consideration of Sport Culture in Therapy Scale (SSICSTS; see Donohue et al., 2020; Donohue et al., 2006, athletes were also assessed regarding the extent to which they perceived sport culture to be important (Sport Cultural Importance Scale), and separately problematic (Problems in Sport Culture Scale). An analysis of variance test (ANOVA) was conducted using SSICSTS scores as the dependent variable and athlete type (NCAA, Club, Intramural) as the independent variable followed by subsequent planned comparisons. As hypothesized, NCAA athletes demonstrate higher SSICSTS scores than Club and Intramural athletes, and Club sport athletes demonstrated higher scores than Intramural athletes. Also as hypothesized, Importance of Sports Culture Scale scores were not correlated with scores on the SCL90-R, whereas Problems in Sport Culture Scale scores were positively correlated with SCL90R scores.

59

### THE MEDIATING EFFECTS OF FEAR OF COVID-19 PANDEMIC IN THE RELATIONSHIP BETWEEN SENSE OF COMMUNITY AND MENTAL HEALTH RECOVERY FOR LOCAL RESIDENTS

*MJ Kim, Republic of Korea;  
Chang Duk-Sun, KNSU, Republic of Korea*

The purpose of this study is to verify the mediating effect of fear of COVID-19 in the relationship between Sense of Community and Mental Health Recovery for local residents. In 2022, 257 local residents living in Gangdong-gu, Seoul, were surveyed on Sense of Community, Mental Health Recovery, and Fear of COVID-19. The collected data were analyzed using IBM SPSS Statistics 24, Amos 21, and Process Macro 4.1 to conduct descriptive statistics, internal consistency between items, correlation analysis, regression analysis, and mediating effect analysis. The specific results are as follows. First, there was a statistically significant correlation between Sense of Community, Mental Health Recovery, and Fear of COVID-19. Second, there was a statistically significant causal relationship between Sense of Community and Fear of COVID-19 and Mental Health Recovery, while there was no statistically significant causal relationship between Fear of COVID-19 and Mental Health Recovery. Third, it was found that Sense of Community did not have a statistically significant effect on Mental Health Recovery through Fear of COVID-19. The above research results will be used to improve the health

of local residents and establish daily recovery policies in the future. The above research results can be used as basic data to establish policies for improving the mental health of local residents and for daily recovery in the event of an outbreak of an infectious disease such as COVID-19 in the future.

### 60

#### **THE RELATIONSHIP BETWEEN SOCIAL MEDIA AND DISORDERED EATING IN COLLEGE-AGED FEMALE GYMNASTS**

*J.C. Ausmus, University of Texas-Permian Basin, USA;*  
*Lindsey Blom, Ball State University, USA;*  
*Jean-Charles Lebeau, Ball State University, USA;*  
*Sharon Bowman, Ball State University, USA*

While the relationships between media and eating disorders and disordered eating patterns in college-aged women have been extensively studied (e.g., Bissel, 2004; Grabe & Hyde 2009; Harper & Tiggeman, 2008; Yamamiya, Cash, Melnyk, Posavac, & Posavac, 2005), fewer studies have been conducted with female athletes. More specifically, limited studies have focused on the relationship between social media and eating behaviors of athletes participating in aesthetic sporting events, even though the highest rates of disordered eating patterns occur in sports where female athletes are scored on judges' opinions (Hausenblas & Carron, 1999; Smolak, Murnen, & Ruble, 2000; Sundgot-Borgen, 1994), and where leanness, thinness, and aesthetic skills and aspects are emphasized (Byrne & McLean, 2002; DiBartolo & Shaffer, 2002). Thus, the current study sought to understand the links among college gymnasts' perceptions of body image, disordered eating behaviors, and perceptions of athletes' body images presented on social media. Furthermore, the study also explored how criticism presented on social media relates to disordered eating symptomatology. The study was conducted via an online survey system distributed to 72 18-25-year-old females who competed 1-3 years in the past or were currently competing in club or collegiate gymnastics. Results found significant correlations between the severity of critical comments about physical appearance, emotional reaction to criticism about physical appearance, and disordered eating behavior in instances where the comments were not made on social media, but no correlation was found between severity, emotional reaction, and disordered eating behaviors for comments made on social media.

### 61

#### **THE ROLE OF ATHLETIC IDENTITY IN BODY SATISFACTION AND DISORDERED EATING AMONG COLLEGIATE WOMEN ATHLETES: DIFFERENCES BY RACE**

*Macey Arnold, University of North Texas, USA;*  
*Kasey Chambers, University of North Texas, USA;*  
*Carmyn Hayes, University of North Texas, USA;*  
*Justin Harker, University of North Texas, USA;*  
*Dafina Chisolm-Salau, University of North Texas, USA;*  
*Cameron Pryor, University of North Texas, USA;*  
*Trent Petrie, University of North Texas, USA*

The relationship between athletic identity (AI), body satisfaction (BS), and disordered eating (DE) has been inconclusive for women athletes (e.g., Gapin & Petruzzello, 2011; Palermo & Rancourt, 2021); this research also has been critiqued

for focusing primarily on the experiences of White women (Perelman & Reel, 2021). Thus, we investigated the BS to DE relationship separately for women Athletes of Color (AOC, n = 118) and White women athletes (n = 140) and tested whether AI moderated that relationship; we used the PROCESS macros (Hayes, 2012) to test these relationships. Participants completed the AIMS-7 (Brewer & Cornelius, 2001), five BS questions (e.g., McFarland & Petrie, 2012) and the EDE-QS (Gideon et al., 2016). For AOCs, BS was negatively correlated with DE (b = -3.531, t = -13.280, p < .001); AI was not related significantly to DE. AI, however, was a significant moderator (b = .114, t = 2.850, p = .005); the relationship between BS and DE was weakest when AI was high. For the White athletes, BS was inversely (b = -4.219, t = -14.447, p < .001) and AI positively (b = .112, t = 2.290, p < .05) related to DE; AI, however, was not a significant moderator of the relationship between BS and DE (p = .08). Although AI played a role in understanding the DE of each set of athletes, that role appeared to differ based on the athletes' racial identity. In both cases, athletes who were more strongly identified as athletes reported more disturbances in their eating. Interventions targeting DE should assess AI, and BS, and consider how sociocultural forces may influence athletes' DE, through the salience of their AI.

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#### **Non-Sport Performance Applications**

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### 62

#### **A SCOPING REVIEW OF EMPIRICAL RESEARCH ON DANCE IMAGERY**

*Irene Muir, Pennsylvania State University, USA;*  
*Krista Chandler, University of Windsor, Canada*

Dancers' imagery is unique from that of other performers (e.g., athletes), as metaphorical and emotional images are used to encapsulate its artistic nature. Given the evolution of dance imagery research over the past several decades, an up-to-date synthesis of this knowledge is critical to advancing research and evidence-based practice in this field. Therefore, the purpose of this study was to conduct a scoping review to examine empirical dance imagery research. Specifically, the following research questions were investigated: 1) What is known about imagery as an artistic, training, and performance enhancing technique for dance stakeholders? 2) How has this research conceptualized imagery in dance? and 3) What samples and methodologies have been employed? A total of 53 studies met the pre-determined eligibility criteria and were included in the review. These studies were conducted in 12 different countries and were published in 30 unique peer-reviewed journals. Collectively, 3,548 participants were involved, comprising dancers, dance teachers, a choreographer, and non-dancers. Emerging adults (19-30 years) who danced at a professional level were primarily examined, with few studies assessing imagery in adolescents and children. Study objectives were broadly categorized as exploring: 1) the impact of imagery on physical development, 2) the nature of dancers' imagery use and development, 3) the use of imagery to elicit physiological responses, and 4) dance imagery questionnaire development and validation. Consequently, majority of the studies found favorable outcomes related to imagery (e.g., improved jump height, range-of-motion, and hip-flexion). Regarding conceptualization, operational definitions varied in context, with most specific to the motor domain. For methodology, studies were predominantly quantitative and cross-sectional in nature, using movement specific questionnaires to measure

imagery. Taken together, several practical considerations can be gleaned from the current findings. Such considerations along with directions for future dance imagery research will be presented.

**63**

### **EXPLORING CLIMATE AND SHAME IN VIDEO GAME LEAGUE EXPERIMENT**

*Mario Fontana, SUNY Brockport, USA*

The purpose of this experiment was to find if the perceived motivational climate (Nicholls, 1989; Newton et. al, 2007) typically associated with sports could be re-created in a video game league. Additionally, researchers wanted to explore if proneness to shame could also be measured. While researchers have thoroughly explored shame as a self-conscious emotion (Tangney & Dearing, 2002), work exploring shame in sport has been more limited. Fontana & Fry (2017) conceptualized a two-factor model of shame in sport where athletes could experience either process shame (feeling shame for effort or processes) or result shame (feeling shame for performance or outcomes). Shame is a powerful emotion that if experienced can lead to negative outcomes such as poor general experience or withdrawal.

The experiment found that games can perceive both an adaptive (task-involving, caring) or maladaptive (ego-involving) motivational climate when partaking in competition. Additionally, athletes are similarly prone to shame in the same manner that they are in traditional athletics. ESports is a burgeoning industry that has led to professional players receiving large endorsement deals and young players even receiving scholarships to partake in video games at colleges across the United States. This research is critical for mental performance consultants to have at their disposal, as the techniques they use for traditional athletes can potentially be used in work with gamers who aspire to compete at the highest levels their sport has to offer.

**64**

### **EXPLORING THE PSYCHOPHYSIOLOGICAL BENEFITS OF ADAPTIVE MARTIAL ARTS, DANCE, AND CLIMBING FOR YOUTH WITH NEURODEVELOPMENTAL AND RELATED DISABILITIES**

*Jonathan Drummond, HDI, USA*

Research is just beginning to systematically understand the psychophysiological and therapeutic value of physical activity, and its most applicable parameters, for those with neurodevelopmental and related disabilities. Emerging evidence suggests that psychological benefit is achieved, in part, via activity-driven improvement in executive function. This effort reports on qualitative findings from more than 75 hours of assistance with adaptive martial arts, dance, and climbing involving over 100 youth and young adults with an array of chronic disabilities over the course of seven months. Lessons derived from work with the Adaptive Martial Arts Association to establish national guidelines, guidance encoded in Spectrum SKILLZ martial arts programming, and practicum experience as a LEND (Leadership Education

in Neurodevelopmental and related Disabilities) fellow are considered. Content from assisting (and discussions with) adaptive martial arts, dance, and climbing instructors is referenced. A robust case is made that 1) sequenced physical activities have unique psychophysiological benefit for those with neurodevelopmental and related disabilities; 2) sequenced physical activities produce outcomes and benefits consistent with enhancement of executive function; 3) open (vice closed) physical activities and skills may be of greatest therapeutic value and generalization to independent daily life; and 4) principled approaches, based on experience, which have developed in martial arts, dance, and climbing subcultures provide insight for the advancement of research and the therapeutic use and application of open, sequenced, adaptive physical activities. Future research considerations and directions are discussed.

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### **Mentoring**

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**65**

### **PERCEPTIONS OF SPORT PSYCHOLOGY CONSULTANTS ON WORKING WITH ATHLETES WITH HIDDEN DISABILITIES**

*Robyn Trocchio, Texas Christian University, USA;  
Kara Rosenblatt, University of Texas of the Permian Basin, USA;  
Adriana Frates, University of Texas of the Permian Basin, USA;  
Haidee Jackson, University of Texas of the Permian Basin, USA*

Hidden disabilities (HD) are prevalent among the U.S. population (Centers for Disease Control and Prevention, 2018). HD refer to individuals who have 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). 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 the needs of athletes with HD or be able to change their instruction. Therefore, the purpose of this study was to examine if a three-hour continuing education workshop would impact participants' perceptions on the following: (a) their knowledge, attitudes, and self-efficacy in working with athletes with HD; (b) the impact of training on SPC capacity to work with athletes with HD; and (c) the educational material(s) to best train SPC when working with athletes with HD. A total of 20 participants (M=8, F=12) completed the pre- and post-open ended questionnaire. All of the participants had a positive attitude towards working with athletes with HD. Following the workshop, the majority of participants had increased levels of comfort, confidence, knowledge, and greater understanding of consulting with athletes with HD. Furthermore, most of the participants reported that SPC students would benefit from preparation and/or increased exposure to coursework, workshops, and practicum experiences related to working with athletes with HD. These findings underscore the need for improved education and training for SPC to meet the needs of all athletes. SPC may assist in providing a positive experience for all athletes regardless of disability. These findings offer initial insight into the implications of a continuing education workshop on SPCs' knowledge, attitudes, and self-efficacy toward consulting with athletes with HD.

### Professional Development, Supervision, and Mentoring

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66

#### **SUPERVISION IN PRIVATE PRACTICE: LOGISTICS, CHALLENGES, AND STRATEGIES**

*Jana Fogaca, Long Beach State University, USA;  
Leilani Madrigal, Long Beach State University, USA;  
Brian Gonzalez, Long Beach State University, USA;  
David Lerner, Long Beach State University, USA;  
Sierra Boyajian, Long Beach State University, USA*

Supervision is key to sport psychology professionals' development (Van Raalte & Andersen, 2014). As the field grows (Vosloo et al., 2020) there is a higher demand for post-graduate supervision in private practice (i.e., outside academia). However, there is limited guidance to sport psychology supervisors on logistics of supervision in the private setting. As such, there is a need for resources to support these supervisors. The purpose of the current study was to explore the logistics, challenges, and strategies implemented by sport psychology supervisors working outside academia. A total of 108 Certified Mental Performance Consultants® (CMPCs) completed a survey about their supervision in private practice. Participants held a doctoral degree (62, 57.4%) or a master's degree (46, 42.6%). Regarding their training in supervision, 78 (72.2%) completed workshop or CE coursework, 73 (67.7%) read independently, 53 (49.9%) had graduate training in supervision, 49 (49.1%) had metasupervision training, while 5 (4.6%) had none. Supervision fees ranged from \$0 to \$250 per hour, and their establishment was based on factors such as fees charged to regular clients (38, 35.2%), supervising fees in the area (22, 20.4%), and using a sliding scale (44, 40.7%). To select supervisees, the two most common strategies were interviews (89, 82.4%) and asking for their CV (15, 14.9%). The most common forms of evaluation were based on certification competencies, direct knowledge of services, and self-evaluation by the supervisee. Supervisors described challenges such as supervisees not accepting feedback, being unresponsive to supervision, communicating poorly, or simply disappearing. This study was the first to investigate CMPCs supervision outside academia. Results may aid supervisors in further developing their own supervision logistics. Additionally, strategies will be shared in how supervisors may navigate the challenges in private practice supervision, such as using a supervisory contract or developing an assessment based on CMPC competencies.

67

#### **WHERE HAS ALL THE SPORT SCIENCE GONE? THE MARGINALIZATION OF KINESIOLOGY EXPERTISE LIMITS THE QUALITY OF PROFESSIONAL DEVELOPMENT IN THE FIELD AND PRACTICE OF SPORT, PERFORMANCE, AND EXERCISE PSYCHOLOGY**

*Diane Wiese-Bjornstal, University of Minnesota, USA*

Although the AASP Constitution's stated mission incorporates "information and expertise from exercise and sport sciences and from psychology", sport science has progressively disappeared as a co-equal partner in that mission. This paper addresses the marginalization of sport science (kinesiology) expertise as limiting the quality of professional

development in the field and practice of sport, performance, and exercise psychology. With respect to the 2023-2026 Strategic Plan Graduate Education priority, graduate program recognition guidelines infer that models for applied sport psychology education include only those aligning with CMPC requirements and offering "eligible" mentored experiences narrowly defined within a psychology-based consulting delivery model. In kinesiology graduate programs, however, students apply their sport psychology knowledge holistically embedded within degree-relevant job contexts such as sport coaching, sports medicine, and sport performance training, but these experiences constitute "ineligible activities" and are neither counted nor valued. Regarding the plan's priority of Membership Investment, organizational actions have precipitated significant membership attrition among kinesiologists and their graduate students who no longer see value in belonging to an organization or in pursuing a certification that fail to respect their degree-based expertise in sport as core to the field. The Certification priority advocates for evidence-based practice, yet coursework required for the CMPC includes only one undergraduate course in any aspect of sport science while requiring multiple undergraduate and graduate courses in psychology. Only 2 of 15 Knowledge Groups cover sport science representing 6% of exam content, thus advantaging psychology trained professionals while leaving kinesiology trained professionals behind. If AASP is truly committed to meeting and exceeding the needs of its members and those athletes we serve, graduate and certification programs must require more coursework, knowledge, and competencies in sport science and count as "eligible" a broader diversity of holistic applied sport psychology activities in professional development.

### Professional Issues & Ethics

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68

#### **CAN I PROVIDE PSYCHOTHERAPY AND MENTAL SKILLS TRAINING TO THE SAME CLIENT? AN ETHICAL DECISION-MAKING MODEL FOR INTEGRATED PRACTITIONERS**

*Amy O'Hana, University of Western States, USA;  
Stephanie Fryer, University of Western States, USA*

Integrated practitioners who are Licensed Professional Counselors (LPCs) and Certified Mental Performance Consultants (CMPCs) are not lawfully prohibited to practice psychotherapy and mental skills training with the same client, but is this practice beneficial? Is there a way for practitioners to work with clients in dual roles while still maintaining ethical integrity and minimizing risk to themselves, the client, and the profession? Drawing from the ethical standards of the American Counseling Association (ACA), the American Psychological Association (APA), and the Association for Applied Sport Psychology (AASP), this lecture provides an exhaustive review on the extant literature on dual relationships, scope of practice, role changes, boundary extensions, and boundary violations. Attendees will understand the difference between law, practice ethics, and virtue ethics that serve as guidelines for ethical decision-making, and they will learn a stepwise ethical decision-making model that can be used in practice. This model is based on the best interests of the client and is intended to minimize risk. Recommendations for documentation, referral, triage, and language to the client are

also provided. Attendees will leave the lecture confident in their ability to quickly make decisions about how to proceed with potential clients, whether they offer psychotherapy and mental skills training to the same client - or not.

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### Research Design

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69

#### **BEYOND THE LAB: UNDERSTANDING HOW ATHLETES APPLY VIRTUAL REALITY TO SPORT TRAINING**

*Jarad Lewellen, West Virginia University, USA;*  
*Eric Baker, West Virginia University, USA;*  
*Peter Giacobbi, Jr., West Virginia University, USA*

Virtual reality (VR) technology has great potential for application within the field of sport psychology. Studies using VR in laboratory settings have demonstrated its usefulness in training sport skills such as decision-making, anticipation, and movement, as well as an increase in motivation and coping skills. However, the impact of VR on athletic performance in actual training or competitive environments is unclear. The primary purpose of this qualitative study was to examine how athletes apply VR to their sport training and explore potential barriers to its broader use. Interviews were conducted with male- and female- identifying athletes from various individual and team sports. All interviews were completed and recorded via Zoom, transcribed digitally by this program, and then cleaned for verbatim transcripts. Line-by-line coding by multiple coders with inductive and deductive processes allowed the team to develop meaning units and broader themes. Preliminary results suggested athletes typically use fully- or semi-immersive VR in their home or team practice facility. Athletes most often used an existing application that was tailored to their sport (e.g., hockey, softball), allowing for a more immersive experience while training. Skills most often trained with VR reflected those found in the research (e.g., decision-making, confidence). Results also revealed that athletes found VR helpful in training for their sport and expressed gratitude in their ability to use it. Participants suggested barriers to use by other athletes and coaches include a lack of awareness, unwillingness to adopt new technological practices, and affordability. This study provides a necessary look at how VR is currently being used outside of laboratory settings. These results, as well as a framework for how the implementation of VR can be improved, will be presented in an effort to support the growing foundation of VR research in sport.

70

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

*Seth Rose, KBR, USA;*  
*Damon Burton, University of Idaho Retired, USA*

Much of an athlete's global well-being may be derived from their sport well-being and vice versa (Foster & Chow, 2019; Lundqvist, 2011). While well-being measures have been explored in non-sport contexts (e.g., Gallup Inc., 2021), researchers and practitioners in sport psychology have sought to explore the well-being context of competitive

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

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### Social Justice, Equity, and Inclusion

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71

#### **A PILOT INTERVENTION TO ADDRESS RACISM IN SPORT**

*Leilani Madrigal, Long Beach State University, USA;*  
*Anastasia Blevins, Long Beach State University, USA;*  
*Kayleigh Hart, Long Beach State University, USA;*  
*Kevin Dang, Long Beach State University, USA;*  
*Alison Ede, Long Beach State University, USA*

Funded by the 2021 AASP Research Grant, the current presentation will discuss the development and implementation of a five-session intervention aimed at reducing racial bias and promoting athlete activism. A total of 25 participants (15 female, 10 male) participated in at least one session of the two-semester intervention. The average age was 23.80 (SD = 5.89), with participants self-identifying as Hispanic or Latino (n=15), Asian (n=4), White/Caucasian (n=3), and 1 participant each identifying as Black or African American, Filipino or Malaysian, and Native Hawaiian or Other Pacific Islander. Although the intervention was initially intended for athletes, 7 were club athletes (28%) and 72% of participants were Kinesiology non-athlete majors. The intervention spanned the academic year with three sessions in the Fall semester and two sessions in the Spring semester. A total of 17 people (68%) attended at least one Fall session and 8 people (32%) attended at least one Spring session. Each one-hour session began with an introduction on learning objectives and an overview of discussion ground rules. A mixture of PowerPoint slides, small group activities, and short video clips were used to facilitate in-depth discussions. Fourteen people completed individual interviews to discuss their experiences and feedback post-intervention. Several recommendations

can be made to improve similar interventions that focus on addressing racism or reducing bias towards people of color. The current intervention provided a foundation to begin such discussions, and allowed us to pilot anti-racism content and structural components that may be beneficial to provide education to students on topics around diversity, equity, and inclusion. It is essential to not only educate participants on acts of racism, prejudice, and microaggressions, but also to empower them with strategies on how they may be able to address these - whether it is in a sporting environment or campus environment.

**72**

### **UNDERSTANDING STUDENT-ATHLETES' COMMITMENT TO SOCIAL JUSTICE: UTILIZING A SOCIAL COGNITIVE FRAMEWORK**

*Katie Califano, University of Memphis, USA*

This study will shed insight into the development of collegiate student-athletes' social justice commitment through an adapted framework of the Social Cognitive Career Theory (SCCT; Lent et al., 1994; Miller et al., 2009) model. The SCCT framework, as it is applied to social justice, addresses social support, social barriers, self-efficacy, outcome expectations, interest, and commitment, with an additional measure of perceived discrimination. Research has shown an increase in student-athlete's commitment to social justice advocacy; however, many student-athletes have indicated wanting more support from their athletic departments. This suggests that student-athletes may be experiencing social supports or barriers that impact their commitment to and engagement in social justice activities. In addition, previous literature indicates that student-athletes who identify as women or of color are more likely to take a public stance on social justice issues.

History has shown athletes engaging in advocacy through their sport and platform to promote positive change and reduce sexism, racism, and homophobia. The current political and social climate has increased social justice efforts in professional and intercollegiate sports. The National Collegiate Athletic Association (NCAA) surveyed student-athletes in Fall 2020 and provided a glimpse of student-athletes' participation in social justice issues. However, there is little known about the factors that may influence student-athlete's engagement and how personal experiences with discrimination could be relevant.

This study is a dissertation project that will explore collegiate student-athletes' commitment to social justice by and perceived discrimination utilizing a social cognitive framework. The dissertation's study aims to understand the psychological mechanisms that contribute to social justice engagement and provide targeted interventions to university athletic departments to support their student-athletes. The hopeful timeline of this project is to complete data analysis by the conference presentation to provide practical interventions.

## Tactical Populations

**73**

### **GIBBS' REFLECTIVE CYCLE: ADAPTING ATHLETE MENTAL SKILLS WORKSHOPS TO FIREFIGHTERS**

*Landon Braun, University of Wisconsin-Milwaukee, USA;  
Chloe Ouellet-Pizer, University of Wisconsin - Milwaukee, USA;  
Elizabeth Menden, University of Wisconsin-Milwaukee, USA;  
Kyle Ebersole, University of Wisconsin-Milwaukee, USA;  
Barbara Meyer, University of Wisconsin-Milwaukee, USA*

Mental skills training programs have historically targeted athlete populations, with evidence to document the effective development and implementation of these programs (Brown & Fletcher, 2017). By contrast, there is little scholarly work to document the development and implementation of mental skills training programs with non-athlete populations (e.g., firefighters [Raabe et al., 2021], military personnel [Jensen et al., 2020]). Given the demand for mental performance consultants within tactical organizations (Weir, 2018), the mental performance characteristics shared by athletes and tactical populations (Gnacinski et al., 2015; Meyer, 2018), as well as the lack of research on mental skills training in non-athlete populations, a need exists to systematically and effectively adapt athlete workshops to non-athlete populations. The purpose of the current project, therefore, was to use Gibbs' Reflective Cycle (Gibbs, 1988) to demonstrate how workshops delivered to an athlete population can be adapted for delivery to a firefighter population. Informed by the six stages of Gibbs' Reflective Cycle (i.e., description, feeling, evaluation, analysis, conclusion, action plan), we adapted the development and implementation of the workshop series through four iterations over a two-year span. Adaptations included but were not limited to: (a) incorporating firefighter-specific examples, (b) approaching firefighter performance from a holistic perspective, and (c) utilizing mental skills worksheets. Discussion will include the opportunities and challenges involved in working with a firefighter population as well as implications for practitioners considering the adaptation of mental skills training workshops designed for athletes into mental skills training workshops for tactical populations.

**74**

### **OPTIMIZING SOLDIER COUNSELING: INCREASING FIRST-LINE LEADER TRAINING PRECISION THROUGH A GROUNDED THEORY ANALYSIS OF SENIOR NON-COMMISSIONED OFFICERS IN THE U.S. ARMY**

*John Eric Novosel-Lingat, Walter Reed Army Institute of Research, USA;  
Michelle Kirk, Walter Reed Army Institute of Research, USA;  
Pierre Harris, Walter Reed Army Institute of Research, USA;  
Shardonnai Sims, Walter Reed Army Institute of Research, USA;  
Will Hertzman, Walter Reed Army Institute of Research, USA;  
Yvonne Allard, Walter Reed Army Institute of Research, USA;  
Susannah Knust, Walter Reed Army Institute of Research, USA*

Soldiers in leadership positions—or, first-line leaders—are expected to leverage counseling as the primary, non-clinical process to provide direct reports with feedback related to their performance and potential (U.S. Army, 2014). This regulation

reinforces expectations of first-line leaders to engage in the related developmental processes of coaching and mentoring based on goals set with direct reports during counseling sessions. However, opportunities specifically designed to nurture competence and confidence in first-line leaders (typically, junior non-commissioned officers [NCOs]) to employ counseling are limited. Triangulated findings from a mixed method evaluation (WRAIR-RTO, 2023) validated the limited training for NCOs who counsel novice soldiers. To identify ways to develop counseling skills, senior NCOs who are considered experts in coaching and mentoring were consulted for best practices and lessons learned.

This presentation summarizes findings from interviews with senior NCOs (N = 9; on average, 20 career years) representing various military occupational specialties. Grounded theory (Glaser & Strauss, 1967; Weed, 2009) will be employed by a diverse team of uniformed researchers and research support personnel, retired non-commissioned officers, and trained sports psychology practitioners to reach thematic convergence on practical recommendations applicable to tactical communities based on qualitative data from this elite group of participants. The evaluation team will also present a concept map (Kane & Trochim, 2007) of the counseling process as a capability to determine high-impact opportunities for individualized training through coaching and mentoring. Using the concept map, the evaluation team aims to situate recommendations and increase training precision for first-line leaders to more effectively meet the original intent of the U.S. Army to produce capable, resilient, and fulfilled soldiers who are prepared and motivated to meet mission-essential responsibilities. Findings can benefit not only tactical communities from uniformed service branches, but also communities interested in achieving optimal performance through coaching and mentoring.

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### Teaching

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75

#### APPLYING APPLIED SPORT PSYCHOLOGY (IN AN UNDERGRADUATE CLASSROOM)

*Carrie Scherzer, Mount Royal University, Canada*

Often, sport psychology courses taught at the undergraduate level are designed as survey courses, wherein students are exposed to a little bit of a lot of content. Or at least maybe that's just been the way I've always done it. But can a survey course on applied sport psychology also include the application of sport psychology? As university and college educators today are being challenged to reimagine teaching, whether through a flipped classroom (e.g., Al-Samarraie, et al., 2020), virtual classroom (e.g., Neuwirth, et al., 2021), blended learning (e.g., Bruggeman, et al., 2021), or incorporating universal design for learning (e.g., Cumming & Rose, 2021). In addition, the days of a professor lecturing and then evaluating learning solely by exams seem to be over. So, what is a professor to do? In this lecture, I will present my undergraduate sport psychology class 2.0. While the class is still a survey class of applied sport psychology, a significant portion of the students' grades are derived from two applied projects - one makes use of the sport psych movie database and the other is a three-part assignment in which students design and present a workshop to the population of their choice. These assignments have

seemingly been better ways to assess whether the students have learned course material and can apply their learning in a quasi-real-world context. Students were invited to provide feedback on the workshop assignment, and all of them indicated that it should be used again in the future and more than 50% preferred this format to a more traditional lecture-style presentation.

76

#### EVIDENCE-BASED PRACTICES: EMBEDDING PHYSICAL ACTIVITY IN CLASSROOMS FOR CHILDREN WITH AUTISM SPECTRUM DISORDER

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

*Chris Denning, University of Massachusetts Boston, USA*

For most children, motor skills develop naturally during activities that include running, jumping, and throwing or catching a ball. However, some young children, especially children with Autism Spectrum Disorder (ASD), fail to develop proficient motor skills and, consequently, are less likely to engage in physical activity and may even experience negative health outcomes across their lifespan (Ming, Brimacombe, & Wagner, 2007). Studies indicate that 50-73% of children with ASD have significant motor delays compared to normative peers (e.g., Mari, Castiello, Marks, Marraffa, & Prior, 2003). Concerns include delays in overall gross motor skills, including manual dexterity, balance, gait, motor coordination, and ball handling skills (Fournier et al., 2010). Children with ASD experience limited opportunities to engage in physical activity through play or organized sports due to motor, social and behavioral concerns (Bhat, Landa, & Galloway, 2011), and they are less active than typically developing peers (Pan, 2011).

There are significant advantages to helping children engage in physical activity during the school day; notably, this engagement is likely to improve classroom performance (e.g., Howie, Beets, & Pate, 2014). Benefits include academic (increases in time on task, accurate academic responding, and vocabulary), behavioral (reductions in classroom disruptions, self-stimulatory behavior, aggression, self-injury), social (peer engagement), improved physical fitness (endurance or strength), and mood/attention (increases levels of neurotransmitters such as serotonin, norepinephrine, and dopamine)(Lang, Koegel, Ashbaugh, Regester, Ence, & Smith, 2010; Ploughman, 2008). This poster explores ways to embed motor interventions into the preschool and early elementary classroom throughout the school day in order to support motor development for young children with ASD.

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### Youth Sport

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77

#### AN ECOLOGICAL APPROACH TO CONFLICT IN YOUTH SPORT

*Lauren Secaras, Michigan State University, USA;*

*Karl Erickson, York University, Canada*

Sport is a popular extracurricular activity for children and adolescents that facilitates psychological, physical, social, and emotional development (Fraser-Thomas et al., 2005; Hulteen et al., 2017). However, a young athlete's sport experience may be negatively impacted by others in their sport environment.

Although research has separately examined coach-athlete and parent-athlete relationships (Davis & Jowett, 2014; Knight et al., 2017), few studies have explored the interaction of all three members from a systems perspective (Bronfenbrenner, 2005). Scholars have created an integrated model of youth sport that places the athlete at the center of three main “subsystems”: family, team, and environment (Dorsch et al., 2020). Conflict can cause disequilibrium within and between systems, thus potentially impacting an athlete’s experience. The purpose of this research was to explore the interrelatedness of the family and team subsystems within the newly developed model of youth sport by employing an ecological systems approach. Specifically, this qualitative study examined how athletes perceive, experience, and manage conflict between two distinct subsystems: family and team. Eleven youth athletes (12-18 years) participated in semi-structured interviews. Results indicated conflicts within the team and with other teammates were the most salient to participating athletes. Further, coaches played a critical role in managing team conflict, with athletes identifying specific coaching behaviors that were helpful (e.g., individual conversations) and unhelpful (e.g., yelling, making assumptions) to resolve the conflict. The athletes in this sample indicated their own parents were supportive and did not cause conflict; however, those interviewed reported other parents on the team caused conflict with teammates or with coaches. Future research can explore coach and parent perspectives on conflict in youth sport. Practical implications include developing adaptive conflict management skills in young athletes as well as providing conflict-specific support and resources for all stakeholders.

**78**

### **EVALUATING THE ACCURACY OF SOCCER COACHES’ SUBJECTIVE ASSESSMENT OF ATHLETIC SKILL: A CASE FOR USE OF DATA**

*Michael Zito, Morristown Clinical and Sport Psychology, USA*

Organized youth sports participation has grown in recent decades, and coaches are influential in developing both sport and life skills (Solomon, 2010a). While youth sport coaches exert significant influence on their athletes, their subjective perceptions may have unintentional negative consequences on athletes’ skill development (Horn et al., 2001; Solomon, 2002, 2010a). The impetus for this intervention grew out of the author’s 20 years of coaching experience in numerous sports, including soccer. Objective player data was collected over several games and the head coach then gave his subjective impression of what the data yielded. The coach’s subjective impressions of the athletes were quite often inaccurate, yet influenced coach-allotted athlete playing time. Experiences such as these in a variety of sports, served as the impetus for this current intervention. The purpose of this intervention was to assess the accuracy of coach subjective assessment compared to actual performance data for an elite youth soccer team. Two coaches of a boys’ 13-year old elite soccer team independently rank-ordered the athletes’ ball possession ability according to prescribed criteria and their perceptions of athletes they felt were most “shy” and “aggressive” on the team. Coaches’ subjective impressions of soccer performance had a statistically insignificant relationship to the actual performance data. During debriefing, the coaches acknowledged how their subjective inaccurate assessment were likely influenced by athletes’ personal factors (i.e., shyness and aggression) that biased their athlete assessment. Coach perception of athlete shyness was interpreted by the coaches as low motivation, low desire to win and poor skill proficiency, but the data showed

the opposite. Coach perception of aggressiveness yielded coach beliefs that these athletes were higher in motivation and skill proficiency which was in contrast to the data. Therefore, coach assessment of athlete talent could be improved by using objective information which ultimately benefits the athlete’s development.

**79**

### **PSYCHOLOGICAL CHARACTERISTICS AND SKILLS OF JUNIOR COMPETITIVE SWIMMERS**

*Nori Pennisi, Self Employed, USA;  
Diane Gill, University of North Carolina at Greensboro, USA;  
Daniel Gould, Michigan State University, USA;  
Erin Reifsteck, University of North Carolina at Greensboro, USA*

Research has consistently found that psychological factors influence sport performance and athletic talent development (MacNamara & Collins, 2012). Most of this research has focused on the psychological underpinnings of elite adult athletes rather than youth athletes. This study was designed to identify and compare the psychological characteristics and skills of competitive junior swimmers across age, gender, and ability. Online surveys that included established measures of psychological skills and characteristics were completed by 278 competitive swimmers at a year-round swim club. Age x gender x ability univariate and multivariate results revealed the participants rated themselves within the top third of scores on most of the psychological characteristics and skills assessed, including grit and growth mindset. In terms of coping skills, the participants averaged moderate scores ( $M = 43.5$ ), with several specific coping skills (coping with adversity, goal setting/mental preparation, peaking under pressure, and freedom from worry) falling below the midpoint of possible scores. Males perceived significantly better overall coping skills ( $M_{total} = 46.2$ ) and certain specific coping skills than females ( $M_{total} = 41.1$ ). An age x ability interaction was found for several measures. Within the higher ability or elite track, the oldest participants scored significantly lower than the younger participants on almost all the assessments, whereas in the lower ability or challenge track, participants’ scores tended to increase with age on most assessments. This finding was partially explained by the big-fish-little-pond effect, which suggests that psychological characteristics and skills are judged relative to one’s peers in the same group (Marsh & Parker, 1984). Findings from a question about why swimmers found certain selected psychological factors important to their success, revealed that many struggle with confidence and anxiety. The results of this research provide evidence that certain psychological characteristics and skills in junior swimmers differ based on age, gender, ability, and their interactions.

**80**

### **THE RELATIONSHIP AMONG PERCEIVED PARENTAL PSYCHOLOGICAL CONTROL, SOCIALLY PRESCRIBED PERFECTIONISM, FEAR OF FAILURE, AND PERFORMANCE OF ADOLESCENT ATHLETES**

*Jieun Won, Seoul National University, Republic of Korea;  
Dojin Jang, Seoul National University, Republic of Korea;  
Sungho Kwon, Seoul National University, Republic of Korea*

**Background:** The attention to the construct of parental psychological control (PPC) emerged in the 1960s, particularly in the research of Schaefer (1965a, 1965b) that proposed

the Spherical Conceptual Model of Parental Behavior that conceptualized the different types of parental behavior to adolescent athletes. PPC is regarded as a predictor of socially prescribed perfectionism (SPP) and fear of failure (FF) perceived by adolescents (Conroy et al., 2007; Kaye et al., 2008). The athlete's performance that was theoretically associated with SPP and FF can also be negatively affected by the PPC.

**Purpose:** The current study attempted to verify the sequential mediation effect of SPP and FF in the relationship between perceived PPC and the performance of adolescent athletes.

**Method:** 187 Korean adolescent athletes completed the questionnaire including the Dependency-Oriented and Achievement-Oriented Psychological Control Scale, Socially Prescribed Perfectionism in the Multidimensional Perfectionism Scale, Performance Failure Appraisal Inventory, and set of 8 questions for perceived performance. The collected data were analyzed through descriptive statistics, confirmatory factor analysis, correlation analysis, and structural equation model analysis using IBM SPSS (Statistics 25.0 and Amos 23.0, IBM Corp., USA).

**Results:** The result indicated that PPC positively affects SPP, which in turn influences FF and consequently athletes' performance. The 95% confidence intervals indicated the sequential mediating effect of SPP and FF in the relationship between PPC and perceived performance was significant, which supported the hypothesized sequential mediation model.

**Conclusion:** The results show that parents would play an important role in adolescent athletes' performance which was predicted by SPP and FF and provide insight into the mechanisms underlying such parental influence.

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### Coaching

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81

#### ATHLETES' MENTAL HEALTH AS RELATED TO THE PERCEPTION OF COACHES

*Madalyn Bigley, McDaniel College, USA;  
Jessica Ford, McDaniel College, USA*

Given the continued increase in mental health concerns among college athletes (NCAA, 2021), and the notion that managing mental health concerns early leads to fewer life disruptions among athletes (Thompson & Trattner Sherman, 2007), it is important to assess coaches' knowledge and perception of mental health as part of their coaching role. While experience may be a powerful factor when teaching physical and tactical sport skills, it may not be as effective in other areas (Cassidy & Rossi, 2006). Coaches receive little to no formal education related to identifying and referring athletes with mental health concerns (Duron, 2017). There has been a significant increase in the number of universities offering sport coaching courses, but limited information pertaining to their relevance and impact exists (Stonebridge & Cushion, 2018). The lack of coach education specifically pertaining to mental health disorders (i.e. anxiety and depression), coupled with increases in the prevalence of mental health concerns, curates an environment that may negatively influence the wellbeing of student-athletes (e.g., Bissett et al., 2020; Mazzer et al., 2015). As such, the

purpose of this study was to explore the association between a coach's ideology toward addressing mental health concerns and student-athletes' current mental health status. A mixed-methods (Creswell & Clark, 2017) investigation of athletes' self-reported anxiety (Beck Anxiety Inventory; Beck et al., 1988) and depression (Center for Epidemiological Studies-Depression; Radloff, 1977) and a thematic analysis (Braun & Clarke, 2006) qualitatively encompassing coaches' ideologies, morals, education, and experiences of mental health was employed. Athletes and coaches were recruited from a single NCAA Division III regional college. Results will inform tailored recommendations for coach education in the areas of student-athlete mental health.

82

#### EXAMINING COGNITIVE APPRAISALS AND COPING STYLES AMONG ELITE PREMIER LEAGUE FOOTBALL COACHES AND PLAYERS IN GHANA

*Medina Srem-Sai, University of Education, Winneba, Ghana;  
John Elvis Hagan Jr., University of Cape Coast, Cape Coast, Ghana;  
Prosper Narteh Ogum, University of Cape Coast, Cape Coast, Ghana / Bielefeld University, Bielefeld, Germany;  
Thomas Schack, Bielefeld University, Bielefeld, Germany*

Previous studies have revealed a myriad of stressors experienced by football coaches and players. Yet, how these stressful situations are appraised and managed during competitions have been ignored. The purpose of this study was to assess how football coaches and players appraised and coped when they experienced demanding situations. Precisely, the study assessed: (1) the stress appraisal mechanisms employed by coaches and players in the Ghanaian premier league, (2) the coping mechanisms adopted by coaches and players in the Ghanaian premier league, and (3) the association between stress appraisals and coping among coaches and players in the Ghanaian premier league. Employing the descriptive survey design, a census approach was used to select 424 footballers and 44 coaches who answered the Stress Appraisal Measure (SAM) and the Modified COPE (MCOPE). Descriptive statistics (means and standard deviation) and multivariate multiple regression were used to analyze the data. The findings showed that football coaches and players reportedly used more controllable-by-self and challenge appraisals and employed more problem-focused coping strategies (raising effort, active coping, and planning) than emotion-focused strategies (seeking social support for emotional reasons, venting feelings, and self-blame) during stressful situations. Further, those who used facilitative appraisal mechanisms adopted facilitative or functional coping mechanisms and vice versa. Sport psychologists should organize regular psychological training workshops on how to implement functional coping strategies (e.g., cognitive restructuring, planning, increasing effort and active coping) to help football coaches and players deal with the pressures associated with competitions to enhance their wellbeing.

83

**INVESTIGATING NIGERIAN BASKETBALL COACHES' PERCEIVED PERSONAL AND PROFESSIONAL GROWTH THROUGH A SPORT FOR DEVELOPMENT PROGRAM**

*Adam Kroot, Ball State University, USA;*  
*Lindsey Blom, Ball State University, USA;*  
*Chenfa Dombin, Dream Sports Africa, USA;*  
*Khushbu Patel, Ball State University, USA;*  
*Chelsea Davis, Ball State University, USA*

In Nigeria, various factors including stigma, isolation, lack of interpersonal relationships and community support, unemployment, poverty, and heightened competition for resources have resulted in a vast increase in mental health struggles (Labinjo et al., 2020; Oyetunji et al. 2021; Wada et al., 2021). Due to its unifying nature and cultural importance in Nigeria, grassroots sport programming has been shown to be an effective mechanism in promoting education, life skills, and well-being when collaboratively and culturally designed and implemented (Schulenkorf et al., 2016; Boluwaji et al., 2016). Thus, in partnership among Expertise France, the National Basketball Association, and Ball State University, and Dream Sports Africa created the Basketball Experience (BE) Program using trained coaches to teach life skills and resilience through the sport of basketball as they mentor youth (ages 13-17 years) in Lagos, Nigeria. In order to better understand the coaches' experiences in the program and the impact on their personal and professional lives, the current study interviewed 10 coaches (7 female; 3 male) from the BE program. Coaches suggested that the organizational support from DSA (e.g., education and training, financial and emotional support, opportunities to expand network and refine organizational skills) resulted in positive personal and professional development. More specifically, coaches identified personal growth through increased self-efficacy, mental health knowledge, strategies used to self-regulate and manage difficult situations, and fulfillment. Professional growth included improved confidence in public speaking, time management, preparation, communication skills, and monitoring and evaluation.

84

**OVERFLOWING WITH PASSION: HOW PASSION, ENJOYMENT AND POSITIVE AFFECT AFFECTS THE COACH-ATHLETE RELATIONSHIP**

*Keith McShan, Missouri State University, USA;*  
*E. Whitney Moore, East Carolina University, USA*

Researchers have found athletes' perceptions of the coach-athlete relationship (CAR) to be significantly correlated with their reported passion, sport enjoyment, and positive affect. In this funded study we wanted to examine these relationships from the coaches' perspective. Basketball coaches (N = 23) of adolescent and youth competitive teams in Ontario completed the survey at the end of the season. Coaches reported high quality CARs (M = 6.03, SD = 0.74) as well as enjoyment of coaching (M = 6.36, SD = 0.74). In addition, coaches reported higher harmonious passion (M = 5.74, SD = 0.88) than obsessive passion (M = 4.27, SD = 1.84) and higher task (M = 4.41, SD = 0.57) than ego orientations (M = 2.58, SD = 1.12). In addition, though coaches' passions were strongly correlated (r = .80) with each other, their relationships were distinct with the other variables. Harmonious passion was positively correlated

with their enjoyment (r = .65), positive affect (r = .71), and CAR (r = .70); whereas obsessive passion was correlated with their ego orientation (r = .44) and positive affect (r = .48). The coaches' perceived CAR was most strongly correlated with the coaches' harmonious passion (r = .70), enjoyment, (r = .68), and positive affect (r = .67). These relationships were in expected directions and magnitudes. Interestingly, the coaches' CAR was positively correlated with both their task (r = .42) and ego (r = .50) goal orientations. These results suggest further exploration of these relationships with larger samples and across different sports is warranted to examine the generalizability of these passion and CAR relationships. Coaches are more likely to report high quality CARs when they have harmonious passion and enjoyment of coaching.

85

**TEACHING SHORT-TERM MINDFULNESS INTERVENTIONS TO COACHES: A COACH EDUCATOR'S ONLINE DESIGN**

*Megan Buning, Florida State University, USA*

At the core, mindfulness is keeping your mind focused on a task/situation on purpose but keeping judgmental or evaluative thoughts about the self or the task/situation out of the thought process (Kabat-Zinn, 2003). Basically, a person practices de-centering (detaching from the event/moment and emotions involved) to reappraise the situation/event with a perspective not filtered by emotion (Hayes-Skelton & Graham, 2013). Mindfulness approaches have long been used to treat various clinical issues and have finally trickled into non-clinical aspects including sport psychology (Dorjee, 2010). As a foundational skill, mindfulness can be powerful for sport coaches for a variety of reasons. For example, research is branching into the study of mindful communication, and findings show positive connections. Studies on leader communication show mindful listening mediates follower satisfaction and well-being (Arendt et al., 2019). In sport coaching, mindfulness training may reduce job-related anxiety and improve emotional stability (Longshore & Sachs, 2015). In this presentation, attendees will learn how a certified mental performance consultant (CMPC) and coach education instructor structured mindfulness assignments within a fully online, asynchronous master's level sport psychology for coaches course with the goal of teaching coaches how short-term mindfulness training can translate to both coaches and their athletes. Coaching students' assignments and reflections will be shared.

86

**THE RELATIONSHIP BETWEEN CONTROLLING COACHING BEHAVIORS AND COMPETITIVE ANXIETY IN ATHLETES: A META-ANALYSIS**

*Andrea Castellanos, Texas A&M International University, USA;*  
*Marco Carrillo, Texas A&M International University, USA;*  
*Seong Kwan Cho, Texas A&M International University, USA*

**Introduction:** Anxiety is a reaction by an individual to a stressful situation (Spielberger, 1972). Athletes have a great deal of stress in competitive sports settings, and anxiety could arise when athletes view competitive situations as threatening and respond to these situations with apprehension and tension (Martens et al., 1990). Recent research has shown that perceived coaching behaviors could be one of the potential sources of stress for athletes, and especially,

controlling coaching behaviors (i.e., athletes negatively perceive their coaches' behaviors) had a positive correlation with anxiety levels in athletes that might result in psychological ill-being such as burnout and depression (Baker et al., 2000; Bartholomew et al., 2010). Thus, this study aimed to assess the effect of controlling coaching behaviors on competitive anxiety in athletes.

**Methods:** Electronic databases (e.g., SPORTDiscus and Google Scholar) were used to select research on controlling coaching behaviors and competitive anxiety in athletes published from 1992 to 2021. A database of 110 articles was initially collected, but only 21 articles met the inclusion criteria. Comprehensive Meta-Analysis software was used for the data analysis.

**Results and Conclusion:** Controlling coaching behaviors positively influenced competitive anxiety in athletes ( $r = 0.35$ , 95% CI [0.21 - 0.62]) and significant ( $p < .001$ ). Because of high statistical heterogeneity (I-squared = 86.62%), we added gender as a moderator variable and used the random-effects model to further analyze the relationship between controlling coaching behaviors and anxiety in athletes. Gender significantly moderated the relationship. The effect size in females was larger than in males; that is, controlling coaching behaviors possibly had more influence on competitive anxiety in female athletes. From a practical standpoint, educational workshops are essential for coaches to understand the importance of coaching behaviors and of providing less controlling coaching to reduce anxiety in athletes.

87

### WHAT DO YOU EXPECT? HIGH SCHOOL FOOTBALL COACHES' ATTITUDES AND EXPECTATIONS ABOUT SPORT PSYCHOLOGY SERVICES

*Kim Ferner, University of North Texas, USA;*  
*Sabrina Madson, University of North Texas, USA;*  
*Rebecca Zakrajsek, University of Tennessee, USA;*  
*Scott Martin, University of North Texas, USA*

High school coaches considering mental performance consulting services are likely influenced by their past sport participation, psychological skills training (PST), attitudes about seeking help, and expectations about the consulting process (Martin et al., 2012). Although high school coaches' attitudes toward seeking sport psychology consulting have been examined in the past (Zakrajsek et al., 2011), less is known about the relationship between attitudes and PST expectations, especially for those not regularly incorporating sport psychology services into their programs. Therefore, the purpose of this study was to examine the association between high school football coaches' attitudes toward sport psychology services and their PST expectations. High school football coaches ( $N = 235$ ) were administered the Sport Psychology Attitudes - Revised Coaching 2 (SPARC-2; Zakrajsek et al., 2012) and the Sport Psychology Expectations of Coaches survey (SPECs; Zakrajsek & Martin, 2012). Correlation coefficients were calculated to examine the relationships between coaches' attitudes and expectations. Results indicated positive correlations between Stigma Tolerance and PST Myths and Misconceptions ( $r = .53$ ;  $p < .01$ ), Confidence and PST Acquisition ( $r = .52$ ;  $p < .01$ ), Confidence and PST Integration ( $r = .49$ ;  $p < .01$ ), and Confidence and Commitment ( $r = .38$ ;  $p < .01$ ). Negative correlations existed between Stigma Tolerance and PST

Acquisition ( $r = -.43$ ;  $p < .01$ ) and Personal Openness and PST Acquisition ( $r = -.28$ ;  $p < .01$ ). These findings indicate that coaches' attitudes toward sport psychology and PST expectations may influence their interactions with mental performance consultants. These findings and the consideration of consequential expectancies are important to keep in mind when developing and marketing mental performance consulting services. Further research is needed to distinguish between sport psychology attitudinal factors and PST consequential expectancies and determine how these constructs influence coach interactions and behavioral outcomes, such as use of sport psychology services.

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### Collegiate Sport

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88

### A COMPARISON OF COLLEGIATE ATHLETES PERCEPTIONS OF TRUST WITH THEIR PSYCHOLOGIST OR PSYCHIATRIST BY RACE

*Megan Loftin, Michigan State University, USA;*  
*Jessica Wallace, University of Alabama, USA;*  
*Tamaria Hibbler, University of Arkansas, USA;*  
*Tracey Covassin, Michigan State University, USA*

Collegiate athletes are more willing to use mental health services (Moreland et al., 2018). However, little is known about these athletes' perceptions of trust with their psychologist or psychiatrist or if trust differs across race. Therefore, the purpose of this study was to compare collegiate athletes' differences of trust of their psychologist/psychiatrist by race. This cross-sectional study included a convenience sample of NCAA Division I athletes ( $n=587$ , [White=341, Black=189, Other=57])  $M=59.2\%$ ,  $W=40.4\%$ ,  $Age=20.1\pm 1.7$ ). Participants completed a web-based survey which included demographic information and were asked to rate the likelihood they would trust the medical care from their psychologist/psychiatrist if they shared or did not share the same race. Kruskal-Wallis tests were used to compare differences of trust of their psychologist/psychiatrist by racial identities. Statistical significance was set at  $p < 0.05$ . There was a significant difference in trusting their psychologist/psychiatrist if they were a different race,  $H(2)=23.14$ ,  $p < .001$ . A pairwise post-hoc Dunn test was significant for Black vs. White athletes ( $p < .001$ ) and athletes of Other races vs. White athletes ( $p = .008$ ). White athletes were more likely to indicate being very likely to trust their psychologist/psychiatrist if they were a different race compared to Black athletes and athletes of Other races (44.3% vs. 28.1% vs. 22.2%). Most collegiate athletes responded that the race of their psychologist/psychiatrist does not matter. No significant differences were found in trusting their psychologist/psychiatrist if they were the same race,  $H(2)=1.695$ ,  $p = 0.428$ . Although differences were found between racial identities, collegiate athletes still indicated a high level of trust in the medical care of their psychologist/psychiatrist. This is important as trust is a critical component of the relationship between an individual and their mental health provider (Crits-Christoph et al., 2019). Future research should consider if previous use of mental health providers influences trust with psychologists and psychiatrists.

89

**ASSESSING THE MENTAL HEALTH RESOURCES OF MID-MAJOR LEVEL COLLEGE ATHLETIC DEPARTMENTS**

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

This research supports the AASP Mental Health SIG mission of providing education on mental health symptoms, prevention and treatment within athletics because it aimed to understand how to adequately support student-athlete mental health. Concern for mental health of college student-athletes has become an increasingly important issue over the past several years. Student-athletes face vigorous schedules, added pressure, and stigma, all of which can exacerbate mental health related issues (Brown, 2021; Armstrong, 2015; Watson, 2006). The NCAA's Sport Science Institute developed best practice recommendations for university athletic departments to support the unique mental health needs of student-athletes. However, the provision of mental health support is often inconsistent due to gaps in service delivery, available resources, and funding (Purcell, 2019). This is especially true for mid-major level university (Williams, 2022). Therefore, the purpose of this study was to assess the mental health resources for student-athletes at mid-major college athletic departments. The study specifically focused on addressing the key components, strengths, and challenges of mid-major level universities in providing mental health support to their student-athletes. Case study analyses were created based on interviews of two university athletic staff responsible for the provision of mental health support to student-athletes. Results show that key components include number and availability of qualified professionals, sharing of information and comfortability of student-athletes, and the funding/space to have these resources. Some of the biggest strengths analyzed include: location of resources, supportive staff, and professional mental health counselors specializing in sport. Some of the biggest challenges analyzed include: availability of mental health professionals, clarity of roles and responsibilities, DEI (diversity, equity, and inclusion) initiatives, and ability to assess student-athlete satisfaction. This data is important for creating plans to overcome the challenges faced and creating best practices that are practical for mid-major level universities in supporting the mental-health of the student-athletes.

90

**EXPLORING THE CARING BEHAVIORS OF A COACH ON A NATIONAL CHAMPION GYMNASTICS TEAM**

*Mario Fontana, SUNY Brockport, USA;*  
*Vista Beasley, SUNY Brockport, USA*

The purpose of this mixed-methods study was to understand how caring behaviors by a coach can lead to high-level performance in a collegiate setting. The caring climate was conceptualized by Newton and colleagues (2007) as a third perceived motivational climate, alongside task-involving and ego-involving motivational climates in Nicholls' (1989) Achievement Goal Perspective Theory Framework. The caring climate has been shown to improve the experiences of young people partaking in sport (Claunch & Fry, 2016). While caring behaviors have been explored thoroughly in youth and high school settings (Fontana, Fry, & Moore, 2022; Iwasaki & Fry, 2016), research exploring the benefits of caring behaviors in

collegiate settings is more limited.

Following a season in which their team won a collegiate national championship, members of a northeastern gymnastics team answered a survey exploring the motivational climate in collegiate settings. The team overwhelmingly reported that their head coach engaged in caring behaviors, prompting the researchers to set up a series of interviews to explore how the coach's actions affected athlete performance. Analysis of individual responses of ten athletes revealed several recurring themes within the conceptual framework of a caring climate including feeling welcomed, safe, cared for, and allowed to be their authentic selves. The interpreted results are important for the argument that caring climates can be effective at any level. Feeling cared for can allow athletes to feel freer in competition; coaches would do well to incorporate caring behaviors into their routines to get the most out of their athletes.

91

**POSTER WITHDRAWN**

92

**INTERNATIONAL COLLEGIATE ATHLETE'S SELF-COMPASSION, SOCIAL SUPPORT, COVID-19 WORRY AND PSYCHOLOGICAL DISTRESS: A MEDIATIONAL ANALYSIS**

*Cachet Lue, University of North Texas, USA;*  
*Trent Petrie, University of North Texas, USA;*  
*E. Whitney Moore, East Carolina University, USA;*  
*Chiachih Wang, University of North Texas, USA*

In the immediate aftermath of the COVID-19 pandemic and cancellation of NCAA sports, international student-athletes (ISAs) were affected in two important ways. Along with the loss of sport, ISAs had to decide whether to remain in the U.S. or return home, without knowing the health and sport eligibility ramifications of their decisions (Charitonidi & Kaburakis, 2022). Thus, we examined ISAs' psychological distress in the immediate aftermath of COVID-19 and the roles that their COVID worry, self-compassion, and social support played. ISAs (N = 514; women = 63%; 74 countries; 22 sports) drawn from NCAA Division I, II, and III institutions completed measures of these constructs in April/May 2020. Through the PROCESS macro, we found that worry (b = .646), self-compassion (b = -.367), and social support (b = -.128) were related directly and significantly to their psychological distress, explaining 44% of the variance. Self-compassion (b = -.029, 95% CI [-.048, -.013]) and social support (b = .018, SE = .008, 95% CI [.003, .036]) also were related indirectly to distress through athletes' reported worry about COVID. The ISAs used both internal and external psychological resources during the COVID-19 pandemic. ISAs who were self-compassionate experienced less worry about COVID and were less distressed. Although ISAs' social support was directly related to less distress, it indirectly increased their distress through more worry. Being connected to others is a buffering resource for athletes (Simons & Bird, 2022), but in the face of COVID, and all the associated health risks, such connections also may have raised the ISAs worries about how they and their loved ones might be affected. Thus, these psychological resources appear to have played a key role in how ISAs coped in the immediate aftermath of COVID, suggesting that they should be taught to athletes in the future.

93

### LESSONS LEARNED FROM A YEAR OF MENTAL PERFORMANCE CONSULTING WITH DIVISION III

*Allyssa Edwards, Ball State University, USA;*  
*Karan Bhatia, Ball State University, USA;*  
*Matt Moore, Ball State University and Anderson University, USA;*  
*Lindsey Blom, Ball State University, USA*

The availability of sport psychology consultants to Division I student-athletes remains low, with just 65 of 253 (25.7%) athletic departments employing mental performance and/or mental health services (Jones et al., 2022). There is currently a lack of information regarding the use of sport psychology services at the Division III level. Thus, more information about how to develop relationships with DIII Athletics departments around mental performance should be discussed. Hence, we will share the development of a foundational partnership between a DIII athletics department and a sport psychology graduate program at a DI institution. The goals of the partnership were to provide mental performance services to student-athletes and to provide graduate students with the opportunity to gain more applied experience. Through this presentation we will discuss experiences and lessons learned through the first year of this partnership.

In order to better understand the needs of the athletics department, the two graduate students utilized the multidimensional model of psychology service provision (Martin et al., 2012). They assessed perceptions and perspectives of student-athletes, coaching staff, other support staff (e.g., sport medicine staff, administrators), and situational characteristics through various methods. Through assessments and meetings, they were able to create awareness and build rapport with the different parties involved (Zakrajsek et al., 2015), connecting over the course of the year, with five men's and six women's teams, totaling 161 athletes.

Services were provided at the individual and team levels, with a focus on specific skills such as goal setting, confidence, and team building. In collaboration with sport medicine staff, graduate students worked to create an injured athlete support group. From this experience, they learned how to develop professional relationships and work as a part of an interdisciplinary team to provide holistic support to student-athletes. The presentation will conclude with implications and considerations for future practice.

94

### NCAA DIVISION I ASSISTANT COACHES' UNDERSTANDING AND USE OF MENTAL PERFORMANCE AND MENTAL HEALTH SERVICES

*Morgan Eckenrod, University of Southern Mississippi, USA;*  
*Heather Hill, University of Southern Mississippi and Indiana State University, USA;*  
*Melissa Thompson, The University of Southern Mississippi, USA;*  
*Laurie Neelis, University of Southern Mississippi, USA;*  
*Paul Donahue, University of Southern Mississippi, USA*

The National Collegiate Athletic Association (NCAA) acknowledges the importance of providing student-athletes

with physical and psychological resources throughout their athletic careers (NCAA, n.d.). Two important psychological resources include mental performance services that focus on sport-related issues (i.e., improving focus; McHenry et al., 2022) and mental health services that are centered on clinical and personal issues (i.e., depression; Sudano & Miles, 2017). Previous literature has not adequately differentiated between mental performance and mental health services, making it difficult to understand athletic department stakeholders' perceptions and knowledge of both services. One stakeholder of importance is the assistant coach, who is often the one spending the most time connecting and working with student-athletes (Côté & Gilbert, 2009), yet no research to date has examined their knowledge and use of mental performance and mental health services. Therefore, the purpose of this study was to learn about NCAA Division I (DI) assistant coaches' understanding and use of mental performance and mental health services. Semi-structured one-on-one interviews were conducted with 13 NCAA DI assistant coaches employed at universities that had at least one Mental Performance Consultant (MPC) and one Licensed Mental Health Provider (LMHP). Thematic analysis procedures (Braun & Clarke, 2019) were utilized and five themes were developed: (1) day-to-day responsibilities of the assistant coach; (b) needing both mental performance and mental health services; (c) factors influencing understanding of mental performance and mental health services; (d) factors impacting student-athlete utilization of mental performance and mental health services; and (e) confusion between mental performance and mental health services. Practical implications for the NCAA, athletic administrators, coaches, MPCs, and LMHPs will be discussed.

95

### RELATIONSHIP OF GENDER, RACE, AND SPORT TO COLLEGIATE ATHLETES' ALCOHOL USE AND SLEEP DISTURBANCES

*Olivia Kit, The University of North Texas, USA;*  
*Nicholas Magera, University of North Texas, USA;*  
*Trent Petrie, University of North Texas, USA*

Sleep disturbances (Becker et al., 2018) and problematic drinking (Martens et al., 2006) are prevalent concerns among collegiate student-athletes, with previous studies finding white male student-athletes participating on team sports to be at greater risk for excessive drinking (Milroy et al., 2014); women (Becker et al., 2018) and Black/African Americans (Jones et al., 2020) have reported higher rates of sleep disturbances. Thus, we examined the intersecting relationships of gender, race, and sport to these outcomes in collegiate athletes. Participants (N = 391 NCAA Division I and II; women: 68.8%, men: 31.2%; AOC: 52.7%, white: 47.3%; individual: 36.6%, team: 63.4%) completed the AUDIT-C (Bush et al., 1998) and PROMIS sleep disturbance scale (Buysse et al., 2010) during their annual mental health screening. Overall, 12% met criteria for problematic drinking, and 18.5% experienced some level of sleep disturbances (Mild = 11.0%, Moderate = 7.2%, Severe = 0.3%). Through a three-way ANOVA, there were no significant three- or two-way interactions for the athletes' drinking. However, main effects for race,  $F(1,378) = 5.64, p = .015$ , Partial Eta Squared = .015, and gender,  $F(1, 378) = 3.60, p = .058$ , Partial Eta Squared = .009, were significant. White Athletes, compared to AOCs ( $M = 1.23$  vs.  $M = .78$ ) and men, compared

to women athletes ( $M = 1.18$  vs.  $M = .82$ ) had higher levels of problematic drinking. For sleep disturbances, there were no significant interactions nor main effects for gender, race, and sport type (all  $p$ 's  $> .09$ ). Being White and being male were two demographic risk factors for problematic drinking (Milroy et al., 2014). Contrary to research, sport type showed no significant relationship to problematic drinking or sleep disturbances in student-athletes (Brenner & Swanik, 2007).

**96**

### **STUDENT-ATHLETE TRANSITION PROGRAM WITH A HEALTH-RELATED PHYSICAL ACTIVITY FOCUS: A FEASIBILITY STUDY FOR A NCAA DIVISION II INSTITUTION**

*Amanda Hilton, Lenoir-Rhyne University, USA;*  
*Erin Reifsteck, University of North Carolina at Greensboro, USA;*  
*Diane Gill, UNCG, USA;*  
*Mindy Smith, Messiah University, USA*

Student-athletes face unique challenges as they transition out of college, which may have implications for their future physical activity, health, and well-being. Lack of planning and programming to support student-athletes have been linked to poorer transition outcomes and reduced overall health-related quality of life in former student-athletes. Health-related transitional programs can provide strategies to help navigate the physiological, psychological, and social challenges that many student-athletes may face as they transition away from elite, competitive athletics. Even though research has identified the need for proactive transitional practices, few evidence-based transitional programs with a health-related physical activity focus exist, and even less research addresses, the feasibility of implementation within specific institutional contexts. The purpose of this study was to evaluate the feasibility of implementing transitional programming with a health-related physical activity focus at a NCAA Division II institution. Student-athlete alumni ( $n = 85$ ) from the past five years were surveyed to gather information about their current physical activity and health-related quality of life. Additionally, survey questions related to programming feasibility were asked of the same former student-athletes as well as athletic department personnel ( $n = 28$ ). Data analysis revealed that both the former student-athlete participants (96.47%) and the athletic personnel participants (92.86%) view a student-athlete transitional program with a health-related focus as important for preparing student-athletes for life beyond athletics. Key resources that participants found most important to include in programming were career guidance, physical activity/exercise guidance, and mental health resources. Over 90% of participants from both groups agreed that more should be done to support the student-athletes' transition out of sport and their health beyond athletics. The findings within this study suggest health-related programming is feasible at this institution and will guide a framework for future implementation of programming that targets transitioning student-athletes within the Division II population.

**97**

### **THE EFFECTS OF A SPORTS NUTRITION EDUCATION INTERVENTION ON SPORTS NUTRITION KNOWLEDGE AND PERCEPTIONS OF RECOVERY IN NCAA DIVISION I MEN'S SOCCER PLAYERS**

*Jamie McAllister-Deitrick, Coastal Carolina University, USA;*  
*K Michelle Singleton, Coastal Carolina University, USA;*  
*Keirstin Roose, Coastal Carolina University, USA*

Nutrition is integral in performance and recovery of athletes. Research has found collegiate athletes have a lack of nutritional understanding and their diets are typically insufficient in total energy, specific macronutrients, micronutrients, and fluids. Due to this lack of understanding and improper nutrition intake, the implementation of a sports nutrition education intervention (SNEI) may benefit an athlete's health and sport performance. The purpose of this study was to investigate the effects of an SNEI on sports nutrition knowledge and perceptions of recovery throughout a regular season in Division I men's soccer. Participants were NCAA Division I men's soccer players ( $n=14$ ) during 10 weeks of in-season training/matches. Athletes received the SNEI at baseline, as well as biweekly sports nutrition reminders throughout the season. Participants completed a validated questionnaire to assess sports nutrition knowledge and self-perceived questionnaires assessing dietary behaviors and recovery pre- and post-intervention. Paired samples t-tests revealed significant improvement in sports nutrition knowledge post SNEI ( $t(13) = -3.518, p < .01$ ). There were no significant differences in perceptions of recovery post SNEI. Sport nutrition knowledge did not predict perceptions of recovery pre- or post-SNEI. The findings generally support the use of sport nutrition education for collegiate athletes to increase sports nutrition knowledge. While perceptions of recovery did not significantly change, the duration of the season may impact findings. Athletes reported similar recovery scores pre- and post-intervention, at the beginning and end of the season. At the end of the season, athletes would be expected to be less recovered, however those in the current study did not report decreased perceptions of recovery. This could suggest the increase in nutrition knowledge led to better nutrition decisions, thereby helping promote recovery during the season. Future research should include control groups to fully explore the effect of SNEI on sport nutrition knowledge, dietary efficacy, and recovery perceptions.

**98**

### **POSTER WITHDRAWN**

99

### THE LONG-TERM IMPACT OF STUDY ABROAD: POST-GRADUATION REFLECTIONS OF NCAA DIVISION II AND III INTERNATIONAL STUDENT-ATHLETES

*Brian Foster, Florida State University, USA;*  
*Patricia Lally, Lock Haven University, USA*

In 2020, 12.9% and 7.0% of first-year NCAA Division I and II athletes, respectively, originated from outside the United States (NCAA, 2021; data for Division III unavailable). International student-athletes at the beginning of their college careers believe that an American post-secondary education will be beneficial once they are done competing (Kontaxakis, 2011). Recent research indicated that former Division I international student-athletes valued their experiences for the development of global thinking and life skills, but that ineffective career advising and poor preparation for non-sport careers were drawbacks of competing at that level (Foster & Lally, 2021). To expand upon that literature, the purpose of this study was to contrast the post-graduation reflections of former NCAA Division II and III international student-athletes to those who chose the NCAA Division I route. Qualitative interviews were conducted with nine male and two female athletes who had graduated a minimum of five years prior to being interviewed. The participants hailed from seven different countries and five different academic institutions while representing three sports (soccer, tennis, basketball) at the NCAA Division II or III level. Results will be shared and recommendations highlighted for future international student-athletes, practitioners, and university administrators.

100

### THE ROLE OF DEMOGRAPHIC FACTORS, MENTAL HEALTH, RESILIENCE, AND COVID WORRIES ON ATHLETIC IDENTITY: A STUDY OF COLLEGIATE ATHLETES

*Rachel Shinnick, The South Boston Collaborative Center, USA;*  
*Edson Filho, Boston University, USA*

Uncertainty of identity after transitioning out of sport is a major and prevalent issue among collegiate athletes (Menke & Germany, 2019). Accordingly, research on athletic identity is important to advance knowledge on how athletes can prepare for end of career transitions, as well as other types of “change events” related to sport participation (Aston et al., 2020; Samuel & Tenenbaum, 2011). Noteworthy, the Covid-19 pandemic provided athletes with an entirely new unforeseen circumstance, as many collegiate sport events and seasons were halted or canceled, thus forcing many athletes into premature and non-normative retirement from sport (Garver et al., 2021). Given this background, in the current study we analyzed the relationship among athletic identity, anxiety, covid worries, and resilience, while controlling for student-athletes’ year of eligibility and NCAA division. Three-hundred and twenty-six collegiate athletes (232 females; 88 males; 5 non-binary) participated in the study by completing a demographic survey, the Athletic Identity Measurement Scale, the Brief Resilience Scale, the Depression Anxiety Stress Scale-21, and the COVID-specific worries questionnaire, which were administered electronically through a Qualtrics survey link.

A stepwise hierarchical regression analysis revealed that (1) being either a senior ( $\beta = -.15$ ,  $p = .03$ ) or a junior ( $\beta = -.12$ ,  $p = .01$ ) was associated with lower levels of athletic identity; and (2) higher anxiety scores were positively related to athletic identity ( $\beta = .14$ ,  $p = .01$ ). Additionally, a path analysis revealed that resilience predicted anxiety ( $\beta = -.159$ ,  $p = .01$ ), which in turn predicted both covid worries ( $\beta = .43$ ,  $p < .01$ ), and athletic identity ( $\beta = .12$ ,  $p = .03$ ). Together, these results suggest that the adoption of resilience-based coping interventions with collegiate athletes is likely to prevent negative effects of anxiety, athletic identity foreclosure, and non-normative change events that may threaten student-athletes’ well-being.

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## Consulting & Interventions

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101

### A SEASON-LONG ADAPTATION OF THE CLUTCH FRAMEWORK FOR COLLEGIATE FIELD HOCKEY

*Sarah Carson Sackett, James Madison University, USA*

Clutch performances have been defined in various ways but are unified around the concept of achieving success in high-pressure conditions (Schweickle et al., 2021). While scoring the buzzer-beating basket or making the game-winning stop are sensationalized “clutch” moments, being clutch can also come in the form of recovering quickly after mistakes, maintaining high effort during challenging practices, and being a unifying leader during team conflict. With this broadened scope, facilitating a CLUTCH mentality becomes paramount to an athlete’s development, performance, and enjoyment of the sport experience. Based on the CLUTCH Framework development by Fuchs (2022), a season-long mental skills training program was implemented with a collegiate field hockey team to increase awareness, practice, and use of the following components: (a) Communication (e.g., with teammates, productive self-talk), (b) Learn (from successes and setbacks); (c) Understand (your optimal energy zone); (d) Trust (yourself, team, coaches, training, process); (e) Control (the controllables); and (f) Have fun! These components not only addressed means for adjusting in moments of adversity but also approaches for adopting a proactive mindset that will enhance the likelihood of success under any circumstance (Swann et al., 2017). Overall, this model provided an effective mechanism for reviewing previous mental skills training foci with returning players, offering an easily digestible psychoeducational package for rookies, and prompting appropriate focus and follow-through during training and games. The adapted CLUTCH training program curriculum overview, dissemination methods, and lessons learned will be presented.

102

### **AN INTERACTIONAL APPROACH TO FACILITATE THE PSYCHOLOGICAL DEVELOPMENT OF ELITE YOUTH SOCCER PLAYERS**

*Joanne Butt, Liverpool John Moores University, UK;  
Andrew Mills, British Psychological Society, UK;  
Ian Maynard, University of Essex, UK*

An athlete's psychological talent can be viewed as the adaptive mental strengths they express naturally. The current case study showcases a coach education workshop geared toward facilitating the psychological development of elite youth players at a Major League Soccer (MLS) academy. Underpinned by an interactional model of psychological talent development (IMPTD) (cf. Mills, Butt, & Maynard, 2022), the mid-season workshop was designed to systematically equip coaches with the practical knowledge and strategies to nurture athletes' mental strengths via their coaching practice. The case study illustrates working with academy coaches through the key components of the IMPTD to explain how psychosocial factors within the environment (i.e., environment strengths) can interact to positively shape adaptive psychological strengths associated with optimal development and performance. Prior to the workshop, the current strengths of the development environment were mapped via a research-driven profiling tool that captured the respective views of players and coaches (Mills et al., 2022). Environment strengths perceived to be performing well across both key stakeholders included: (i) rapport (ii) unity, and (iii) agility. Strengths perceived by players to be under-performing relative to coaches included: (i) feedback (ii) values, and (iii) challenge. These insights informed the co-creation of several targeted strategies geared toward optimizing the under-performing strengths while making it clear to coaches which mental strengths these would positively influence (e.g., self-determination, self-awareness). Example strategies included: (i) the provision of autonomy-supportive and competency-based feedback and (ii) better articulating and "living" the academy's core values. To evaluate impact, a post-season follow-up of players' views revealed significant improvements in the performance of the targeted strengths. The case study underlines the importance of taking an interactional perspective when nurturing the psychological talent of aspirant elite players.

103

### **ELEVEN WEEKS TO KONA: ONE TRIATHLETE'S JOURNEY**

*Jamie Robbins, Methodist University, USA;  
Shyanne Mcgregor, Triathlete, USA*

From stress fractures and fear to "best finish line ever," one athlete demonstrates what happens when you stop trying to erase nerves, and start incorporating mental skills (i.e. finding fun, owning choices, being logical, competitive, or motivational, seeing doubts as delusions etc...) and mental tools (i.e. "ohm" moments, mantras, running games, my story etc...) into your practice. The importance and benefits of mental skills training is clear (Gould & Maynard, 2009; Hardy et al., 2017) and the impact of this practice on triathlon performance has been documented (Thelwell & Greenlees, 2003). However, we must continue discussing strategies, approaches, and tools to keep moving forward.

Some consultants adhere to a single approach (i.e. Cognitive behavior therapy (CBT); Mindfulness based cognitive therapy (MBCT), Rational emotive behavior therapy (REBT); Psychological skills training (PST)). The current presentation, which addresses one athlete's eleven-week journey shows the benefits of staying flexible and blending and borrowing from various performance enhancement and positive psychology traditions. The athlete will explain what she employed leading up to, and on the day of the Championship Ironman event that shifted her thinking from "what I might not do" to "I did it!" despite severe running restrictions. Ultimately, the purpose of this presentation is to: (a) explain the 11-week approach that shifted her thought from excessive worry to "attacking what's in front of me... without fear, doubt or an ounce of quit"; (b) highlight the athlete's mental challenges and successes and, the ethical quandary of the CMPC, and (c) encourage practitioners to learn from the literature and others, while ultimately developing and shifting their style to fit their athletes' needs. The presentation is designed to share one athlete's story, while promoting discussion among practitioners concerning methods employed to truly see and most effectively work with the person in front of them.

104

### **EXPLORING THE LEARNING EXPERIENCES OF ONE CHINESE VOLLEYBALL ATHLETE THROUGHOUT A PSYCHOLOGICAL SKILLS TRAINING PROGRAM**

*Xiao Zhang, University of Calgary, Canada;  
Penny Werthner, University of Calgary, Canada*

The field of sport psychology has evolved significantly over the last two decades and has become much more accepted as an important part of preparation for optimal performance in high performance sport (Moran, 2004; Thelwell & Maynard, 2003; Zhang et al., 2013). However, there are still many athletes and coaches who do not use psychological skills training to help with performance. For the present research, an instrumental case study of a psychological skills training program is used to illustrate the learning processes of both athlete and practitioner throughout an 18-month program, as well as how the working relationship evolved between the practitioner, a Chinese national academically trained in the US and Canada, and the athlete, a Chinese volleyball player (Hodge & Sharp, 2017). Moon's (1999, 2004) generic view of learning, as well as critical literature on the importance of considering cultural differences in the consulting process, provide a way to deeply understand the learning processes of the athlete and how trust and an effective working relationship was built between the practitioner and the athlete (Anderson et al., 2014; Hanrahan, 2011; Hodge et al., 2011; Zhang & Zhang, 2011). Two interviews were conducted, one interview pre-program and one interview post-program, as well as a series of weekly interventions over the span of the program. Data was analyzed inductively using reflexive thematic analysis, an approach that views the researcher's lived experiences as an asset (Braun & Clarke, 2020). The findings illustrate the processes utilized for developing the psychological skills, such as setting effective goals and learning to reflect, as well as how to incorporate the player's education into her training and competition season. This research builds on our understanding of how sport psychology practitioners can facilitate consultations that lead to effectively combining psychological skills training and life skills education.

105

### MENTAL SKILLS TRAINING TO FACILITATE THE CYCLE OF LIBERATION FOR ATHLETES WITH NON-DOMINANT IDENTITIES

*Rebekah Armstrong, Adler University, USA;*  
*Ismael Alaoui-Vezina, Adler University (Chicago), USA;*  
*Melanie Richburg, Grand Canyon University, USA;*  
*Teresa Fletcher, Adler University, USA*

A basic tenet of mental performance consulting is to implement mental skills training to improve client performance. However, with a growing emphasis on athlete mental health and well-being, consultants must grow alongside the movement and understand the role how neither society nor sport are inclusive or equitable regarding culture, race, ethnicity/nationality, gender, sexuality, ability/disability, socioeconomic status, religion/spirituality and age (Richburg & Fletcher, 2023). Athletes with non-dominant identities carry a heavier weight on their shoulders and the impact of living in systems of oppression includes experiencing high levels of stress, low self-esteem or self-worth, a sense of frustration, hopelessness, and disempowerment which can lead to dehumanizing and self-destructive behaviors (Harro, 2018a). Consultants can no longer perpetuate oppression and marginalization of their clients and make excuses such as "it is not my job; it is not my role."

A framework to identify a process away from the current structures and towards a more equitable and inclusive system, can be found in the Cycle of Liberation (Harro, 2018b). Historically, the burden and responsibility for change has fallen on those most impacted by oppression and discrimination, which consists of the most vulnerable and powerless (Richburg & Fletcher, 2023). Systemic change is impossible without the acknowledgement and support of the dominant culture. Joining with people with different and intersecting identities and sharing stories to develop empathy and mutual respect is part of the journey towards liberation. Systemic change requires collaboration in both understanding the need for change and developing inclusive infrastructure for more equitable spaces, rules, and laws (Harro, 2018). This presentation demonstrates how the Cycle of Liberation can inform mental skills training with athletes with diverse and intersecting social backgrounds and identities.

106

### QUALIFIED AND TRAINEE SPORT AND EXERCISE PSYCHOLOGISTS' ATTITUDES, SKILLS AND BEHAVIOURS TOWARDS RESEARCH UTILISATION IN APPLIED PRACTICE

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

Research utilisation is a complex process that has been widely discussed within the applied sciences literature (Griffiths et al., 2001; Oranta et al., 2002; Patiraki et al., 2004). The aim of this study was to investigate the evidence-informed decision-making processes of qualified and trainee Sport and Exercise Psychologists, and their attitudes, skills, and behaviours towards research utilisation in applied practice. UK-based

Qualified and Trainee Sport and Exercise Psychologists completed a questionnaire to explore the topic. For quantitative data, chi-squared analysis was used to determine whether evidence-informed decision-making processes and research utilisation skills, behaviours, and attitudes were independent of qualification status. Qualitative open text box data were also gathered to explore barriers and enablers to research utilisation in applied practice. This was analysed using Braun and Clarke's 2012 guidelines for thematic analysis. According to the self-report data from this study, participants held generally positive attitudes towards research, with differences between qualified and trainee Sport and Exercise Psychologists occurring mainly for research utilisation skills and behaviours. The majority of participants opted to make evidence-informed decisions influenced by an equal balance of research, and intuition and experiential knowledge. One explanation for this may be that practitioners are using their intuition and experiential knowledge to overcome research utilisation barriers and support the research utilisation process when making decisions on what interventions may lead to optimal improvements in performance. The chance to present and discuss these findings in a lecture could help improve adherence to evidence-driven models of applied practice.

107

### THE EFFECTS OF AUTONOMY-SUPPORTIVE VS CONTROLLING FEEDBACK ON THE PERFORMANCE OF NOVICE JUGGLERS

*Dominique Mullicane, Western Washington University, USA;*  
*Jessyca Arthur-Cameselle, Western Washington University, USA;*  
*Linda Keeler, Western Washington University, USA;*  
*Nick Washburn, Western Washington University, USA*

An autonomy-supportive leader minimizes use of pressure or control of others, acknowledges athletes' feelings and thoughts, and encourages self-regulation of behavior (Ryan & Deci, 2018). Autonomy-supportive coaching leads to more intrinsic motivation (Amorose & Anderson-Butcher, 2015) and basic psychological need satisfaction than a controlling style (Ryan & Deci, 2018). The limited research on the effects of autonomy-supportive coaching on motor task performance, however, has been inconclusive (Mladenovic, 2015; Manninen et al., 2020). The purpose of the current experiment was to compare the effects of autonomy-supportive versus controlling feedback on the performance of 18 novice jugglers (M = 20.33 years old). Participants completed pre-test measurements of number of consecutive catches and the time needed to successfully juggle five balls consecutively. Next, they watched a juggling instruction video. Participants were then randomly assigned into a controlling group (provided with no choices, no rationale, and given cold feedback) or an autonomy-supportive group (provided with choices, rationale, and encouraging feedback) and practiced for 10 minutes while receiving feedback (controlling or autonomy-supportive) from the lead researcher. Finally, they completed post-test performance measures and a survey on the learning climate. Results of mixed ANOVAs revealed no interaction effect for the number of consecutive catches [ $F(1,16) = 0.68, p = 0.42, \eta^2 = 0.04$ ] nor for time to catch five balls [ $F(1,16) = 1.25, p = 0.28$ ]; however, there was a medium effect size ( $\eta^2 = 0.07$ ) for time to catch five balls consecutively. Participants reported differences in the learning climate consistent with their group assignment [ $t(16) = 2.79, p = 0.01, d = 1.08$ ]. Overall, different

coaching styles led to differences in perceptions of the learning environment, but not statistically significant effects on performance. As such, coaches should be aware of how their feedback style may affect athletes' experience while learning a new skill.

**108**

### **THE WHAT, WHY, AND HOW OF GOAL SETTING: A REVIEW OF THE GOAL-SETTING PROCESS IN APPLIED SPORT PSYCHOLOGY PRACTICE**

*Matthew Bird, University of Lincoln, UK*

Goal setting is a widely used intervention by sport psychology practitioners (SPPs) and coaches aimed at enhancing the performance of their clients and athletes. Many mnemonics and acronyms have been suggested to follow when setting goals. These often recommend certain principles or characteristics, such as setting specific, measurable, achievable, realistic, and time-related (SMART) goals. Less attention has been paid to the process of goal setting, or specifically how a SPP or coach goes about setting goals. The purpose of this review was to provide an overview of current goal-setting processes by identifying, describing, and comparing models within the applied sport psychology and professional practice literature. Furthermore, we aimed to synthesize contextual information and critically evaluate stages presented in these processes, while providing further considerations for practitioners and future directions for researchers. Our review shows there are several commonalities in the suggested processes of setting goals and that the stages can be broadly categorized as: (i) preparation; (ii) goal setting; (iii) planning; and (iv) follow-up. Although goal setting should be applied in a dynamic, individualized, and contextually-appropriate manner, the review demonstrates the need for integration of additional evidence-based psychological strategies within each stage of the goal-setting process.

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### **Diversity & Culture**

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**109**

### **BEYOND THE BINARY: AN EXPLORATION OF TRANSGENDER AND GENDER NONBINARY ATHLETES' EXPERIENCES IN COLLEGE ATHLETICS**

*Olivia Kimmel, Pacific University, USA;  
Tamara Tasker, Pacific University, USA*

According to Flores et al. (2016), 1.4 million adults in the United States identify as transgender. Of that group, 200,000 are college-aged, between the ages of 18 and 24. Some of these individuals may choose to play sports. However, because sports teams use binary designations, athletes are required to play on either men's or women's teams, regardless of their gender identity. For athletes who do not neatly fit into this binary system, they may experience unique challenges that cisgender athletes do not experience. The current study explored the experiences of transgender and gender nonbinary collegiate athletes. Fifteen transgender and gender nonbinary current and former college athletes ages 18-31 (graduation years 2014 - 2026) completed an online survey. Athletes shared challenges they faced such as

"my teammates were not accepting/supportive of my queer identity even before I came out to them as transgender." In addition, athletes shared support that they had, such as "friends outside of the sport, particularly those who will use my pronouns and recognize my identity," and support they wished they had, such as "the safety to be out as trans without fear. Public support of trans athletes from my school. Not seeing laws targeting me." Results showed that an unsupportive team culture was the biggest challenge and having a supportive and inclusive environment was the biggest support. Therefore, recommendations will be presented for practitioners and college athletic departments on how and why to create a gender inclusive culture, such as by asking and using athletes' correct pronouns. Recommendations for future research, such as examining the effects of providing an education program about gender identity to coaches on team climate, will also be presented.

**110**

### **CULTURAL COMPETENCE; INCLUSION, EQUITY, CONCEPTUALIZATION; ETHICAL PRACTICE**

*Ismael Alaoui-Vezina, Adler University (Chicago), USA;  
Rebekah Armstrong, Adler University, USA;  
Teresa Fletcher, Adler University, USA;  
Melanie Richburg, Grand Canyon University, USA*

Mental performance consultants are generally entrusted with assisting athletes to reach peak performance consistently over time. Consultants gather information and use theory, research, and experience to determine the best intervention strategies to promote optimal performance, which is influenced by comprehensive assessment and conceptualization. Before getting into the work of psychological skills training, we need to acknowledge the role of identity and how both society and sport are not inclusive or equitable regarding culture, race, ethnicity/nationality, gender, sexuality, ability/disability, socioeconomic status, religion/spirituality and age (Richburg & Fletcher, 2023). It is far easier to teach athletes mental skills to adapt to an unfair, oppressive, and exclusive system than it is to develop a mental skills training program to address inequity, oppression, and discrimination within and outside of sport. Conceptualization needs to include how non-dominant identities of athletes can manifest in performance to generate culturally appropriate mental skills training.

Dominant identity is determined by the context of the country or culture in a global scheme and consists of those who hold power, make and enforce rules, dictate norms, and maintain the status quo. Everyone else is relegated to adapt and adjust to living in a world that was not designed by them or for them. The Cycle of Socialization (Harro, 2018) is a framework for understanding how norms, values, and expectations of the dominant culture are internalized and perpetuate oppressive systems such as the "shut up and dribble" mentality. The purpose of this poster presentation is to provide perspective or a lens to inform working with athletes with diverse and intersecting social backgrounds and identities. Further, MPCs must explore how their identities, socialization, and relationship with the dominant culture influenced their lives and how they work with athletes for long-term well-being and optimal performance.

111

**PASSION IN SPORT AND THE QUALITY OF COACH-ATHLETE RELATIONSHIP AMONG LEBANESE AND AMERICAN ATHLETES AND COACHES: A CROSS-CULTURAL STUDY**

*Diala El-Khazen, CSULB, USA;*  
*Jana Fogaca, Long Beach State University, USA;*  
*Alison Ede, Long Beach State University, USA;*  
*Leilani Madrigal, Long Beach State University, USA*

Passion in sport seems to influence the quality of coach-athlete relationships (CARs) (Lafreniere et al., 2010), where harmonious passion (HP) tends to influence CARs positively, and obsessive passion (OP) tends to influence relationships negatively (Jowett et al., 2012). However, it is not clear whether this relationship is similar among coach-athlete dyads from other cultures. The current study examined cultural differences (e.g., American and Lebanese) in the relationships between coach passion and athlete passion, and coach passion and the quality of CAR. Participants included 20 coaches (USA n=11, Lebanese n=9) and 97 athletes (USA n=45, Lebanese n=52). Both coaches and athletes answered the Passion Scale (Vallerand et al., 2003) and athletes answered the Coach-Athlete Relationship questionnaire (CART-Q; Jowett & Ntoumanis, 2004). Independent t-tests compared passion levels among American and Lebanese coaches and athletes. Results showed that Lebanese athletes (M = 28.10, SD = 6.35) had significantly higher OP than American athletes (M = 23.44, SD = 7.48),  $t(94) = 3.30, p < .001$ . Similarly, Lebanese coaches (M = 26.22, SD = 7.45) had significantly higher OP than American coaches (M = 16.27, SD = 4.50),  $t(18) = 3.70, p < .001$ . Separate Pearson correlations were also conducted for American and Lebanese coach-athlete dyads to determine if the relationship between a) coach's passion and athlete's passion, and b) between coach's passion and CAR were different in these two cultures. Findings showed that there was a positive correlation between American coaches and athletes' OP, but not among Lebanese dyads. Despite this difference, Z scores indicated that the correlations were not significantly different between the cultures. This study suggests that there may be differences in OP levels between American and Lebanese cultures, although further investigation is needed to identify if coach's OP has a different relationship to athlete's OP and CAR among the Lebanese.

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**Elite/Pro Sport**

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112

**A LONGITUDINAL EXPLORATION OF COMPETITIVE DANCERS' EXPERIENCES**

*Ben Sereda, University of Alberta, Canada;*  
*Danae Frentz, University of Alberta, Canada;*  
*Amber Mosewich, University of Alberta, Canada*

Dancers find themselves at a unique juncture as both athletes and performing artists which gives rise to additional challenges associated with the high pressure, evaluative nature of the dance environment (Eusanie et al., 2014). Research exploring

idiosyncratic elements of the dance experience is necessary to develop tailored resources for dancers' dual-identity as both athletes and performers. The purpose of our study was to explore the demands experienced by competitive dancers, and how they attempted to manage those demands, over the course of their competitive season.

Five adult women dancers who represented Canada at an international competition were recruited. To explore their experiences at different timepoints throughout the season, each dancer participated in three one-on-one interviews. Within an Interpretive Description framework (Thorne, 2016), Reflexive Thematic Analysis (Braun & Clark, 2019) guided the data analysis process. A trajectory analytic approach (Grossoehme & Lipstein, 2016) was used to understand how the dancers' demands changed over time.

Throughout the season, participants experienced a range of demands associated with training (e.g., technique, physical fitness), competition (e.g., competition criteria, expectations), social dynamics (e.g., personnel characteristics, comparisons), and participation cost (e.g., life balance, finances). Participants reported employing a variety of approaches and resources to help to manage such demands (e.g., various mental skills, proactive coping efforts, social support). While most of the reported coping strategies remained consistent over time, many of the demands faced by dancers changed or intensified as the season progressed, especially as the international competition approached (e.g., time commitment, personnel changes, competition criteria). Participants also shared how the rise of various social justice movements had impacted them personally as well as their relationship to dance and the broader dance community. We will discuss how applied practitioners can support dancers in managing the dynamic challenges present within competitive dance environments.

113

**THE EFFECT OF TRUST IN COACH ON THE TEAM PERFORMANCE: MEDIATION EFFECT OF TEAM CLIMATE**

*Sungho Kwon, Seoul National University, Republic of Korea;*  
*Doheung Lee, Seoul National University, Republic of Korea;*  
*Taiwoo Kim, Seoul National University, Republic of Korea*

Team sports have their own goals or values, and their own environmental and cultural characteristics to achieve them (Fisher, 1982), that is, each team's own team climate. This team climate is not only influenced by various factors, but also acts as a variable that affects the effective performance and outcome aspects of the team. In this study, the resulting aspects of the team climate in team sports were examined along with leading variables that can affect the team climate. Therefore, the ultimate purpose of this study is to verify the mediating effect of the team atmosphere in the relationship between trust in coach and team performance. A total of 202 soccer players (N=202, male; 135, female; 67) participated in the survey; data analysis was conducted in accordance with the research aims (descriptive statistics, confirmatory factor analysis, correlation analysis, and regression analysis). The significance of the mediating effect was verified through SPSS Macro PROCESS. As a result, the structural relationship among the three variables showed significant. trust in coach and team climate were significantly related to team performance; in addition, mediating effect of team climate in

the relationship between trust in coach and team performance. The results of this study indicated that for a team to good performance, coaches need to have a more sensitive and clear understanding of the relationship between themselves and the athletes (Tutko & Richards, 1971), and strive to create and maintain a friendly and positive team climate based on mutual (coach/athlete) trust.

### 114

#### THRIVING IN ELITE SPORT: A SYSTEMATIC REVIEW

*Jordan Hayman, Ocean Healthcare, UK;  
Gillian Cook, Liverpool John Moores University, UK*

The reasons for competing in sport change as the level of competition increases to an elite level; additional pressures and factors facilitate and inhibit the individual sporting performance and wellbeing of an athlete. This sporting performance and wellbeing of athletes often exists within a cyclical relationship.

Athletes can often be suffering with mental health disorders whilst their sporting performance, or sacrifice high sporting performance in order to instead prioritise their wellbeing. The purpose of this review was to assimilate research on wellbeing, and high sporting performance, (the presence of both was determined to indicate a state of thriving) to provide a model of factors that both facilitate, and inhibit thriving.

This systematic review included 24 studies totalling 2082 participants. These studies were appraised for quality using the MMAT tool. A thematic analysis was used to extract data from the studies

included in the review. This analysis produced two categories of theme; 'Facilitative' and 'Inhibitive' factors to thriving. Within these categories, 3 tiers of 'Environment', 'Personal Factors' and 'Psychological Skills' were identified with appropriate factors coded as themes within these tiers.

These themes were assimilated into a model which includes the tiers of factors that both facilitate and inhibit thriving.

Professional practice could use this model to aid informed decision making at all levels of sport from the individual athlete, in the form of engaging in developing psychological skills, the coaches, parents, teams, and national governing bodies in directing strategy and funding for their elite sporting programmes.

It is recommended that future research in this area is aimed towards discovering the most effective methods of increasing the influence of particular Facilitative factors, and diminishing the influence of particular Inhibitive factors.

### Exercise/Health/Fitness

### 115

#### A PILOT STUDY: ENGAGING GROWTH MINDSET AND IMAGERY SKILLS FOR ADOPTING A "STRESS-IS-BENEFICIAL" MINDSET FOR COLLEGE STUDENT-ATHLETES

*Darrell Phillips, University of Kansas, USA;  
Andreas Sloth, Danske Studenters Roklub, Denmark*

Research has indicated the adoption of a Stress-is-Beneficial mindset has the potential to significantly reduce stress related health and wellness issues in addition to creating additional mental skill resources for those performers developing a variety of mental skills for performance enhancement (Crum & Achor, 2013; Kendellen & Camiré, 2019). This pilot study explored the relationship between Growth Mindset, Imagery Skills, and Stress Specific Mindset, and specifically questioned if Growth Mindset and Imagery Skills may influence stress-is-beneficial mindsets. Growth mindset surveys measure growth mindset versus fixed mindset (Dweck, 2006). The Sport Imagery Ability Questionnaire (Cumming & Williams, 2011) includes imagery ability assessments for skills, mastery, goals, affect and strategy imagery skills. The Stress Specific Mindset measure may measure a stress-is-beneficial mindset versus a stress-is-debilitating mindset (Crum, Salovey & Achor, 2013). Students from a Midwestern USA University applied stress management class (n = 25) were recruited to participate in the study, and responses from a Growth Mindset Survey, a Sport Imagery Skills Ability Questionnaire, and a Stress Specific Mindset survey were administered. Time-one surveys were collected in the first month of a three-credit semester course in applied stress management, and time-two surveys were collected the last week of the semester. Lessons during the semester included stress management activities, growth mindset assignments, imagery skills development, and stress-is-beneficial mindset applied assignments. Regression analysis for all completed surveys (n = 18) examined the relationship between total growth mindset score, total imagery ability score, and total stress specific mindset scores for study participants. Initial results report average score for T2 stress specific mindset (n = 18; T1 1.97; T2 3.07) improved, although the changes were not statistically significant. Additionally, curvilinear regression analysis suggests initial growth mindset scores may have positively skewed stress specific mindset scores. Limitations regarding sample size and lack of a control group will be discussed.

### 116

#### EFFECT OF AN EXTENDED THEORY OF PLANNED BEHAVIOR INTERVENTION ON PHYSICAL ACTIVITY IN COLLEGE STUDENTS

*Taylor Gabler, Bowen Center, USA;  
Jean-Charles Lebeau, Ball State University, USA*

Recent research has shown a significant decrease in physical activity (PA) during college, therefore putting students at a higher risk of health complications (Caestine et al., 2017). Goulan and colleagues (2019) suggested that a two-step intervention that first targets the motivational factors to increase PA intentions and then volitional factors to translate

intention to PA behavior may be effective at increasing PA intention and behavior. The present study aimed to investigate the effectiveness of this six-week, two-step intervention among college students while integrating participant's desire to change using the Transtheoretical Model (DiClemente et al., 1991). Sixty-three college students were recruited from a lifetime physical activity walking course and assigned to one of four conditions: motivational intervention only, volitional intervention only, combined motivational plus volitional intervention, or control. The motivational intervention consisted of increasing attitude, subjective norm, and perceived behavioral control, and the volitional intervention focused on perceived built environment and planning. Subjective PA and the Theory of Planned Behavior constructs (i.e., attitude, perceived behavioral control, subjective norm, and intention) were measured at baseline, mid-intervention (week 4), and post-intervention (week 7). There was no significant main effect of condition on intention or PA behavior. A significant main effect of time on intention emerged, revealing a decrease in intention from baseline to post-intervention. Finally, there were no significant differences in intention or PA behavior between participants in the contemplation or preparation stage of the transtheoretical model, compared to those in the precontemplation, action, or maintenance stages. A larger sample size and a more sedentary population would have been helpful to better assess the potential effects of this two-step intervention. Nonetheless, this study provides a theory-driven template of an intervention aimed at increasing PA among college students. This template will be shared with the audience, along with suggestions to improve its efficacy.

**117**

### **EVALUATING THE EFFECT OF EXERCISE ON EMOTIONAL HEALTH AND COGNITIVE FUNCTION IN NEURODIVERGENT INDIVIDUALS**

*Evan Darr, McDaniel College, USA;  
Jessica Ford, McDaniel College, USA*

Numerous studies have reported the benefits of exercise on mental and emotional health in the general population (e.g., Bernstein & McNally, 2017; Edwards et al., 2018; Sharma et al., 2006). However, individuals with developmental disabilities do not participate in exercise as often as the general population, and thus may not experience the emotional benefits of such physical activity (Borland et al., 2020; Hillier et al., 2020). Furthermore, the neurodivergent community has been historically underrepresented in research on the role of exercise in cognitive function. A recent systematic review and meta-analysis found that research examining the impact of exercise among those with intellectual disabilities "is in its infancy" (St. John et al., 2020, p. 275). Guided by the reticular - activating hypofrontality (RAH) model (Dietrich & Audiffren, 2011), the present study evaluated the effects of acute moderate exercise on emotion regulation (ER) deficits and cognitive function in adults with developmental disabilities. Participants completed an emotion regulation measure (Difficulties in Emotion Regulation Scale; Gratz & Roemer, 2004) and a cognitive task (Stroop Color and Word Test; Golden & Freshwater, 2002) before and after 20 minutes of moderate walking. Exercise intensity was assessed using the talk test (Reed, 2014). Results from the walking group will be compared to a non-exercise control group. Findings that demonstrate improvements in ER or cognitive function may be beneficial to those with developmental disabilities, given that ER is often challenging for this population (White

et al., 2014). Exercise could be a useful tool for short-term ER in neurodivergent individuals. However, findings should be considered in light of potential limitations, such as convenience sampling, the strength of manipulation, and testing effects.

**118**

### **EXERCISE MODALITY DIFFERENCES IN EFFECT ON DEPRESSIVE SYMPTOMS: META-ANALYSIS**

*Elisheva Gottstein, Georgia Tech Counseling Center, USA;  
Craig Marker, Mercer University, USA*

Depression is one of society's most commonly diagnosed mental health concerns and the leading cause of disability worldwide among people of all ages (World Health Organization., 2020). Exercise has been cited repeatedly for the management of symptoms related to depression, anxiety, and stress (Paolucci et al., 2018). The current study compared four variations of exercise types (cardiovascular, strength training, combined cardiovascular activity and strength training, and restorative movement) for effectiveness in reducing symptoms of depression. Outcomes were pooled to understand each exercise condition's overall effect size in order to compare the effectiveness of each modality. A total of 53 individual studies were included. However, some studies' individual conditions were categorized into multiple analyses separately for a total of 72. Each condition showed strong evidence for the alleviation of depressive symptoms, however, there was a difference in effect per condition. The largest effect size, using Hedge's *g*, was the cardiovascular exercise condition random effect pooled *d* of -1.77, 95% CI = [-3.35, -1.17], followed by strength training -1.64, 95% CI = [-4.49, 1.20], restorative movement -1.39, 95% CI = [-1.97, -.80], and finally combined cardiovascular activity and strength training -1.15, 95% CI = [-1.92, -.38]. The results indicate support for the recommendation of exercise as part of a treatment plan for depressive symptoms, and illustrate that while any amount or type of exercise is superior to sedentary behaviors, there is a difference between levels of effectiveness per modality.

**119**

### **IMPROVING MOODS AND EXERCISE ENJOYMENT IN YOUNG ADULTS: RESISTANCE OR ENDURANCE TRAINING?**

*Selen Razon, West Chester University of PA, USA;  
Andrew Schlosser, West Chester University, USA;  
Jeffrey Harris, West Chester University, USA;  
Lawrence Judge, Ball State University, USA*

Research has investigated the relationship between exercise, and levels of anxiety, stress, enjoyment, and happiness. The current study compared the anxiety, stress, enjoyment, and happiness levels in young adults regularly practicing aerobic and resistance training. Participants (N = 110, 25% male, 75% female, Mage = 21.6, SD = 2.1) answered a 12-item survey to report on preferred type of exercise, levels of stress, anxiety, happiness, and overall enjoyment associated with their exercise. Of the participants, 64% selected resistance training as preferred exercise. Descriptive analyses indicated that 44% of the participants that preferred resistance training enjoyed it 'a great deal'. Only 20% of preferred endurance participants enjoyed their exercise 'a great deal'. Among resistance participants, 81% reported increased happiness after a workout, while 60% of endurance participants reported

increased happiness after their workout. Among resistance participants, 87% reported being less anxious and stressed after completing a resistance workout. Similarly, 85% of endurance participants reported feeling less anxious and stressed after endurance training. Exercise enjoyment and happiness were significantly associated with preferred types of exercise ( $p = .047$ ;  $p = .03$ ). Stress and anxiety levels were not significantly associated with preferred types of exercise ( $p = .321$ ;  $p = .471$ ). In young adults, endurance training and particularly resistance training may help improve happiness levels and overall exercise enjoyment and adherence.

### 120

#### **MENTORS' RETROSPECTIVE VIEWS A DECADE AFTER VOLUNTEERING IN A POSITIVE YOUTH DEVELOPMENT PROGRAM**

*Taylor Sharp, University of Kansas, USA;*  
*Jacob Chamberlin, University of Kansas, USA;*  
*Bailey Gilbert, University of Kansas, USA;*  
*Mary Fry, University of Kansas, USA*

Students reap benefits from engaging in service-learning activities during their college years due to the opportunities they gain to build meaningful relationships, develop skill sets, and gain a sense of empowerment to make the world better (McKenna & Rizzo, 1999; Schmidt et al., 2004). Limited inquiry has considered the longer-term impact for those who engage in service learning. The purpose of this study was to survey college students who served as mentors in a positive youth development/physical activity program for adolescents called Strong Girls between 2010-2012. Mentors ( $N =$  approximately 78) were all female and volunteered one or more semesters, building close bonds with their Strong Girl. Efforts were made to contact former mentors, and letters were sent inviting them to complete a brief online survey assessing their memories of serving as a Strong Girls mentor. The response rate was about 24% ( $n=19$ ), which was impressive considering the length of time that had passed since mentors were involved in the program. Qualitative analyses was conducted and three major themes emerged: 1) The women noted that encouraging young girls to be physically active, express self-kindness, & feel empowered are strong needs for girls then and now; 2) They shared memories of activities (e.g., a "TRYathlon, a tea party emphasizing etiquette; a mentor removed her hijab & spoke of the personal meaning it had for her; ) and 3) They identified benefits for themselves (e.g., found out they enjoyed working with children; were encouraged to later get involved in other non-profits; developed friendships with other mentors that they still keep in touch with; were able to help others [their nieces/own children] in subsequent years). Results highlight the short and long-term benefits of engaging college students in service learning opportunities.

### 121

#### **"ON YOUR LEFT": BICYCLISTS' COMMANDS IMPACT RECEIVERS' RESPONSES**

*Lauren Hecht, Gustavus Adolphus College, USA;*  
*Jacob Christenson, Gustavus Adolphus College, USA*

The National Highway Traffic Safety Administration guides bicyclists in the United States to say "on your left" on sidewalks or bike paths (Bicycle Safety | NHTSA, n.d.). However,

when a bicyclist makes this declaration, the person being approached does not always respond correctly - hesitating or even moving to the left, into the path of the bicyclist, leading to injuries or fatalities (e.g., Alpert, 2012; Pedestrian Struck by Cyclist in DOWNTOWN DC Dies from Injuries, n.d.). The NHTSA-recommended phrase puts the direction stated in the bicyclist's command (left) in direct conflict with the appropriate response of the person being passed (to move or keep right), mirroring the parameters in studies investigating stimulus-response compatibility effects (e.g., Bishop et al., 2014; Fitts & Seeger, 1953; Simon, 1968). We conjectured that despite common conventions, incompatible commands, like "on your left", would be less effective than a direct command that aligns the direction heard with the direction of response ("go right"). Sixty-one students (age: 18-21) watched an avatar walking down a virtual path that resembled a bicycle path and heard commands that were compatible (e.g., "move right") or incompatible (e.g., "on your left") with the appropriate response to the command (e.g., moving to the right). After each command, participants selected the direction in which the avatar should move in response to the auditory command. As predicted, participants committed more errors and responded slower when hearing incompatible commands. Thus, we recommend a minimum distance to announce "on your left", in addition to proposing actionable interventions for all individuals on a path with passing bicyclists and suggesting changes in protocol for paths that will increase accessibility (e.g., deaf and hard of hearing individuals) while reducing confusion and injury.

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#### **Injury/Rehabilitation**

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### 122

#### **PHOTO-ELICITATION AS A RESEARCH METHOD TO ASSESS ADOLESCENT GIRLS' PERCEPTIONS OF THE CLIMATE IN A POSITIVE YOUTH DEVELOPMENT PROGRAM**

*Nabilah Alhelali, HSES KU, USA;*  
*Gray Randi, Doctoral Counseling Psychology Student,*  
*Graduate Research Assistant, Research and Training Center*  
*on Independent Living Life Span Institute, USA;*  
*Mary Fry, University of Kansas, USA*

Photo-elicitation is a novel research method that allows participants to discuss photos and share rich information about their experiences (Zuest, 2020). The purpose of this study was to employ photo-elicitation to explore adolescent girls' perceptions of the climate in a positive youth development/physical activity program called Strong Girls. Strong Girls pairs college female students as mentors with female middle school students. The two-hour weekly program takes place on a college campus, and is built around creating a caring and task-involving climate (CTIC) that includes five features: a) Recognizing and valuing the girls' effort and improvement; b) Fostering cooperation among all the girls and mentors; c) Helping girls view mistakes as opportunities for learning; d) Helping each girl see that they play an important role in the group; and e) Building a strong caring foundation where everyone is treated with kindness and respect. Strong Girls ( $N=10$ ) participated in end-of-semester focus groups to share their perceptions of the climate in the program and their experiences. A decorated poster was made for each girl that included an array of photos of them participating in

various activities (e.g., pickleball; learning to support girls and women in the US with their mentors and peers. Focus groups lasted approximately 45-60 minutes and were led by a 3-person research team that prompted the girls to share memories about how they experienced the CTIC features and the relationships they developed with their mentors and peers. The focus groups were transcribed using Otter ai and qualitatively analyzed to identify primary themes representing the features of the climate. Girls provided many examples of how the CTIC features were evident to them with the program activities. Results highlight how this unique research method may be helpful for assessing adaptive outcomes in positive youth development programs.

### 123

#### **ATHLETIC TRAINERS' PERCEPTIONS OF IMPLEMENTING PSYCHOLOGICAL STRATEGIES FOR PATIENT MANAGEMENT: A SYSTEMATIC REVIEW**

*Caitlin Brinkman, University of North Carolina at Chapel Hill, USA;*  
*Shelby Baez, University of North Carolina at Chapel Hill, USA;*  
*Elaine Reiche, University of North Carolina at Chapel Hill, USA*

Athletic trainers (ATs) are in a unique position to intervene with psychological skills to mitigate negative psychological responses to injury and improve athlete motivation, recovery, and self-confidence (Cupal & Brewer, 2001). The "Psychosocial Strategies and Referral" content area was added to the educational competency requirements for ATs, which was designed to ensure that ATs would be competent in providing psychological support to athletes, implementing psychosocial techniques within their scope of practice, and referring to appropriate mental health professionals as needed (NATA, 1999). Previous research shows that ATs may not feel confident in their ability to implement effective and patient-specific strategies to mitigate these negative psychological responses. Certified mental performance consultants (CMPCs) can alleviate this problem if ATs do not feel confident in implementing psychological skills. Therefore, the purpose of this systematic review was to synthesize the best available evidence regarding the perceptions and current clinical practices of ATs in integrating psychological skills into patient management.

A thematic analysis (Braun, 2006) identified four key themes: 1) knowledge and perceptions, 2) current clinical practices, 3) educational preparedness, and 4) professional development or additional training needs. ATs have the knowledge to identify when athletes are psychologically affected by injury and can identify common psychological responses. The most common psychological skills utilized amongst ATs were goal setting, communication, active listening, and positive self-talk. However, ATs reported using more advanced techniques (e.g., mental/healing imagery) less frequently or not at all. As ATs and CMPCs frequently interact to enhance patient care, it is of the utmost importance to understand the current knowledge base and confidence of ATs when implementing psychological skills training to identify how ATs and CMPCs can provide care most effectively.

### 124

#### **CAN I GET SOME HELP HERE? A SYSTEMATIC REVIEW OF INJURED ATHLETES' PERCEPTIONS OF THE ROLE SOCIAL SUPPORT PLAYS DURING THEIR REHABILITATION**

*Shaine Henert, Northern Illinois University, USA;*  
*William Pitney, Northern Illinois University, USA;*  
*Grace Louis, Northern Illinois University, USA;*  
*Nicholas Grahovec, Northern Illinois University, USA;*  
*Tyler Wood, Northern Illinois University, USA*

Injured athletes who endure time loss and rehabilitation often face a host of psychosocial challenges like, anxiety/depression, reduced confidence, perceptions of isolation, and lower health-related quality of life (Forsdyke & Gledhill, 2014; Gledhill, 2015). Social support has long been identified as a resource athletes can use to help them effectively navigate injury rehabilitation and prepare for their return to competition (Mitchell et al., 2014). The psychology of athletic injury literature has grown over the past 20 years, resulting in a considerable amount of empirical support for the role social support plays in enhancing one's sport injury rehabilitation experience (Griffin et al., 2021). A systematic review of the role social support plays during athletic injury rehabilitation is needed to synthesize study findings. This provides direction to athletes and their support networks (friends/family, coaches, teammates, sports medicine professionals, and mental performance consultants) to most effectively utilize social support strategies to mitigate the deleterious psychosocial effects of sport injury. Therefore, the purpose of our systematic review was to understand injured athletes' perceptions of the role that social support plays during their rehabilitation and return to play. A comprehensive electronic article database search of peer-reviewed, original research focusing on injured athletes' perceptions of the role of social support post-injury resulted in thirty studies meeting methodological quality criteria. Common themes from the review included helping athletes manage their psychological response to being injured, supporting their rehabilitation, recovery and return to play, and facilitating their post-injury personal growth and well-being. Injured athletes' perceptions of sources, preferences, and satisfaction regarding the availability and receipt of various support types over the course of rehabilitation were also evident in the review. Implications for intervention strategies to support injured athletes during rehabilitation and suggestions for future research will also be provided.

### 125

#### **EXPLORING THE PSYCHOSOCIAL FACTORS ASSOCIATED WITH RETURNING TO BASKETBALL AFTER MULTIPLE LOWER EXTREMITY INJURIES TO THE SAME LEG: A CASE STUDY**

*Katie Klein, USA; Jessica Ford, McDaniel College, USA*

The purpose of this case study was to investigate the lived experience of a collegiate Division III female basketball player returning to sport after two lower extremity injuries, one occurring to the right knee (fractured femur; 2016) and one occurring to the right hip (labral tear; 2023). A retrospective self-narrative approach was employed to explore the psychosocial factors that emerged while recovering from both traumatic injuries. The self-narrative was qualitatively analyzed

using Braun and Clarke's (2006) thematic analysis. Some sample themes that emerged include social support, self-isolation, threats to athlete identity, uncharacteristic emotional responses, and the disconnect between physical and mental recovery. The emergent themes from this case study will be discussed in relation to existing theoretical models within injury (e.g., Williams & Andersen, 1998), rehabilitation and return-to-sport (e.g., Wiese-Bjornstal et al., 1998), and sport injury-related growth (e.g., Roy-Davis et al., 2018). This study aims to provide a reliable source for other athletes working to recover and successfully return to sport. These findings also support the notion that sports medicine professionals must consider the importance of athlete-centered care (Clement & Arvinen-Barrow, 2013) during the rehabilitation and return-to-sport process, given the nuances of the recovery experience.

**126**

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

*Myles Englis, Florida State University, USA;  
Marc Cormier, University of Kentucky, USA*

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

**127**

### **INVESTIGATING CHRONIC PAIN IN ATHLETES**

*Peter Lucchio, Hartford Hospital - Bone & Joint Institute, USA*

Chronic pain is defined by the International Association for the Study of Pain (IASP) as pain lasting between three to six months post injury (Treede et al., 2019). Chronic pain inhibits optimal performance and may contribute to retirement in athletes and depressed mood thereafter (Flood, Waddington, Thompson, & Cathcart, 2017). As such, chronic pain may be of importance for providers working with athletes to understand and address; however, this may be poorly understood in the scientific literature.

Despite advances in the treatment of chronic pain via multidisciplinary care interventions, and the consensus statement from the International Olympic Committee on pain management, there is little evidence in scientific literature regarding biopsychosocial interventions for chronic pain in athlete populations (Zideman, Derman, Hainline, Moseley, Orchard, Pluim, Siebert, & Turner, 2018). Furthermore, there is a dearth of evidence on the prevalence of chronic pain conditions in athletes. To fully address these concerns, multiple studies may need to be conducted. Firstly, a study must be conducted to explore the prevalence of chronic pain in collegiate and professional athletes. The aims of the study are to Describe the prevalence of chronic pain among collegiate and professional athletes, and describe how this prevalence rate compares to that of the general population as well as explore potential demographic (e.g., age, gender) and athlete characteristic (e.g., multi-sport athlete, hours training) predictors of chronic pain among athletes. It is hypothesized that greater than twenty percent of in-season athletes surveyed will endorse being in chronic pain and that there will be potential predictors of chronic pain among athletes including but not limited to level of play, hours spent training, and sleep quality.

**128**

### **REVIEWING THE REVIEW: FINDINGS OF A SCOPING REVIEW OF ATHLETES' CHRONIC PAIN NARRATIVES AND REFLECTION ON THE DOING OF SCOPING REVIEWS**

*Michelle McAlarnen, Minnesota State University, Mankato, USA;  
Hayley Russell, Gustavus Adolphus College, USA*

The purpose of this poster presentation is to present results from a scoping review on athletes with chronic pain and to describe how to conduct a scoping review. This scoping review examines qualitative research on current and former athletes' experiences with chronic pain, how these pain narratives compare with a non-sporting population, and the type of qualitative research designs used to explore chronic pain experiences. Using PRISMA-ScR procedures, records (n = 3,452) were identified from SPORTDiscus, APA PsychInfo, and Medline databases. Researchers excluded records due to study design, sample population, or if the sample did not meet the criteria for chronic post-surgical and post-traumatic chronic pain criteria as defined by International Classification of Diseases - 11. Preliminary findings suggest that there is limited research on chronic pain among athletes, unique from research on athletes with disabilities, such as acquired spinal cord injuries. Methodologically, scoping review research designs are becoming more popular among researchers. The poster will detail the scoping review procedure, including conceptualization, data collection, and data analysis process along with the use of Covidence software as a tool to complete scoping reviews. This poster presentation will offer practitioners insight into a subset of injury experience that is prevalent (e.g., 33-85% lifetime prevalence for lower back pain in athletes, Farahbaksh et al., 2018), but under-discussed and may provide researchers with an introduction to a new research design.

129

**THE APPLICATION OF FEMINIST THERAPY TO ATHLETIC INJURIES: THE ROLE OF GENDER IN RECOVERY AND MENTAL HEALTH**

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

Our conceptualization of sport is founded in this viewpoint of sports as masculine and aggressive, creating a culture where pain is weakness and playing “like a man” is the only way to succeed - the sporting ethic (Hughes & Coakley, 1991). To be seen as an athlete, a person athlete must create their athletic identity within the sporting ethic, and in doing so, put themselves at risk for sport-related injuries (Bunsell & Doidge, 2020; Short et al., 2004). Injury interrupts gender identity as well as athletic identity; injury makes one feel weak and vulnerable, directly opposing culturally valued masculine traits (Sclonik et al., 2018). This loss of connection to those norms may attack a person’s gendered sense of self. Consequently, to avoid seeming weak, women athletes in particular may be less likely to seek help or disclose emotional distress after injury. In turn, this may increase the psychological sequelae of injury and negatively impact adjustment to injury (Arvinen-Barrow et al., 2016). Evidently, sport psychology consultants should address these social dynamics and gendered norms during injury recovery to improve injury-related outcomes. One potential treatment approach that may address this gap is the use of feminist therapy. This proposed feminist intervention for athletic injury consists of four key tenants of feminist therapy - 1) psychoeducation on gender and athletic injuries; 2) consciousness raising groups to discuss injury experiences, gender, intersectionality, and power structures that impact recovery; 3) individual therapy focused on social and gender role analysis, resocialization, and empowerment; and 4) social activism (Brabeck & Brown, 1997; Israeli & Santor, 2000). This feminist intervention for sport injuries may be a unique and effective way to address the underlying gender norms negatively influencing athletes’ injury experiences, help them process their experiences, and in turn, improve their mental health.

130

**WORKING WITH INJURED ATHLETES: STRUCTURES AND PROCESSES**

*Kendra Bullard, University of Illinois at Chicago, USA;*  
*Logan Gallaher, University of Illinois at Chicago, USA;*  
*Dominique Martinez, University of Illinois at Chicago, USA;*  
*John Coumbe-Lilley, University of Illinois at Chicago, USA*

**Objectives:** Educate athletes to develop resilience during or after injury, using evidence-based consulting to reduce fear of reinjury, build a mental skills toolkit, cultivate a positive outlook, and maintain healthy relationships.

**Structures:** RAP is marketed through social media and a weekly newsletter to injured athletes 18 years or older. Athletes complete an initial intake form and contact is made within 24 hours. Intake interviews are scheduled within 72 hours. Intake interviews inform athletes about the program, assesses athletes’ emotional recovery throughout their injury, and establishes frequency of care.

**Processes:** Meetings occur weekly online or in person, depending on the athlete’s preference. A mental skills rehabilitation plan is created, and athletes are educated on resilience and resources.

**Case Examples:** 2 Female, 1 Male, NCAA D1 athletes (softball, soccer, golf) faced with severe injury (meniscus tears, compartment syndrome, unknown wrist injury). Summary of Presenting Issues: coping with uncertainty, management of emotions, lack of motivation, fear of re-injury, career transition, emotional dysregulation, negativity. Summary of Interventions: grounding exercises, positive self-talk, goal setting, Vivo Exposure, visualization, breathing techniques. (Unique to each athlete)

**Outcomes:** Athletes learn, acquire, and practice mental skills to improve their emotional recovery and resiliency during injury rehabilitation.

**Discussion:** Graduate students gain CMPC experiences working with college athletes through RAP. Students provide faculty-supervised sports psychology-tailored process interventions to student-athletes. Athletes’ effective rehabilitation following a severe sports injury is essential to sport competition longevity. Integrating graduate students to implement a program like RAP supplements physical recovery to achieve successful rehabilitation outcomes.

**Keywords:** Sport Injury, Psychological Skills, Emotional Coping, Resilience

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**Mental Health**

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131

**AN INVESTIGATION OF THE RELATIONSHIP BETWEEN RACIAL IDENTITY, ATHLETIC IDENTITY, MENTAL HEALTH STIGMA ON MENTAL HEALTH HELP-SEEKING IN BLACK COLLEGE ATHLETES**

*Giscard Petion, USA*

Presiding literature identifies mental health stigma as the reason for student-athletes’ lack of access to mental health services. Several scholars have found that mental health stigma may decrease help-seeking in athletes (Wahto et al., 2016; Tabet, et al. 2021). Black student-athletes represent a large percentage of those competing in NCAA varsity sports. Black student-athletes are impacted by a variety of stereotypes and the pressure of achieving academically and athletically. Athlete identity and racial identity might play a large role in how black student-athletes seek psychological help. This phenomenon can be explained by modified labeling theory. The mental health stigma that exists within athletics might present a barrier for athletes to seek psychological help, thus a more in depth look into the mental health processes’ of black student-athletes is needed. The current study secured a sample of at least 200 black student-athletes via snowball sampling. This study investigated the relationship between black colleges student-athletes, utilizing a latent profile analysis and mixture regression analytic strategy. The researcher hypothesized there to be a negative correlation between mental health stigma and help-seeking intentions, a high risk class of black student-athletes, and for the high risk class of student-athletes to moderate the relationship between mental health stigma and help-seeking intentions.

132

### **ATHLETIC COACHES' UNDERSTANDINGS AND DISCUSSIONS OF PLAYERS' ADVERSE CHILDHOOD EXPERIENCES**

*Simon Wright, University of Maryland, USA;*  
*Bryan Blum, Long Island University, USA*

Adverse Childhood Experiences (ACEs) are potentially traumatic events that happen in childhood, such as abuse/neglect and/or parental divorce, that place an individual at an increased risk for maladjustment and poor mental health outcomes (Felitti et al., 1998). The prevalence of ACEs amongst student-athletes are similar to that of the general population (Brown, 2019) and the short- and long-term impacts of ACEs for student-athletes may be amplified by the strenuous demands and expectations they must meet (Bennett, 2022). Coaches may be able to support young people's mental health and influence help-seeking, but they may not have the skills and knowledge to do so effectively (Bapat et al., 2009). For example, emotional abuse is a coaching tactic that has become normalized in college athletics (Stirling & Kerr, 2015). The quality of the coach-athlete relationship has implications for athlete motivation, performance, and well-being (Davis & Jowett, 2010), and positive relationships can help student-athletes heal from past traumatic experiences (Joseph & Linley, 2005). The purpose of this study is to determine how coaches understand ACE's and how their understanding influences their coaching style. 20 high-school and collegiate coaches with at least 5 years of head-coaching experience will participate in hour-long semi-structured interviews. Coaches will be asked about their coaching style, relationships with players, their understanding of ACEs, and how their player's childhood experiences have come up in coaching. By examining thematic responses of coaches' understanding of their athlete's ACE's, we hope to establish areas of intervention to create more trauma-informed coaches.

133

### **BARRIERS AND OPPORTUNITIES FOR HELP SEEKING IN COLLEGIATE STUDENT-ATHLETES**

*Megan Fox, UW-Green Bay, USA;*  
*Georjeanna Wilson-Doenges, UW - Green Bay, USA*

Suicide is the second leading cause of death among college-aged adults (Dodd et al., 2021). Many collegiate athletes are unaware that they might be struggling with their mental health, and many do not know to whom to turn when seeking help (Anchuri et al., 2020). This mixed-method survey study assessed the mental health of 40 collegiate athletes, 83% white and 23% female, uncovering barriers and opportunities for help-seeking on campus. Quantitative data showed that 13% of athletes feeling sad or hopeless, engaging in self harm, or considering suicide, and only 43% of which have reported reaching out for help. When asked about to whom they would reach out as a first point of contact, 30% stated they would seek help from athletic staff, and 40% would utilize the university wellness services (e.g., counseling). This finding implies that athletic staff need to be well trained to support student-athlete mental health, such as by getting Mental Health First Aid training, as a first point of contact. To manage mental health, athletes listed a variety of ways such as practicing self-care, connecting with their support system, and exercising, and only 15% of the previously mentioned 43%

listed currently seeing a licensed mental health professional. Directly addressing athlete-specific barriers, such as fear, lack of time, and embarrassment, and providing athletes with the time to access mental health services could potentially reduce suicidal ideation and mental health struggles. When asked about changes for the university to better support collegiate athletes' mental health, they reported more advertising about mental health services/programming, more and faster access to mental health services, and more academic understanding and leniency for mental health reasons. These results highlight the importance of collaboration between athletics and university-wide mental health services to encourage help-seeking and ensure awareness and access to services for all students.

134

### **DECLINES IN ADOLESCENT PHYSICAL ACTIVITY AND LINKS TO SOCIAL MEDIA USE: APPLICATION OF FINDINGS TO THE MOODMENT PROGRAM**

*Lindsey Forbes, Dr. Forbes & Associates, Canada;*  
*Wendy Ellis, King's University College at Western University, Canada;*  
*Tara Dumas, Huron University College at Western University, Canada*

A growing concern is the inverse relationship between screen time and physical activity. While screens generally reflect sedentary behaviour, researchers have noted the importance of examining specific online activities. For example, time on social media is linked with poor body image but may sometimes increase motivations to exercise. Moreover, social media predicts poor mental health outcomes but also positive social benefits.

Given the pervasive use of social media among adolescents, the goal of this study was to examine the relationship between physical activity and multiple indicators of social media participation with the aim of informing current intervention programming.

143 adolescents (Mage = 15.5 years, 52 males, 91 females) completed self-report behaviours at two times points (3 months apart) on: well-being, physical activity (days per week), and social media use.

As previously shown, an ANOVA confirmed that physical activity declined from age 14 to age 18, and girls showed increasingly less activity than boys. Regression analysis showed that social media frequency and physical activity made independent and opposite predictions (negative vs. positive, respectively) to adolescents' well-being. Frequency of social media use and deceptive online behaviours (e.g., modifying selfies) predicted lower rates of activity. Finally, perceived pressure to gain "likes" predicted increased activity, especially for girls.

Given recent pandemic-related increases in social media use and decreases in physical activity among youth, the preceding results were used to adapt the MOODment program (an evidence-based group exercise and psychoeducational intervention for young adults) to target adolescent girls, with the aim of increasing teens' physical activity and the use of exercise to enhance mental health, and addressing social media use, barriers to exercise, and key psychosocial factors for long-term exercise adherence. Preliminary results of this pilot study will be forthcoming.

135

### POSTER WITHDRAWN

136

### EXPLORING THE NEGATIVE MENTAL HEALTH CONSEQUENCES OF CHOKING UNDER PRESSURE

*Christopher Mesagno, Victoria University, Australia;*  
*Matthew Goodyear, Victoria University, Australia;*  
*Adwoah Hammond, Victoria University, Australia*

Choking under pressure (i.e., choking) in sport is defined as “an acute and considerable decrease in skill execution and performance when self-expected standards are normally achievable, and which is the result of increased anxiety under perceived pressure” (Mesagno & Hill, 2013, p. 273). Researchers have investigated the psychological characteristics of, theoretical explanations for, and interventions to alleviate, choking (Mesagno & Beckmann, 2017), all of which are aspects that may help to predict or prevent choking from occurring. Despite the possible humiliation and shame that athletes may experience after choking, limited research has investigated the negative mental health consequences following choking experiences. Thus, the purpose of this study was to determine the negative psychological and behavioral consequences of choking, which includes (but are not limited to) suicidal ideation, quitting sport, and maladaptive behaviors. 165 current and retired athletes (over 18 years old) from various sporting levels completed an online questionnaire about the psychological and behavioral effects, and the frequency, of choking, as well as suicidal ideation, risk-taking behaviors, and early retirement/non-participation in sport after choking. Athletes self-reported experiencing choking, on average, 18.25 times in the past year of playing sport. Furthermore, 39.4%, 24.4%, and 7.1% of athletes specified that they did not achieve higher levels of competition, missed at least one training session or competition, and had suicidal thoughts due to choking, respectively. High-level athletes were more likely to engage in maladaptive behaviors, such as binge (alcohol) drinking, illicit drug taking, drunk driving, and gambling (more than normal) after choking compared to low-level athletes. This initial study quantifies the prevalence of psychological and behavioral actions after a choking experience, and indicates that athletes who experience choking may need additional mental health support and “checking in” to ensure positive psychological recovery from this difficult negative sporting event.

137

### HELPING ATHLETES TO THRIVE: A CONCEPTUAL FRAMEWORK TO PROMOTE MENTAL HEALTH, WELL-BEING, AND PERFORMANCE

*Daniel Birrer, Swiss Federal Institute of Sport Magglingen, Switzerland;*  
*Laurie Schwab, Swiss Federal Institute of Sport Magglingen, Switzerland*

Sport is an area of life that is strongly driven by the desire for performance which can encourage athletes to neglect their health and wellbeing. It is therefore not surprising that research on mental health in sport has found prevalence of diagnosable

psychiatric disorders ranging from 4% to 68% (Elbe & Nylandsted Jensen, 2016). Thriving describes a combination of high well-being (i.e., flourishing) and a sustained high level of performance (Brown et al., 2018) and could therefore be an ideal term to promote both in this kind of environment. The purpose of this poster is to provide a conceptual framework indicating coaches’ fields of action for the promotion of athletes’ mental health, well-being and performance (i.e., thriving). Literature on the promotion of mental health and well-being within the sport setting was searched and critically reviewed. In this evaluation two sources were found to be especially helpful as foundation of such a conceptual framework. One source was a scoping review investigating risk and protective factors for mental health in elite athletes (Kuettel & Larsen, 2020). The second article presented a conceptual model for mental health and performance of North American athletes (Ayala et al., 2022). The new framework defines six areas in which coaches have primary responsibility for promoting the thriving of their athletes (i.e., mental health stigma; mental health literacy; social support and team relationship; psychological needs satisfaction; intentional practice with a strong focus on injury and overtraining prevention; career management). In three other areas coaches have a supporting role (i.e., self-awareness; mindfulness; set back and stress management including psychological skills training). The proposed conceptual framework can be used to enable coaches to strengthen flourishing and performance of their athletes in a proactive manner.

138

### MEN AND MUSCLES: SELF-ESTEEM AND BODY DISSATISFACTION IN THE DRIVE FOR MUSCULARITY AMONG JAMAICAN WEIGHTLIFTERS

*Chelsi Ricketts, Michigan State University, USA;*  
*Caryl James Bateman, The University of the West Indies, Mona, Jamaica;*  
*Marvin G. Powell, George Mason University, USA;*  
*Andre Bateman, Michigan State University, USA;*  
*Emilio J. Compte, Adolfo Ibáñez University, Chile*

Young adult males of African descent (White et al., 2019), and those who engage in weightlifting (Hale et al., 2010; Nieuwoudt et al., 2015), have been identified as at-risk for experiencing a high drive for muscularity and the associated psychopathologies (e.g., disordered eating; Murray et al., 2016). Notwithstanding, there is limited research on the drive for muscularity among black males from non-Western regions (Thornborrow et al., 2020). Self-esteem and body dissatisfaction have been highlighted as key predictors of the drive for muscularity (McCreary, 2012), however, their role as contributors to the drive for muscularity is complex and not well understood (Tiggemann, 2005). This study examined a model of the associations among self-esteem, body dissatisfaction, and the drive for muscularity in Jamaican male weightlifters. Using a purposive sampling approach, cross-sectional data were collected from 225 male weightlifters, ages 18 - 67 years, from gyms in rural and urban areas of Jamaica. Participants completed measures of self-esteem, body dissatisfaction, and the drive for muscularity. Results from path analysis indicated that self-esteem exerted a negative direct effect on body dissatisfaction ( $B = -0.06, p < .001$ ). The direct effect of self-esteem on the drive for muscularity was negative and non-significant ( $B = -0.02, p = .171$ ), however, body dissatisfaction exerted a positive direct effect on the drive for muscularity ( $B = 0.30, p = .002$ ). Self-esteem exerted an indirect effect on the

drive for muscularity through body dissatisfaction ( $B = -0.02$ ,  $CI_{95\%} [-0.03, -0.01]$ ). These results highlight self-esteem and body dissatisfaction as contributors to the drive for muscularity in Jamaican male weightlifters, with the role of self-esteem being primarily indirect by way of body dissatisfaction. These findings support the need for assessing and targeting perceptions related to self-worth and body image in males at risk for a high drive for muscularity.

**139**

### **ON THE FRONTLINE OF ATHLETE MENTAL HEALTH: THE MENTAL HEALTH LITERACY OF NCAA COACHES**

*Kelzie Beebe, University of North Texas, USA;*  
*Trent Petrie, University of North Texas, USA*

NCAA student-athletes experience mental health (MH) concerns at a similar or greater prevalence than their non-athlete, age-matched peers (Gouttebauge et al., 2019). Coaches' knowledge, attitudes, and beliefs about MH - the construct of mental health literacy (MHL; Jorm et al., 1997) - affects teams' MH climates and the early detection, referral, and treatment of athletes' MH concerns (Bissett et al., 2020; Lebrun et al., 2020; Moreland et al., 2018). Thus, assessing collegiate coaches' MHL, and the factors related to its presence, is critical. Using the Mental Health Literacy Scale, we surveyed 1,571 NCAA coaches (MAGE = 37.5 years,  $SD = 11.8$ ; 51.4% cisgender female; 85.9% White) regarding their MHL and related experiences with MH, including exposure to MH counseling and MH courses taken. Overall, 99.9% of coaches believed that athletes' MH affected their sport performances. Through hierarchical regression, we found that coaches' exposure to MH treatment ( $\beta = .227, p < .01$ ), perceived helpfulness of MH treatment ( $\beta = .193, p < .01$ ), their gender (i.e., woman;  $\beta = .128, p < .01$ ), number of years coaching (i.e., fewer years;  $\beta = -.095, p < .01$ ), and NCAA Division in which they currently coach (i.e., DIII;  $\beta = .076, p < .01$ ) were related significantly to their MHL, explaining 15.5% of variance. Coaches' race/ethnicity was not related to MHL. Our findings provide insight on hiring and educating coaches, and hiring appropriately trained and licensed MH and sport psychology professionals. Specifically, coach education should be focused and practical: signs and symptoms of common MH concerns disorders; the ubiquity of MH concerns among athletes; how to talk to athletes about MH and suicide; and how to make timely, efficient, and respectful referrals following that system's specific procedures. Such education would be particularly beneficial for male coaches or those who have been coaching longer.

**140**

### **RELATIONSHIP BETWEEN MINDFULNESS, MENTAL TOUGHNESS, AND SPORT ANXIETY**

*Teona Velehorschi, University of Toledo, USA;*  
*Wesley Bullock, University of Toledo, USA*

Evidence suggests high levels of anxiety in athletes are associated with negative psychosocial well-being and performance outcomes (Tamminen et al., 2021). Previous literature supports that increased mindfulness (Mehrsafar et al., 2019) and mental toughness (Gucciardi & Jones, 2012) separately contribute to decreased sport anxiety. This study investigates the relationship between mental toughness (MT),

sport anxiety (SA), and mindfulness to explore whether SA can be reduced through greater mindfulness and MT, and whether mindfulness moderates the relationship between MT and SA among collegiate athletes. A group of 30 collegiate athletes (MAGE=20.43) completed self-report measures assessing mental toughness (Sports Mental Toughness Questionnaire; Sheard et al., 2009), sport anxiety (Sport Anxiety Scale 2; Smith et al., 2006), and mindfulness (Comprehensive Inventory of Mindfulness Experiences; Bergomi et al., 2013). Moderation analyses were conducted using PROCESS macro (Hayes, 2013) for SPSS. Bivariate correlations revealed mindfulness and SA were negatively correlated ( $r(28)=-.436, p=.016$ ), as were MT and SA,  $r(28)=-.663, p<.001$ . Additionally, MT and mindfulness were found to be positively correlated,  $r(28)=.512, p=.004$ . Moderation analyses revealed our overall model using MT and mindfulness to predict SA was significant,  $R^2=.510, F(3, 26)=9.02, p=.0003$ . However, the interaction between MT and mindfulness was not statistically significant ( $R^2\text{-change}=.057, F(1, 26)=3.04, p=.093$ ), and only MT was a significant predictor of SA,  $b=-1.05, t(26)=-4.03, p=.0004$ . Our results support the existing literature that greater MT and mindfulness separately contribute to reductions in SA. It also appears that collegiate athletes with greater MT may have greater mindfulness capacities as well. Further, MT may be a strong predictor of changes in SA. At this time, mindfulness did not significantly moderate the relationship between MT and SA, however, continuation of data collection may impact this interaction.

**141**

### **STUDENT-ATHLETE PERCEPTIONS OF TEAM EXPERIENCES WHILE SEEKING TREATMENT FOR MENTAL ILLNESS**

*Bryan Blum, Long Island University, USA;*  
*Andrea Youniss, Long Island University, USA;*  
*Jordan Daniel, Long Island University, USA;*  
*Linnea Mavrides, Long Island University, USA;*  
*Eric Rose, Stevens Institute of Technology, USA*

Compared to the general population, athletes experience similar rates of anxiety, depression, sleep, eating, and stress-related disorders (Bird et al., 2020; Purcell et al., 2019). Because athletes tend to hold a more negative perception toward treatment-seeking compared to the general population; however, only about 10% of student-athletes engage in help-seeking behavior (Eisenberg, 2014). Two factors that influence athletes seeking and receiving mental health resources are coaches and teammates. Research shows that coach and teammate support serve as enhancing factors when it comes to athletic help-seeking (Moreland et al., 2018; Castaldelli-Maia et al., 2019). However, the athlete's relationship with coaches and teammates may be a negative factor when it comes to mental health treatment as student-athletes were more likely to seek help from non-team support staff than coaches and team-related support staff (Voelker et al. 2022). Currently, research does not look at the role of coaches and teammates for athletes who are already in mental health treatment. Participants will be 20 adult collegiate student-athletes who are currently seeking mental health services. Participants will be asked to complete a demographic questionnaire and a single one-hour semi-structured interview regarding their experiences seeking and receiving mental health services as a student-athlete. Questions related to teammate and coach relationships as they seek mental health services will also be asked. Interviews will be transcribed and thematically

analyzed by a team of independent coders. By examining thematic analysis of these student athletes' experiences, we hope to determine avenues for coach and team intervention to improve the athlete experience while seeking and receiving mental health services moving forward.

### 142

#### **THE INFLUENCE OF PERSONAL, SOCIAL, AND ENVIRONMENTAL FACTORS ON NEXT GEN ATHLETES' MENTAL HEALTH**

*Lara Pomerleau-Fontaine, McGill University, Canada;*  
*Veronique Boudreault, Université de Sherbrooke, Canada;*  
*Sophie Brassard, University of Sherbrooke, Canada;*  
*Juliette Maurin, University of Sherbrooke, Canada;*  
*Amélie Soulard, University of Sherbrooke, Canada;*  
*Natalie Durand-Bush, University of Ottawa, Canada*

The view that athletes are immune to mental health challenges has been rejected as a result of testimonials, the impact of the COVID-19 pandemic, and recent data (Dithurbide et al., 2022). Athletes face unique risk factors such as injuries, limited funding, abusive coaching, and perfectionism, all of which can trigger mental illness symptoms (e.g., Reardon et al., 2019). Although there has been increased interest in mental health in sport, data on the prevalence of mental health and mental illness symptoms in developing (i.e., Next Gen) athletes remain limited. The purpose of this study was to examine the impact of personal, social, and environmental factors on Canadian Next Gen athletes' mental health. A total of 337 athletes (198 women) from five sport contexts completed an online survey to assess various risk factors and mental health indicators. Regression analyses showed that athletes sharing a positive relationship with their coach reported higher levels of well-being while those reporting a poor relationship revealed higher symptoms of depression, anxiety, and exhaustion. Also, athletes with high perfectionism experienced higher symptoms of anxiety, depression, eating disorders, and sleep disturbances. Finally, athletes whose main motive for competing in their sport was their entourage (external people in their environment) conveyed higher symptoms of depression, anxiety, sleep disturbances, and burnout. From an applied standpoint, this study highlights the importance for practitioners to assess personal, social, and environmental risk factors when working with athletes and coaches. Mental performance consultants play a crucial role in supporting coaches to help them build positive relationships with their athletes and protect their mental health. Given the significant relationships between multiple risk factors and mental illness symptoms in this study, adequate provision of support and resources appears to be essential to meet the needs of developing athletes and prevent the onset of mental health challenges.

### 143

#### **THE RELATIONSHIP AMONG LEISURE INVOLVEMENT, WELL-BEING, AND LEISURE SATISFACTION IN SKIING ENTHUSIASTS**

*Taro Aihara, Tokai University, Japan;*  
*Hideki Yamada, Tokai University, Japan;*  
*Hiroyuki Aihara, Tokai University, Japan;*  
*Hideo Matsumoto, Tokai University, Japan*

Prior empirical findings show a positive relationship between subjective happiness and engaging in physical leisure activities (e.g., running or other outdoor recreation; Lee et al., 2014; Sato, Jordan, & Funk, 2014). For example, surfers have been known to change their place of residence or transform their professional lifestyle to increase their leisure involvement (Matsumoto, 2008). The purpose of this study was to investigate the relationship between leisure involvement, well-being, and life satisfaction among skiing enthusiasts. The data came from 680 skiing enthusiasts over 18 years old. The results showed that the validity of each factor was confirmed by confirmatory factor analysis and average variance extracted. Non-hierarchical cluster analysis (k-means) was used to categorize the levels of leisure involvement into high, medium, and low. A chi-square test was conducted for each cluster/item to examine demographic characteristics. Then, a three-factor analysis of variance was performed using the clustered leisure involvement level, income, and the number of days spent on leisure activities as independent variables, and life satisfaction, leisure satisfaction, and well-being (both hedonic and eudemonic) as dependent variables. The results of the three-factor analysis of variance showed that the level of leisure involvement had an impact on life satisfaction, leisure satisfaction, and pursuit of happiness. Life satisfaction was higher in the high leisure involvement group compared to the low group, and the medium group had higher life satisfaction than the low group (low < high/ medium). In terms of leisure satisfaction, the high group had a significantly higher level than the medium group, and both the high and medium groups had higher leisure satisfaction than the low group (low < medium < high). Income affected life satisfaction, while the number of days spent skiing impacted leisure satisfaction.

### 144

#### **THE RELATIONSHIP OF DIVISION I COLLEGIATE ATHLETES' RACE, GENDER, AND SEXUAL ORIENTATION TO THEIR ACTUAL MENTAL HEALTH HELP-SEEKING**

*Lindsey Slavin, University of North Texas, USA;*  
*Briana Wallace, University of North Texas, USA;*  
*Kasey Chambers, University of North Texas, USA;*  
*Megan Drew, University of North Texas, USA;*  
*Derek Sokoloff, University of North Texas, USA;*  
*Trent Petrie, University of North Texas, USA*

Despite relatively high levels of mental health (MH) concerns, collegiate student-athletes generally underutilize the psychological services that are available to them (e.g., Davoren & Hwang, 2014). Prior literature has shown gender differences in collegiate athletes' help-seeking and use of MH counseling, with male, compared to female, athletes being less likely to seek or use individual counseling services (e.g., Moreland et al., 2018; Slavin et al., 2022). However, less is known about how other identities, specifically race and sexual orientation,

relate to athlete help-seeking. Thus, we determined the overall prevalence of help-seeking among 391 Division I and II athletes and examined how help-seeking might vary by race (Athletes of Color [AOC] = 206; White = 185), sexual orientation (LGBQ+ = 67; heterosexual = 324), and gender (women = 267; men = 121). As part of their annual MH screening, athletes provided information on their identities and indicated (YES/NO) if they were interested in seeking individual counseling services for personal or mental health concerns from their schools' sport psychologists. Overall, 88 student-athletes (22.8%) expressed interest in MH services. Due to small cell sizes (i.e.,  $n < 5$ ), we could not analyze interactions. However, in regard to main effects, gender was significant,  $\chi^2(1) = 21.15, p = < .001$ ; women athletes (29.4%) were more likely to request MH counseling compared to men (8.3%). No statistically significant differences existed for MH help-seeking between AOC (25.0%) and White athletes (20.3%), or between LGBQ+ athletes (30.2%) and heterosexual athletes (21.4%). Our results corroborate extant research that has documented this gender effect (e.g., Moreland et al., 2018). Furthermore, although not significantly different, athletes with marginalized identities reported more help-seeking, which may be related to greater distress or need. Athletic departments and sport psychology professionals must continue to increase their efforts to destigmatize counseling services.

**145**

### **THREAT TO ATHLETIC IDENTITY DURING COVID-19: MENTAL HEALTH OUTCOMES AND INFLUENTIAL FACTORS**

*Emily Matis, USA*

The COVID-19 pandemic threatened many elite athletes' sense of self when it abruptly halted sport participation in spring of 2020. While some elite athletes coped well in the face of this adversity either by investing in their familiar athletic role or by temporarily investing in new identity roles, other athletes struggled to cope in the face of this identity threat, as they felt lost in who they were without the physical ability to train or compete. The current study analyzed potential moderating factors that may impact the variability of these mental health outcomes. Athletic Identity is defined as "the degree to which an individual identifies with the athletic role" (Brewer, Van Raalte, and Linder, 1993, p. 237). One hundred collegiate athletes from 10 different universities participated in an online cross-sectional survey that assessed their Attachment Style (RAAS; Collins, 1996), Autonomous Motivation (BRSQ; Lonsdale, Hodge, and Rose, 2008), and Resiliency (BRS; Smith et al., 2008) as well as the strength of their Athletic Identity (AIMS; Brewer, 1993) and their Mental Health outcomes experienced during the COVID-19 pandemic (MHC-S; Keyes, 2005; HADS; Zigmond and Snaith, 1983). Results indicate that secure attachment style moderates the association between Athletic Identity and Mental Health outcomes, such that among those with secure attachment, stronger Athletic Identity relates to more positive mental health outcomes during the pandemic. This study provides further insight into factors that place athletes at greater risk of distress following events that cause sudden and unexpected loss of sport such as injury, career termination, or a global pandemic. Implications for coaches, athletes, and sport psychologists will be discussed.

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### **Non-Sport Performance Applications**

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**146**

### **LAW SCHOOL STUDENTS' EXPERIENCE WITH PERFORMANCE PSYCHOLOGY & WELLBEING COACHING**

*Keira Towers, University of Tennessee Knoxville, USA;  
Scott Barnicle, University of Tennessee, USA*

American Law School students experience unique stressors due to the highly competitive nature of the field and graduate school process. Building on partnerships with local community members and university partners, a relationship with a large Southeastern-American University Law School was established to engage in performance enhancement and wellbeing workshops, followed by requests to provide mental skills training to individual students as needed, primarily targeting first and second-year law school students. Through multiple performance psychology workshops and in conjunction with Law School leadership, law students were exposed to a number of different psychological concepts, such as deliberate breathing and relaxation techniques, growth vs. fixed mindset, mental toughness, resilience, and goal setting strategies. Initially delivered via group classroom sessions with the goal of growing interest for individual mastery sessions, law students were encouraged to develop self-awareness and self-regulation skills, and were very open and welcoming to the performance psychology training. These students were observed to be highly motivated, extremely competent and competitive, mature, and goal-oriented, leading to significant buy-in from students, faculty, and administrators. The purpose of this poster is to report this feedback, and to share this unique experience of performance psychology graduate students working in a non-sport performance application. As the field of sport, exercise and performance psychology continues to expand into different performance domains, this request for services from law students and administration presents a new and exciting landscape for the applied mental skills training.

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### **Professional Development, Supervision, and Mentoring**

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**147**

### **INVESTIGATING DIFFERENCES IN CMPCS' PERCEIVED STRESS, BURNOUT, AND OCCUPATIONAL RECOVERY WHEN GROUPED BY SERVICES PROVIDED AND YEARS OF EXPERIENCE**

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

Researchers in the general psychology and sport science literature have identified factors (e.g., burnout; Oglesby et al., 2020) and demographic variables (e.g., years of experience; Singe et al., 2022) that influence the health and performance of healthcare professionals. And while researchers in the sport psychology literature report similar factors influence the health and performance of sport and performance psychology professionals (SPPs; Magdaleno & Meyer, 2022), they have yet to consider demographic variables (e.g., years of experience, services provided) that may influence SPPs' experiences with such factors. Consistent with efforts to enhance the health and

performance of SPPs to maintain effective service provision (e.g., Quartiroli et al., 2022), research is needed to fill this gap and establish further evidence to support SPPs' self-regulation as performers (Poczwadowski, 2019). Thus, the purpose of this study was to investigate differences in perceived stress, burnout, and occupational recovery of CMPCs grouped by services provided (clinical mental health, mental performance) and years of experience (0-10 years, 11+ years). A sample of 213 CMPCs (120 females, 91 males, 1 transman, 1 non-binary individual) completed the 10-item Perceived Stress Scale (Cohen & Williamson, 1988), Maslach Burnout Inventory-Health Services Survey (Maslach et al., 1996), and Recovery Experiences Questionnaire (Sonnetag & Fritz, 2007). Results indicated that perceived stress was significantly higher in CMPCs with fewer years of experience,  $F(1,209) = 11.69$ ,  $p < .001$ , partial  $\eta^2 = .05$ . Results also indicated a significant main effect of services provided,  $F(3,207) = 3.07$ ,  $p = .029$ , partial  $\eta^2 = .04$ , and years of experience,  $F(3,207) = 5.93$ ,  $p < .001$ , partial  $\eta^2 = .08$ , on burnout in CMPCs, as well as a significant main effect of years of experience on occupational recovery in CMPCs,  $F(4,206) = 3.54$ ,  $p = .008$ , partial  $\eta^2 = .06$ . Practical implications and future directions will be discussed.

**148**

### **SPORT PSYCHOLOGY PRACTITIONERS' PROFESSIONAL DEVELOPMENT: AN INTERNATIONAL PERSPECTIVE**

*Jana Fogaca, Long Beach State University, USA;*  
*Alexandra Herrera, Long Beach State University, USA;*  
*Alessandro Quartiroli, University of Wisconsin - La Crosse (USA)/University of Portsmouth (UK)*

Understanding how professionals working in applied sport psychology develop and factors that foster this development is key to improving sport psychology education, training, and practice (Tod, 2007). Literature on professional development, however, has so far mostly focused on the development of sport psychology practitioners trained or working within Anglo-Saxon cultural and linguistic environments, particularly in the United States, United Kingdom, and Australia (Quartiroli et al., 2022). This limited scope has restricted our ability to fully understand the nuances of professional development in different cultural and training contexts. Considering this gap in the professional development literature, with the current study we aimed to explore and better understand the development of sport psychology practitioners from various cultures and identities who were not trained or worked in the traditionally explored Anglo-Saxon cultural and linguistic environments. Participants were 11 sport psychology practitioners from 11 different countries located in 4 continents who dedicated at least 30% of their time to applied sport psychology. Using interviews grounded in McAdams's life-story (McAdams & Guo, 2014), we explored the experience and characteristics of their professional development. Through the use of Reflexive Thematic Analysis (Braun & Clark, 2019), we constructed four themes related to their professional development experiences: a) professional creativity: developing your own path, b) two is better than one: the essential mentor support, c) applied creativity: developing approaches to practice, and d) I am not an island: cultural adaptations. Our results illustrate the unique experiences and barriers faced by practitioners in countries where sport psychology is underdeveloped or where there are less clearly defined career paths, roles, and qualifications. Based on our findings, we offer recommendations about how international organizations can play a role in fostering more

culturally grounded mentorship and better support to these professionals, and how AASP may play a role in these efforts.

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### **Professional Issues & Ethics**

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**149**

### **CASE CONCEPTUALIZATION IN SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY: BRIDGING THEORY AND PRACTICE**

*Elmer Castillo, Magellan Federal, USA;*  
*Matthew Bird, University of Lincoln, UK*

Case conceptualization is an important stage within the consulting process that sport, exercise, and performance psychology (SEPP) professionals must engage in when working with clients. This practice determines a practitioner's view of any underpinning mechanisms contributing to a presenting concern, the type of intervention offered to help, and ultimately, the effectiveness of the services provided. Guidelines for case conceptualization have been written for SEPP professionals, but little is known about how this activity is undertaken in practice. The purpose of this study was to investigate the case conceptualization practices of Association for Applied Sport Psychology (AASP) - Certified Mental Performance Consultants (CMPCs). A total of 52 CMPCs provided qualitative information on how they conceptualized a case. Results provide numerous applied practice implications for SEPP practitioners, such as viewing case conceptualization as an ongoing process that should be adapted over time, something that helps the practitioner understand a client's presenting concerns and guide treatment plans, a collaboration between client and consultant, and a way to ensure practice is effective.

**150**

### **MENTAL HEALTH OR MENTAL SKILLS? A DECISION-MAKING MODEL AT ASSESSMENT FOR PERFORMANCE CLIENTS**

*Amy O'Hana, University of Western States, USA*

As SPP consultants begin to address the mental health needs of athletes and other performance populations, they are faced with providing the best standard of care for the client. Licensed mental health providers with the CMPC certification are qualified to provide psychotherapy and mental skills training, but they may have ethical conflicts (e.g., dual relationships) providing psychotherapy and mental skills training to the same client (American Counseling Association Code of Ethics A.6.a., A.6.d.). CMPCs providing mental skills training may find their clients need mental health support but are unsure how to provide this support ethically and legally within their scope of practice. These conflicts can be minimized at intake, if practitioners can quickly assess and determine the best intervention for the client. This lecture provides an assessment decision-making model for the integrated practitioner that is based on the standards of beneficence (best interests of the client) and non-maleficence (do no harm). This model translates directly into a template for intake assessment including a decision tree that practitioners may use in their practice. Attendees will learn the steps to resolve questions such as: Does the client need mental skills training or mental

health therapy - or both? What happens if I begin mental skills training and find the client needs mental health counseling? How do I language referrals and who do I refer to? How do I quickly assess if my client is in imminent danger of harm to self or others?

This lecture is provided by a licensed professional counselor (LPC), an Approved Clinical Supervisor (ACS), and a 20-year counselor educator. In addition, the presenter is completing coursework for the CMPC. The presenter is recognized for expertise in ethics, counseling law, assessment, diagnosis, and intervention.

### 151

#### **SPORT PSYCHOLOGY CONTINUING EDUCATION: A SURVEY OF WHERE WE ARE AND WHERE WE NEED TO GO**

*Alessandro Quartiroli, University of Wisconsin - La Crosse (USA)/University of Portsmouth (UK);  
Chris Wagstaff, University of Portsmouth, UK*

A fundamental competence for psychologists is to practice according to ethical standards and principles. One way of achieving these standards include engaging in continuing education (CE) and sport psychology professionals (SPPs) have frequently noted the importance of engaging in CE to improving professional practice, yet very little research exists on this topic. Recently, Quartiroli et al. (2020) offered a definition of CE, and highlighted how it can: develop new knowledge, help SPPs to understand and apply best practice, support a meaningful, ethical, and effective career, and enhance service quality. Nevertheless, we have no scholarly insight to the effectiveness of the CE currently available to SPPs. In this study, a multinational sample of 291 (female = 158; male = 128) SPPs at different level of their professional development participated in a survey focused on gathering information about their CE opportunities and their perceived effectiveness. Most of the SPPs ( $n = 223$ ) reported that CE was mandated by their professional organizations and believed in its importance ( $M = 4.63/5$ ;  $SD = 0.65$ ). Yet, despite engaging in about 8 CE events ( $M = 8.5$ ;  $SD = 11.62$ ) in the previous 12 months, 10% of our sample did not participate in any CE opportunities, with 17% only participating in one to two opportunities. The participants also attended more CE opportunities dedicated to applied practice ( $M = 5.86$ ;  $SD = 8.48$ ) than research ( $M = 1.56$ ;  $SD = 2.8$ ). Finally, while the scholars have strongly encouraged SPPs to engage with CE about ethics and self-care (Quartiroli et al., 2022) the SPPs in this study attended few such opportunities related to ethics ( $M = 1.64$ ;  $SD = 2.17$ ) and barely any on self-care ( $M = 0.63$ ;  $SD = 1.04$ ). Finally, the participants offered their views on the CE opportunities they have attended and their hopes for future CE. The results from this study may help guide the efforts of professional organizations to provide effective and appropriate CE opportunities to their members.

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### Research Design

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### 152

#### **AN INTERDISCIPLINARY RESEARCH APPROACH TO EXAMINING INTERSECTIONS BETWEEN SPORTS FIELD CONDITIONS, SPORT PERFORMANCE, SPORT INJURIES, AND ATHLETE WELL-BEING IN COLLEGIATE CLUB SPORTS**

*Diane Wiese-Bjornstal, University of Minnesota, USA;  
Francesca Principe, University of Minnesota Twin Cities, USA;  
Rebecca Stanford, University of Minnesota Twin Cities, USA;  
Kajja Eckholm, University of Minnesota Twin Cities, USA;  
Chase Straw, University of Minnesota Twin Cities, USA*

The very nature of sport is interdisciplinary, with athlete psychology affecting and affected by external factors such as playing conditions and opponent behaviors as well as by internal well-being factors such as mood and sleep (Wiese-Bjornstal, 2009). The purpose of this paper is to describe the evolution of a research partnership and data collection approach designed to explore interdisciplinary connections between actual and perceived sports field conditions, sport performance analytics, perceptions of ground-derived sport injury risks, and athlete self-reported well-being in collegiate club sports. An exploratory meeting between kinesiologists specializing in sport psychology and a horticultural scientist with expertise in sports field management led to collaborative multidisciplinary data collections over three seasons with collegiate club teams in men's rugby, women's lacrosse, and women's soccer. Researchers utilized horticulture equipment to record throughout seasons the objective properties of both natural and artificial turfs, such as soil moisture, soil compaction, surface hardness, and turfgrass quality (Straw et al., 2020). Online surveys and walking the field interviews explored athletes' subjective perceptions of field quality and the associated performance and injury risk implications. To assess sport performance, researchers used GPS athlete tracking technologies during practices and games to gather analytics such as training load, sprints, and fatigue under different field conditions and to map on-field movement patterns underlaid by field condition maps. Athlete interviews interpreted sport behavior modifications contingent to field conditions, such as footwear decisions and adaptations to game strategies (Principe et al., 2019). Sport injuries were documented by trained observer injury reports and via athlete self-reports. Athlete well-being measures included repeated app-based self-reports of readiness factors such as mood, sleep, and stress. While the data generated has been extensive and complex, interdisciplinary research allows us to connect the athletes' psychological experiences to the holistic context of sport.

153

**CONFIRMING THE ATHLETE EMOTION REGULATION STRATEGIES SCALE'S UNDERLYING FACTOR STRUCTURE AND ESTABLISHING CONVERGENT EVIDENCE OF VALIDITY**

Allison Grace, Springfield College, USA;  
 Jasmin Hutchinson, Springfield College, USA;  
 Elizabeth Mullin, Springfield College, USA;  
 Kathleen Mellano, Springfield College, USA

The purpose of this study was to establish evidence of reliability and validity for the Athlete Emotion Regulation Strategies Scale (AERSS), a new measure assessing the frequency with which athletes engage in different emotion regulation (ER) strategies while actively training for or competing in sport. Two prior studies were conducted to develop the AERSS; first addressing item development and item-content relevance, then establishing the AERSS's underlying factor structure via exploratory factor analysis (EFA). This study sought to confirm the AERSS's underlying factor structure using confirmatory factor analysis (CFA) and exploratory structural equation modeling (ESEM), provide internal consistency evidence of reliability, and establish convergent evidence of validity. A sample of 549 NCAA Division I, II, and III student-athletes completed the AERSS and Emotion Regulation Questionnaire (ERQ; Gross & John, 2003). Five a priori models were tested and a two-factor, 14-item solution was retained ( $\chi^2(64) = 246.70$ ,  $p = .00$ , CFI = .91, TLI/NNFI = .87, RMSEA = .07 [90% CI = .063-.082], and SRMR = .04). Retained factors are Prohedonic ER Strategies (i.e., strategies with the emotion goal of increasing or intensifying pleasant emotions) and Contrahedonic ER Strategies (i.e., strategies with the emotion goal of increasing or intensifying unpleasant emotions). McDonald's omega coefficients ( $\omega$ ) were calculated for each AERSS subscale (Prohedonic ER Strategies  $\omega = .75$  and Contrahedonic ER Strategies  $\omega = .82$ ; McDonald, 1999) to provide internal consistency evidence of reliability. Correlations between the ERQ's and AERSS's subscales were evaluated to establish convergent evidence of validity ( $r = -.08$ -.40,  $p = <.001$ -.62). The AERSS has potential as a useful measure for assessing ER in sport. Going forward, applied practitioners can use the AERSS to help athletes identify the ER strategies they currently use (or can use) to facilitate optimal performance, monitor changes in ER over time, and promote athletes' self-awareness and self-regulation skills.

154

**EXPLORING TWEETS OF TEAMS IN PERFORMANCE CRISES USING SENTIMENT ANALYSIS**

Stephanie Buenemann, University of Muenster, Germany;  
 Katherine Tamminen, University of Toronto, Canada;  
 Maike Tietjens, University of Muenster, Germany;  
 Bernd Strauss, University of Muenster, Germany

Elite athletes nowadays are faced with social media, especially in popular, revenue-generating sports. Negative twitter posts may psychologically affect athletes, and CMPCs are faced with helping athletes cope with such negative feedback (David et al., 2018). Thus, the purpose of this contribution is to explore tweets about teams in crisis using sentiment analysis. We define crises as lasting underperformance and make use of coach dismissals during the season as an indicator of

unsatisfying performance (Gamson & Scotch, 1964; Heuer et al., 2011). We use tweets (N=46,909) of three English Premier League teams (season 2021/2022) as case studies, who let go of their coach after a series of poor performances. We expected an increase of negative tweets from the first lost game of such a series (t1) to the last lost game of the subsequently replaced coach (t2) for Manchester United (MUFC) (nMUFC=38,334), Aston Villa (AVFC) (nAVFC=6,606), and Tottenham Hotspur (TOT) (nTOT=1,969). Descriptive results show a decrease for TOT in negative and positive tweets (negative: 21% to 13%; positive: 37% to 26%), and an increase in neutral tweets (42% to 61%). For AVFC, negative tweets increased (22% to 28%) and positive tweets decreased (27% to 21%). For MUFC negative tweets decreased (30% to 25%), positive tweets slightly increased (19% to 21%), and neutral tweets slightly increased (50% to 54%). For all teams, there was an increase in the total number of tweets from t1 to t2 (diffMUFC=9,992; diffAVFC=2,224; diffTOT=453) indicating increasing engagement throughout the series of poor performances. For future analyses, due to inconsistencies between teams, popularity and overall performance may serve as covariates. Still, the vast number of tweets, and on average every fourth post being negative, CMPCs should help athletes, teams, and coaches protect themselves. Further, crisis communication knowledge (e.g., Coombs, 2007) may help in dealing with social media.

**Social Justice, Equity, and Inclusion**

155

**NCAA COACHES' ATTITUDES TOWARDS THE INCLUSION OF TRANSGENDER ATHLETES: QUALITATIVE ANALYSES**

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

The National Collegiate Athletic Association (NCAA) established policies for the inclusion of transgender athletes to compete in collegiate sport that aligns with their gender identity, yet the extent to which these sport environments are welcoming, inclusive, and safe for transgender athletes is unclear. Understanding coaches' attitudes is particularly salient given the critical nature of coach-athlete relationships and coaches' impact on sport environments (Kuhlin et al, 2020; Stirling & Kerr, 2013). Participants were 1,349 collegiate coaches (Mage = 39.84 years; women = 41.3%; White = 83.1%; non-Hispanic = 86.0%; heterosexual = 75.1%) drawn from all three NCAA Divisions. First, from 1, Strongly Disagree, to 5, Strongly Agree, coaches indicated their agreement that transgender athletes should be allowed to participate in collegiate sports that align with their gender identity. Second, through an open-ended written response, coaches described in detail the reasons for their stated beliefs. Most coaches (62%) held negative attitudes towards transgender women competing; only 34% held negative attitudes towards transgender men competing. Through reflexive thematic analysis (Braun & Clarke, 2006), seven themes regarding the coaches' beliefs were identified (with example subthemes included): Sport is Competitive and Must be Fair (e.g., Rules are Essential for Competitive Fairness), A Need to Protect (Cis)Women's Sports (e.g., Inclusion of transgender athletes undermines Title IX), Sport's Role in Society (e.g., A vessel for inclusivity), Our Purpose as coaches (e.g., Be allies to transgender athletes),

Transgender Identity is Invalid (e.g., Being transgender goes against God), Transgender Rights are Human Rights (e.g., Inclusion is the basis of human rights), and I am not sure what I believe (e.g., Conflicting Values). To prepare coaches to effectively work with transgender athletes (e.g., cultivate safe environments), organizations and governing bodies should provide transgender inclusion training informed by the present study findings.

**156**

### **THE VALUE OF SELF-DETERMINATION IN OVERCOMING DISCRIMINATION AND STIGMA IN SCHOOL, SPORT AND OTHER SOCIAL DOMAINS: A FULBRIGHTER'S PERSPECTIVE**

*Majoro Khale, University of Kansas Sport and Exercise Psychology, USA;*  
*Mary Fry, University of Kansas, USA*

The aim of this paper is to articulate how the positive psychology principle of self-determination and the power of identity can be beneficial to individuals who are susceptible to several forms of social injustice like bigotry, stigma and exclusion in contexts like sport and school. The paper is based on the personal reflections and experiences of a first year Fulbright Scholar from a developing country who is studying at a university in the US (i.e., Carnegie R1), with the aim of giving a voice of optimism in sports and educational contexts. Sequel to that, the work is highly informed by the intellectual tradition of inquiry in the study of self and identity called the narrative perspective based mainly on the work of McAdams (1985, 1996, 2006a). Moreover, the self-determination theory is mentioned as one of the theoretical frameworks that can help individuals to realize themselves as capable actors, agents and authors in their own praxis. Furthermore, the paper also acknowledges that identity formation and meaning making as well as the search for identity does not occur in a sociocultural vacuum just like sport and education which are a macrocosm of a diverse society. Sports and school contexts are discussed as arenas of social interactions where different characters and personalities as well as values collide. It is also discussed that sports and education institutions are issues based. As a result, sport can be used as an educational tool to promote resilience and a strong sense of identity and belonging in populations which are prone to social injustice. Lastly, a recommendation for inclusive sport policy reforms and sport environments is proposed if the value of sport as a true vehicle of social sustainability is to be fully realized.

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### **Tactical Populations**

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**157**

### **EMPATHY FROM THE FRONT: A QUALITATIVE STUDY ANALYZING EFFECTIVE LEADERSHIP THROUGH THE LENS OF MARINES**

*Roger Parrino, Boston University, USA, Wheelock College;*  
*Edson Filho, Boston University, USA*

The United States Military is one of the most unique environments for studying leadership given that the community is dense with formal leadership training and the modern battlefield is ever-changing (Fosse et al., 2019; Laurence,

2011). Literature on leadership has become so nuanced that scholars are emphasizing the integration of leadership theories rather than adherence to a single framework (Meuser et al., 2016). Given this background, we aimed to explore how Marine Corps Leaders (i.e., 7 Officers and 5 Staff Non-commissioned Officers) define and understand effective leadership within the context of garrison life, training in the field, high-pressure training, and deployments. Specifically, the participants completed semi-structured interviews which lasted between 30 and 60 minutes. Participants were asked to discuss components of effective leadership in each of the contexts mentioned above, and share examples of ineffective leadership. Thematic analysis revealed that military leaders exhibit desirable leadership traits such as selflessness, authenticity, and empathy. Furthermore, our analysis revealed that both transactional and transformational leadership behaviors are important depending on the context, e.g., high-risk versus lower-risk contexts. Participants also emphasized the importance of integrating multiple leadership approaches to adapt to the intensity and requirements of different military contexts (e.g., deployments/high-pressure training). Overall, findings from this study show the (a) importance of integrative leadership models in military settings, and (b) the potential connection to understanding effective leadership and coaching in contexts of team sports (e.g., off-season, during practices, and during official competitions). Though perceived pressure might be similar in athletes and military members in the highest contexts of performance, the actual consequences and threats to performance in the military context are often fatal (Ward et al., 2019). Accordingly, practitioners should understand appropriate and inappropriate applications of military leadership lessons within the context of organized sports.

**158**

### **PUTTING THE CART BEFORE THE HORSE: WHY SIMPLICITY OVERRIDES COMPLEXITY IN ELITE TACTICAL ATHLETES**

*Seth Rose, KBR, USA;*  
*Maryrose Blank, USA*

The growth within performance psychology has seen a tremendous uptick over the past 20 years. Now, more than ever, elite organizations are seeking counsel from mental performance professionals. In addition, recent technological advances have affected all aspects of human performance, including mental performance (Watson & Coker-Cranney, 2018). Technology not only has advanced our field but has the capability to augment consultants with tools to enhance effectiveness (e.g. biofeedback, wearables, virtual reality, etc.) and make intangible or subjective improvements more concrete and tangible (Bedir & Erhan, 2021; Fuss et al., 2013).

In today's fast-paced world, there is a tendency to get swept up in the latest trends, tools, and technologies. Competitive edge and advantage over the opponent or the enemy becomes critical to elite performers and grasping at quick fixes may become common practice when time is of the essence. However, it's important to remember that the basic fundamentals of behavior change, learning, and skill acquisition are all essential to consistently achieving optimal performance, and that complexity isn't always better (Vealey, 2007). Arguably, returning to these concepts periodically as one advances across echelons is a large part of the equation (Dijkstra, et al., 2014; Gulbin et al., 2013).

The purpose of this lecture is to address the art in balancing core concepts of self-discipline, lifestyle, and other mental skills with innovation, complexity, and training tools or aids. We will examine how consultants can balance their desire to innovate with the need to stay grounded in evidence-based practices (Stoltenburg & Pace, 2007). Following a true science-practitioner model that is grounded in core principles and uses the right level of complexity and technology will ultimately lead to sustainable performance outcomes (Schinke et al., 2023). Applied examples across the industry will be shared by the authors on this conundrum, with real-world experiences of successes, setbacks, and lessons learned in applied settings.

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### Teaching

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**159**

#### **BUILDING A SPORT PSYCHOLOGY PRESENCE AT A SMALL, DIVISION III, LIBERAL ARTS TEACHING COLLEGE: REFLECTIONS ON THE PROCESS THUS FAR**

*Jessica Ford, McDaniel College, USA*

Observing the work of veteran sport psychology professionals is considered to be an impactful way to acquire professional knowledge (Fifer et al., 2008). Many graduate students in sport psychology programs collaborate with such professionals as part of supervised training (Weinberg & Butt, 2021) but are then disillusioned by the realities of working in the field (Martin, 2020). Doing applied sport psychology work often requires a creative, entrepreneurial approach to gaining entry (Balague et al., 2011), and this is particularly apparent when working in academia at a teaching-focused institution. Heymann and colleagues (2022) identified stages of reflective practice for employability and career development (e.g., becoming aware of an experience that elicits discomfort, seeking assessment and feedback, planning a solution, taking action, re-evaluating the experience), and this process can be applied to early career professionals navigating their way through the field of sport psychology post-graduation. The purpose of this study was to reflect on the process of building a sport psychology presence at a small, Division III, liberal arts teaching college. This purpose was achieved by way of a reflective experiential writing task informed by Heymann et al. (2022) with salient emergent themes categorized by thematic analysis (Braun & Clarke, 2006). The goal of this poster presentation is to elicit discussion with AASP community members on the process of integrating applied sport psychology services at a teaching-focused institution and other lessons learned along the way.

**160**

#### **FROM SPORT PSYCHOLOGY TO PERFORMANCE PSYCHOLOGY: STRATEGIES AND RESOURCES FOR EXPANDING THE SCOPE OF A SPORT PSYCHOLOGY CLASS**

*Todd Wilkinson, University of Wisconsin - River Falls, USA*

Sport psychologists and mental performance consultants continue to expand the application of their practice to domains outside of sport (Puentes, 2019). These include the military, music, business and medicine, to name a few. However, the initial development of courses in sport psychology, as well as many of the textbooks in this area, have had much of their

focus on sports. Broadening the scope of an existing course in sport psychology to include some of the other areas in which sport psychologists work can not only benefit the richness of the course, but also broaden its appeal and relatedness for students who may not have a primary interests in sports.

An undergraduate course in sport psychology was broadened in scope to include various other performance domains. Students surveyed reported appreciating how the class connected course content to areas of their lives outside of sports. This in turn promoted both engagement and comprehension with the class and material. This poster provides specific suggestions and resources for instructors to use in expanding their own courses to address some of these growing areas of research and practice.

**161**

#### **VIRTUAL REALITY TRAINING INTERVENTION AS A TOOL FOR PITCHERS IN BASEBALL**

*Sam Fonder, Springfield College, USA;  
Daniel Smith, Springfield College, USA;  
Jasmin Hutchinson, Springfield College, USA;  
Zhan Liu, Springfield College, USA*

Past research has indicated an impact of state anxiety on athletic performance, with the subcomponents of cognitive and somatic anxiety influencing performance in different ways. Virtual reality (VR) technology has been utilized in research settings in the past, yet little research has been conducted on VR effects on anxiety and performance in a pitching context in baseball.

The present study was designed to analyze the influence of a VR intervention consisting of a positive component (viewing successful pitches) and a negative component (viewing unsuccessful pitches) on subsequent anxiety levels and pitching performance in high-school baseball pitchers. Participants (N = 21; Mean age = 16.86, SD = 1.28 years) completed three sets of twelve pitches in a practice environment, with the first set serving as a baseline measurement and the second and third sets following a positive or negative VR intervention. The Anxiety Rating Scale-2 (Cox et al., 1999) was administered prior to each set. Pitching performance accuracy was scored in relation to pockets on the Baseball Pitcher's Pocket Pro 9 Hole (Better Baseball, 2022). Mean pitching performance was significantly better in the positive VR condition in comparison to both baseline performance ( $p = .027$ ) and the negative VR condition ( $p < .001$ ). No significant difference was found in state anxiety across the baseline, positive, and negative conditions. From these findings, the researcher addresses the implications of VR interventions for practice scenarios in pitching in baseball and application of VR technology across multiple aspects of baseball training.

**162**

#### **WHAT DO WE TEACH WHEN WE TEACH UNDERGRADUATE INTRODUCTORY SPORT PSYCHOLOGY? A CONTENT ANALYSIS**

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

An introductory course in sport psychology can be an undergraduate student's first look into the discipline. As the discipline of sport psychology matures, it is an advantageous

time to address how students are being introduced to the field. The present study examined undergraduate introductory sport psychology (ISP) course syllabi from institutions that offer a major, minor, or concentration in sport psychology at the undergraduate level. Summative content analysis (Hsieh & Shannon, 2005) was used to analyze student learning outcomes, pedagogical strategies, and course topics in ISP syllabi. Of the programs/institutions identified (n = 42), 40.5% (n = 17) returned syllabi. Of the 17 syllabi obtained, 14 met criteria for analysis. The principal pedagogical resource used was a version of Weinberg and Gould's (2015; 2017; 2019) *Foundations of Sport and Exercise Psychology*. The average syllabus had five learning outcomes, and 74 outcomes in total were identified across syllabi. Only 64.0% of student learning outcomes were observable and measurable. Outcomes were predominantly reflective of foundational competencies. There was conceptual and/or terminological confusion between course learning "objectives" and learning "outcomes" in many of the syllabi (Harden, 2002). Only three syllabi mentioned the Association of Applied Sport Psychology or Division 47 of the American Psychological Association. Frequent class topics included: motivation; arousal/stress/anxiety; team dynamics/cohesion; arousal regulation; imagery; confidence; goal setting; and concentration. Little attention was devoted to the history of sport psychology, science and professional practice of sport psychology, psychopathology in sport, research methods and statistics, and diversity and inclusion in sport. Overall, syllabi reflected little variation in course topics, with most syllabi listing course topics from Weinberg and Gould's texts verbatim. The results of this study may guide teaching practices for ISP courses and contribute to greater conceptual consistency in teaching ISP courses.

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### Youth Sport

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**163**

**EMOTION REGULATION TRAINING FOR ADOLESCENT ATHLETES AND THEIR PARENTS: IMPLEMENTING A SPORT-SPECIFIC UNIFIED PROTOCOL FOR ADOLESCENTS APPROACH**

*Alexander Chang, Saint Louis University, USA;*  
*Emily Wieggers, Saint Louis University, USA;*  
*Sarah Hanske, Saint Louis University, USA;*  
*Monica Grace, Saint Louis University, USA;*  
*Jacob Arett, Saint Louis University, USA;*  
*Michael Ross, Saint Louis University, USA*

Emotion regulation is an important skill during adolescent development, and parents play a critical role in facilitating the development of these skills. Multiple interventions exist for adolescent issues and/or their parents regarding emotional regulation, but they have not been tailored to the context of young athletes. Additionally, adolescent athletes are less likely to engage in psychological services than their peers and are more likely to engage in services when the interventions are sport-focused.

The Unified Protocol for Adolescents has been validated in subclinical samples as a means of improving emotion regulation skills and reducing symptoms related to anxiety and depression. It also includes parent components which can be used to better improve the parent-adolescent

relationship. We adapted the Unified Protocol for Adolescents (UP-A) for use with adolescent athletes and their parents by focusing on sport-specific goals and working with parents on their relationship with their child specifically regarding sport performance. The intervention has four modules: Building and Keeping Motivation, Getting to Know Your Emotions and Behaviors, Awareness of Physical Sensations, and Awareness of Emotional Experiences. All four modules focus on how these skills apply specifically to sport, and then work on generalizing said skills. Parent and teen groups both go through all four modules and are run separately and simultaneously. This project demonstrates the feasibility of adapting clinical interventions for adolescent athletes.

**164**

**INTROVERSION AS A PERSONALITY DIMENSION MODERATING THE RELATIONSHIP BETWEEN TEAM CLIMATE TO RELATIONSHIPS WITH COACHES AND TEAMMATES**

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

Researchers utilizing achievement goal perspective theory have identified many benefits for athletes who experience a caring and task-involving climate (C/TIC; Fry & Moore, 2018). Despite the strong research line identifying C/TIC's positive effects, little attention has been directed to exploring potential moderators that might alter its influence. To this end, members of a university Sport and Exercise Psychology Lab collaborated with a school district in the Mountain West region of the U.S. Middle and high school athletes (N=191) were recruited to examine the moderating effect of introversion versus extroversion on the relationship between athletes' perceptions of a C/TIC and their relationships with coaches and teammates. Participants completed measures including demographic information; the Caring Climate Scale (Newton et al., 2007); the Perceived Motivational Climate in Sport Questionnaire (Seifriz et al., 1992); Relationships with Coaches and Teammates (Jowett & Ntoumanis, 2004); and the NEO Five-Factor Inventory-3 (McCrae & Costa, 2010) for measuring participants' inclination to extroversion. Moderation analysis indicated that as athletes' perceptions of the caring climate increases, relationships with teammates displayed an upward trend for both extroverted and introverted athletes, with the strongest trend occurring for introverts. Similarly, as athletes' perceptions of the task-involving climate increased, so did athletes' relationships with their coaches. While a positive trend was observed for both introverted and extroverted athletes, the strongest relationship emerged for extroverts. Findings from this study not only confirmed the positive effect of C/TIC on youth athletes' sports experiences but also considered personality factors, perhaps for the first time. Lastly, results suggest if young athletes are introverted and in a caring climate, they may find the team environment more conducive to building relationships with their peers, which is an important outcome of the youth sport experience.

165

**SPORTS SPECIALIZATION AND THE FAMILY:  
EXAMINING THE EFFECTS OUTSIDE THE LINE WITH  
PARENTAL INTERVIEWS**

*Amanda Aguilar, East Texas Baptist University, USA;*  
*Diane Gill, UNCG, USA;*  
*Erin Reifsteck, University of North Carolina at Greensboro, USA;*  
*Adam Berg, University of North Carolina Greensboro, USA*

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

This study extends an earlier survey on how an athlete's participation in sports specialization affects the family unit. Eleven parents (4 male, 7 female) of athletes, ages 7-14, who had at least one child specializing participated in a virtual one-on-one semi-structured interview on their family's experience. Of the 11 parents, five had multiple children participating for a combined 18 athletes.

Ten categories were formed from the interview responses: (a) marriage, (b) sibling effect, (c) extended family, (d) financial commitment, (e) athlete's personal growth, and (f) social life, (g) academics, (h) extracurricular opportunities, (i) church attendance, and (j) family time. Categories were organized into three main themes: interpersonal relationships, time, and family resources.

Overall, participation was an overall positive experience for families in multiple domains of family life as reflected in the following comments: "it was good because it forced us to hang out together", "It has allowed them to bond over something", "They love to come to their tournaments", "It's been a great tool to learn life lessons". Some areas did experience negative effects: "he was tired of going to his brother's baseball game", "The time demands pull us away from each other", "my kids have missed out on time with their grandparents". These findings may help parents, coaches, and youth sport stakeholders build programs implementing best practices to ensure families thrive throughout their elite sport experience.

## POSTERS (VIRTUAL)

### VP-1

#### CONSULTING WITH ACTRESSES AND ACTORS

*Kevin Burke, Queens University of Charlotte, USA*

Several similarities exist between acting (film, theatre, etc.) and sports performances. Communication skills, self-confidence, self-talk, concentration, discipline, and dealing with mistakes are crucial to being successful in both endeavors. Yet, it may be argued acting performances are much more subjectively evaluated. For example, audiences may watch the same acting performances (i.e., a movie) yet have very different experiences. In comparison, performance statistics help to provide a more objective evaluation of many athletic performances. Estimates indicate (Simkins, 2019) only 2% of actresses/actors earn enough money to finance a 'normal' life, while 90% are usually unemployed in the acting profession. Also, unlike in most sports, in acting, there is no direct, consistent route to becoming a professional actress and actor. Therefore, it may be argued that becoming a professional (or being an otherwise successful) actress or actor may be more - or at least as difficult - as turning professional in sports.

This lecture will discuss the distinctive challenges of consulting with actors and actresses, with a particular focus in film and theatre. Based upon the experiences of this presenter, a focal point of this lecture will be the most prevalent mental skills for which actresses/actors seek sport psychology related assistance. The sport psychology professional presenter is an actor with current and past experiences in film and theatre, as well as, credits listed on the IMDb.com (International Movie Database), and adjudicator of musical theatre performances. Session attendees will learn how the field of sport psychology has very practical applications to acting and how to potentially get involved in these unique consulting opportunities.

### VP-2

#### AN INTERVENTION FOR MENTAL HEALTH ISSUES IN COLLEGE STUDENT ATHLETES: A COVID-19 PANDEMIC QUANTITATIVE STUDY

*Erik Brown, University of Evansville, USA;*  
*Jessica Emlich Jochum, University of Indianapolis, USA;*  
*Elizabeth Moore, University of Indianapolis, USA;*  
*Chelsi Day, Memphis Grizzlies, USA*

**Context:** The COVID-19 pandemic has wreaked havoc internationally, domestically, and more specifically, it has significantly affected collegiate student-athletes, since the spring of 2020. The purpose of this study was to determine if a student-athlete focused mindfulness intervention could have an impact on mental health concerns during the COVID-19 pandemic return to sports in Division I and Division II women's basketball student-athletes.

**Methods:** This quasi-experimental study utilized a single group pretest-posttest study design utilizing the DASS-21 and two mindfulness interventions between March 2021 and January 2022 via Qualtrics. All comparisons were two-tailed and a significance level of less than .05 was considered statistically significant.

**Results:** A total of 106 student-athletes responded to the pre-intervention survey, 76 (70.4%) watched the first intervention video, 53 (49.1%) watched the second intervention video, 44 (40.7%) completed the post-intervention survey; however, only 36 (33.3%) completed the pre-intervention survey, one or both interventions, and the post-intervention survey. The median age was 20.5 years and the majority of the sample was African-American (52.8%), sophomores (30.6%). Results showed that participants had significantly less stress post-intervention compared to pre-intervention,  $p = .019$ . Additionally, there was a statistically significant difference in stress change scores by psychologist history,  $p = .031$ . Those who had not seen a psychologist had significantly greater change (improvement) in stress scores than those who had a history of seeing a psychologist. In addition, there was a significant difference in change scores between students who were quarantined and those who were not quarantined,  $p = .042$ . Those who were quarantined had greater change (improvement) in their stress scores relative to those who were not quarantined.

### VP-3

#### NUANCED INDIVIDUAL DIFFERENCES IN PERCEIVED BASIC PSYCHOLOGICAL NEED SATISFACTION AND FRUSTRATION AMONG NCAA DIVISION I AND II COACHES: A PERSON-ORIENTED INVESTIGATION

*Ari Sapinsley, West Virginia University, USA;*  
*Daniel Leyhr, Institute of Sports Science, Department Sport Psychology and Research Methods, University of Tuebingen, Germany;*  
*Tucker Readdy, University of Wyoming, USA;*  
*Johannes Raabe, Bering Global Solutions, USA*

At the National Collegiate Athletic Association (NCAA) level, coaches must navigate various personal, social, and organizational challenges to meet performance outcome expectations (i.e., winning; Norris et al., 2017; Powell et al., 2022). According to self-determination theory (Ryan & Deci, 2017), the quality of individuals' cognition, affect, and behavior is determined by their perceptions of the basic psychological needs of autonomy, competence, and relatedness. To date, research on these needs in sport has almost exclusively focused on athletes' experiences. The limited number of studies with coaches (e.g., Morbée et al., 2020) was conducted using a variable-oriented approach in which average scores of the variables of interest are computed across the respective samples assuming homogeneity among participants. In contrast, a person-oriented perspective (Bergman & Magnuson, 1997) allows insight into potential heterogeneous subgroups and individual differences within a population. Recent research has shown differences in coaches' need fulfillment based on role and gender (Raabe et al., 2022), yet more data are needed to comprehensively understand possible within-group variance among NCAA coaches. This study was designed to explore: (a) profiles of need satisfaction and frustration among NCAA coaches, and (b) differences in profiles based on their gender, role, and competitive level.  $N=1,218$  NCAA Division I and II coaches from multiple sports participated in the research. Latent profile analysis ( $BIC=17,078$ , Entropy=.83) revealed five profiles: "Moderately High Need Satisfaction/Moderately Low Need Frustration," "Average Need Satisfaction and Frustration," "Low Competence Satisfaction/High Competence Frustration," "Low Relatedness Satisfaction/High Relatedness Frustration," "Low Need Satisfaction/High Need Frustration." There were significant differences in participants' profile

affiliation based on their gender ( $p < .05$ ), but not their role and division. By highlighting possible at-risk subpopulations of NCAA coaches the current findings can help to support practitioners' development of more targeted interventions rather than taking a one-size-fits-all approach. Implications for practitioners will be discussed.

### VP-4

#### **“THE PEOPLE WHO HAVE HAD THE BIGGEST INFLUENCE ON MY LIFE HAVE BEEN COACHES”: A QUALITATIVE INVESTIGATION INTO NCAA DIVISION I WOMEN’S SOCCER ATHLETE AND HEAD COACH PERCEPTIONS OF EFFECTIVE COACHING**

Annie McConnon, Boston University, USA;  
Edson Filho, Boston University, USA

There are many different frameworks and definitions that describe effective coaching in sport psychology literature. However, a consistent effective coaching definition and framework is lacking (Avner, 2017; Cote & Gilbert, 2009). Additionally, prior research has been primarily based on the coaches' perspectives of best practices rather than on the athletes' viewpoints (Becker, 2009). As such, scholars have emphasized the need to consider both coaches' and athletes' perspectives on effective coaching practices (Jowett, 2017; Kavussanu et al., 2008). The purpose of this study was to examine how NCAA Division I Women's Soccer head coaches and athletes perceive effective coaching through a qualitative lens. Eight NCAA Division I Women's Soccer head coaches and 16 athletes considered questions about coach knowledge (i.e., interpersonal, intrapersonal, professional), athlete outcomes (i.e., competence, confidence, character, and connection), and coach context (i.e., demands of the program) during individual semi-structured and focus groups interviews on Zoom. Preliminary data results revealed discrepancies between how coaches and athletes perceived psycho-social factors such as communication and the influence of coach sideline behaviors. Initial results also revealed the nuances of what players and head coaches value in an effective coach. Therefore, applied coach educational interventions should focus on how to communicate (i.e., verbally and nonverbally), provide timely feedback, and methods of developing the coach-athlete relationship off of the playing field.

### VP-5

#### **COUNSELOR OBSERVATIONS OF BEHAVIOR CHANGE IN PRE-ADOLESCENT GIRLS PARTICIPATING IN A SPORT AND LIFE SKILL DEVELOPMENT CAMP**

Katherine Griffes, SUNY Oneonta, USA;  
Kelsey Terrell, SUNY Oneonta, USA;  
Darion Browne, SUNY Oneonta, USA;  
Aidan Patafio, SUNY Oneonta, USA

Sport has often been considered a strong way to teach life skills to children and adolescents (Carson & Gould, 2012). However, often girls will be hesitant to participate in sport activities due to stereotypes or other concerns regarding the involvement of boys. Therefore, all-female camps may serve as a strong way to teach life skills and encourage participation

to a population that may often find itself removed from sport (Whittington, Garst, Gagnon & Baughman, 2017). While many sport programs involve self-report data to evaluate life skill development, this can be a challenge when working with young children. Therefore, observations from adults or supervisors regarding changes in behaviors can be useful in a variety of physical activity or health-based settings (Tucker et al, 2015).

The current study highlights observations made by camp counselors around the actions, words, and behaviors of participants in a youth sport camp for girls focused on teaching life skills. Counselors completed interviews with the camp director after the completion of the camp program, where they reported on experiences and observations from the camp experiences. Counselors were able to highlight and describe specific actions related to each of the life skills that were taught during the camp, and provided specific examples of growth and changes noticed in the campers. Themes highlighted the ability to transfer life skill information to non-sport settings, connections between life skills, retention of life skill lessons, and overall changes in behaviors from the campers.

### VP-6

#### **GIVING THE LEADERS WHAT THEY NEED: IDENTIFYING THE CHALLENGES OF BEING A STUDENT ATHLETE LEADER AT THE DIVISION III LEVEL, AND SUGGESTIONS FOR TEACHING LEADERSHIP**

Katherine Griffes, SUNY Oneonta, USA;  
Luke Svrcek, SUNY Oneonta, USA

Leadership has been identified as a key skill needed for athletic team success, however formal training grounded in a theoretical framework for athlete leaders is limited (Voelker, Gould & Griffes, 2013). Little is known about DIII athletes' understanding of leadership, or the needs, challenges, and barriers to leadership that these student athlete leaders face (Cotterill & Fransen, 2016). The current study analyzes data from a Division III Student Athlete Leadership Needs Assessment, conducted at a mid-sized DIII institution. Student athlete leaders discussed their training and development prior to their current roles as leaders and share challenges or concerns they face in their leadership roles. Participants also share their vision and wish list for formal leadership training programs, including content, structure, instructional strategies, and learning styles. Key findings from the results highlight major gaps in understanding around the concept of leadership, as well as very limited formal leadership development opportunities, with a heavy focus on observational and experiential learning. In contrast to this lack of training, participants identified a wide range of challenges, from addressing diversity, team cohesion, communication, motivation, and mental health support. Participants identify topics they would like to learn about in order to become more effective leaders and provide insights into how to best teach these skills. Recognizing and understanding the needs of Division III student athlete leaders can provide administration and coaches with a clearer picture of how to support these leaders, opportunities for training and development, and an understanding of the impact that leadership plays on the success of a team.

### VP-7

#### A MINDFULNESS AND SELF-TALK INTERVENTION WITH COMMUNITY COLLEGE VOLLEYBALL PLAYERS

Natalya Marshak, Fresno State, USA;  
Jenelle Gilbert, California State University, Fresno, USA;  
Jenny O, California State University, East Bay, USA

The community college (CC) athlete is often overlooked as a viable research participant with researchers favoring the NCAA collegiate environment. However, with only two years of eligibility and therefore two years to achieve success, the CC athletic context is a time-sensitive and rich environment to study sport psychology concepts. Mindfulness (Mardon et al., 2016) and self-talk (Shigeno et al., 2019) interventions have been successfully used to improve focus and sport performance. Given this success, the current case study investigated changes in serving performance accuracy, mindfulness, and self-talk following a 6-week mindfulness and self-talk intervention (MSTI) with four female CC volleyball athletes (M age =18 years). Athletes performed a serving drill designed to assess accuracy over three days prior to the start of the intervention and upon its completion. During this assessment, athletes were asked to share self-talk that occurred before, during, or after serving. Salient changes in the athletes' serving accuracy were not observed, however, three athletes demonstrated positive trends. Analysis of the Cognitive and Affective Mindfulness Scale-Revised (Feldman et al., 2007) scores showed that one participant increased in mindfulness. Content analysis of self-talk statements revealed that two athletes increased their use of instructional self-talk, and two athletes decreased their use of negative self-talk. A secondary purpose was to learn the athletes' and coaches' perceptions about the intervention and its effect on performance. Consensual analysis (Hill et al., 2015) of the postintervention interview data revealed five major themes: mindfulness as a relaxation technique and stress reliever, increased focus, changes in performance, mindfulness assists in different areas, and self-talk and cue words. Findings suggest that MSTI may be useful in helping CC student-athletes improve focus and reduce negative self-talk, sport stress, and stress in their daily lives. Results, including supporting participant quotes, future directions for research, and practical implications are discussed.

### VP-8

#### EXAMINING STRESS AND PHYSICAL ACTIVITY AMONG U.S. ADULTS DURING THE COVID-19 PANDEMIC

Sara Powell, California State University, Monterey Bay, USA;  
Barbara Bushman, Missouri State University, USA;  
Stacy Goddard, Missouri State University, USA;  
Delaney Scace, Georgia Southern University, USA;  
Ryenne Klabunde, USA

The COVID-19 pandemic impacted physical and psychological well-being. Specifically, significant increases in psychological stress have been reported among U.S. adults. One means for improving psychological health is participation in regular physical activity (PA). This study examined the impact of the COVID-19 pandemic on stress levels and PA participation among U.S. adults. Mixed-method survey data were gathered from U.S. adults (N = 464, 73.3% female, 87.5% white) exploring stress levels, PA participation, and

changes in PA related to COVID-19. Over half of participants (55.3%) reported decreased PA participation during the lockdown period of March-April 2020, as well as a 48.6% reduction in PA compared to pre-pandemic levels. Less than half of participants (41.8%) reported meeting recommended PA guidelines along with experiencing moderate levels of perceived stress. For those who changed their PA habits from pre-pandemic levels, stress differed significantly ( $F(2,362) = 3.67, p = .026, h^2 = .020$ ) compared to those who met both, one, or neither cardiovascular or muscular PA guidelines ( $F(2,456) = 4.97, p = .007, h^2 = .021$ ). A subset of the sample (n = 225) provided open-ended responses regarding their experiences with PA during the COVID-19 pandemic. Qualitative themes that emerged outline changes of exercise environment, increased or decreased PA frequency, psychological changes (i.e., negative impact on mood and decreased PA motivation), and alternation of PA intensity or type. Many reported changes in PA due to the challenges of the COVID-19 pandemic. This knowledge may be used to further promote PA among U.S. adults who may be facing ongoing stresses COVID-19 pandemic. More generally, this information is useful for those working in applied exercise settings as an example of common barriers and facilitators to PA during a particularly challenging time.

### VP-9

#### ATHLETES' PERCEPTIONS OF LEADERSHIP AND THE COACH-ATHLETE RELATIONSHIP: AN INFLUENCE ON YOUTH DEVELOPMENTAL EXPERIENCES?

Arianne Winkleblech, Ithaca College, USA;  
Justine Vosloo, Ithaca College, USA;  
Candace Receno, Ithaca College, USA

Positive developmental experiences can be a child's abilities and strengths encouraged through activities that foster support and education (Damon, 2004). Two ways to help athletes positively develop are through the coach-athlete relationship and coaches' transformational leadership behaviors. The coach-athlete relationship is a dyadic relationship between coaches and athletes connected mutually by thoughts, emotions, and behaviors (Jowett & Ntoumanis, 2004). Higher quality coach-athlete relationships can increase athlete belonging (Jowett & Chaundy, 2004), closeness with coaches (Jowett, 2003), and communication (LaVoi, 2007). Transformational leadership is the act of transforming followers into leaders (Bass, 1995). Previous research found that youth athletes' perception of coach transformational leadership behaviors and the coach-athlete relationship quality positively correlated with positive developmental experiences in youth soccer players (Vella et al., 2013). The present study replicated the study by Vella et al. (2013) while incorporating team and individual sports differences and focusing on the experiences of high school seniors as reported retrospectively during their first year as college students. One hundred and five first-year college students from colleges across the United States completed the Transformational Leadership Behavior Inventory (TLI; Podsakoff et al., 1996), the Coach-Athlete Relationship Questionnaire (CART-Q; Jowett & Ntoumanis, 2004), and the Youth Experience Survey for Sport (YES-S; MacDonald et al., 2012). Results suggested that a combination of transformational leadership behaviors and the coach-athlete relationship quality could positively correlate with positive developmental experiences. A hierarchical multiple regression was used to determine if the coach-athlete relationship improved the prediction of positive developmental

experiences scores. Results suggested that adding the coach-athlete relationship accounted for 36% of the variance and helped predict positive developmental scores. Overall, results indicate that a combination of coaches' transformational leadership behaviors and the coach-athlete relationship quality can help increase athletes' positive developmental experiences. Practical applications of these findings will be discussed.

### VP-10

#### **THE RELATIONSHIP OF MESSAGE FRAMING TO MOTIVATION AND PERFORMANCE IN COMPETITIVE CYCLISTS**

*Kimberly Fasczewski, Appalachian State University, USA;*  
*Andrey Sanko Posada, Appalachian State University, USA;*  
*Landry Bobo, Appalachian State University, USA;*  
*R. Andrew Shanely, Appalachian State University, USA;*  
*James Peterman, Ball State University, USA*

The interaction between the athlete and coach can have a profound effect on athlete motivation and performance by using either controlling or supportive message framing to convey information to the athlete. Cycling is a physically and mentally challenging sport that requires high amounts of self-determined to succeed and requires long hours of solo training. Cycling athletes often communicate with a coach through written communication using an online platform. Therefore, the purpose of this study was to determine whether either a controlling or supportive message given in written form prior to a cycling ergometer test to exhaustion would alter perceived competence, perceived autonomy, motivation, and performance in 11 amateur cyclists (9 Male, 2 Female; age  $43.6 \pm 10.3$  years). No significant differences were found in perceived competence, perceived autonomy, motivation or performance between supportive or controlling conditions. However, differences were seen in the bivariate correlations (pre-task competence valuation and post-task perceived competence ( $r = -0.738$ ), controlling; perceived competence and perceived autonomy, supportive ( $r = 0.666$ ); autonomous motivation and time-to-exhaustion ( $r = -0.674$ ), controlling), suggesting controlling or supportive message framing has a relationship to the motivational constructs of competence and autonomy. Future research is needed to determine the full effects of a written message on motivation and performance in athletes in a remote coaching setting.

### VP-11

#### **A STROLL IN THE WOODS: UNDERSTANDING THE MENTAL TOUGHNESS, RESILIENCE AND MOTIVATION NEEDED FOR SUCCESSFUL COMPLETION OF A THRU-HIKE ON THE APPALACHIAN TRAIL**

*Kimberly Fasczewski, Appalachian State University, USA;*  
*Maya Ristanovic, Appalachian State University, USA;*  
*Paige Bramblett, Appalachian State University, USA;*  
*Wesley Smith, Appalachian State University, USA*

Thru-hiking, when an individual hikes the entire distance of an extended trail, is a growing passtime for adventure enthusiasts. The Appalachian Trail (AT) is a 2192 mile trail which runs from Georgia to Maine and is the most popular thru-hike in the U.S. Due to the extreme physical demands and time commitment

of the AT, hikers experience both mental and physical barriers to completion. Research has shown that resilience, mental toughness, and motivation are key constructs in successful ultra-endurance events. There is currently little research on these constructs in individuals who successfully complete thru-hikes such as the AT. Therefore, the current study examined the experiences of thru-hikers on the AT retrospectively to explore the resilience, mental toughness, and motivation they use to complete their hike. Online survey data were collected from 128 individuals who had attempted or completed the AT. Individuals completed the Mental Toughness Inventory, State and Trait Resilience Scale, Sport Motivation Scale - 6, and a series of short answer open-ended questions. Results indicated a significant difference in mental toughness between those who completed the trail and those who did not ( $t(124) = 2.038, p < .05$ ); no differences in state or trait resilience or motivation were found. Open-ended responses suggested that social support was a key facilitator for success for most participants. Additionally high self-efficacy and intrinsic motivation, and state and trait resilience - through the use of such things as personal mantras, effective goal setting, and tracking progress - were used. Barriers included loneliness, environmental challenges (weather, trail conditions), physical injuries/fatigue. Future research should track hikers during the thru-hiking experience to better understand the fluctuation of resilience, motivation, and mental toughness during hiking.

### VP-12

#### **ADVERSE CHILDHOOD EXPERIENCES AND COLLEGIATE STUDENT-ATHLETE MENTAL HEALTH OUTCOMES**

*Matthew Powless, University of Evansville, USA;*  
*Elisabeth Brown, University of Southern Indiana, USA;*  
*Mikaila Ealum, University of Southern Indiana, USA;*  
*Kaitlyn Back, University of Southern Indiana, USA*

Research examining the consequences of adverse childhood experiences (ACEs) in student-athletes has found ACEs to be associated with a host of negative psychological and behavioral health outcomes (Barnard et al., 2018; Brown, 2019; Kaier et al., 2015). The current study sought to extend this research by examining the relationship between ACEs, student-athlete mental health, and other contributing variables. Participants for the present study ( $N = 167$ ) represented over 20 different sports across multiple divisions of college athletics: NCAA Division I ( $n = 12$ ), NCAA Division II ( $n = 117$ ), NCAA Division III ( $n = 22$ ), NAIA ( $n = 1$ ), and Junior College ( $n = 15$ ) athletics. In our sample, 71 participants had experienced no ACEs, 22 had experienced 1 ACE, 36 had experienced 2 ACEs, 7 had experienced 3 ACEs, and 30 had experienced 4 or more ACEs.

Similar to Kaier et al. (2015), we found athletic involvement to be protective for up to 2 ACEs for collegiate student-athletes. A MANOVA revealed depression scores were significantly higher for participants with 4 or more ACEs ( $M = 11.73$ ), when compared to participants with 2 ACEs ( $M = 5.21$ ), 1 ACE ( $M = 5.64$ ), or no ACEs ( $M = 5.63$ ) at a significance value of  $p < .001$  for each comparison. Anxiety scores were significantly greater for participants with 4 or more ACEs ( $M = 7.87$ ) when compared to participants with 2 ACEs ( $M = 4.56$ ;  $p = .001$ ), 1 ACE ( $M = 3.27$ ;  $p < .001$ ), or no ACEs ( $M = 4.20$ ,  $p < .001$ ). Furthermore, after running MANCOVAs, it was determined that these group differences were not due to differences in emotion regulation, athletic identity, resilience, or attitudes towards seeking psychological help.

Limitations and implications of the present study will be presented at the 2023 AASP Annual Convention.

### VP-13

#### **ASSOCIATION BETWEEN ACADEMIC/ATHLETIC IDENTITY AND CAREER MATURITY AMONG TAIWANESE COLLEGE STUDENT ATHLETES-THE MEDIATING EFFECT OF COMMITMENT TO CAREER CHOICE AND DEVELOPMENTAL CAREER INDECISIVENESS**

*Jen-De Chen, National Changhua University of Education, Taiwan;*

*Liang Mei Yang, National Changhua University of Education, Graduate Institute of Sports and Health, Taiwan*

With the intention to advance athletic performance while achieving educational goals, most college student athletes (CSAs) in Taiwan choose majors in competitive sports and PE. Juggling with academic and athletic role obligations, CSAs invested enormous time and effort in advancing athletic performance, which often resulted in discouragement in actualizing their student roles and deferment of career exploration. Research has asserted the association among academic/athletic identity, developmental career indecisiveness (DCI) and career maturity CM. However, studies on Taiwanese CSAs' career development emphasized unevenly on athletic identity, neglecting academic identity. Hence, this study aimed to investigate the association between academic/athletic identity and CM by examining the mediating effect of DCI and commitment to career choice.

A hypothesized causal model was constructed based on the Role Identity Theory, the Developmental Career Theory, and findings from previous research. Employing investigative questionnaire surveys, this study recruited 604 CSAs in Taiwan majoring in PE and Sports with 585 valid responses. Research instruments included the Academic and Athletic Identity Scale, the Commitment to Career Choice Scale, Career Decision-making Difficulties Questionnaire-Revised, and the Career Development Inventory. Structural equation modeling was used for data analysis. Results showed good model fit for the measurement and structural models and (1). Academic identity had a positive effect on CM while DCI and un-commitment to vocational exploration (UVE) were negative predictors of CM; (2). Academic identity positively influenced athletic identity and negatively influenced UVE; (3). Athletic identity negatively predict DCI; (4). UVE and DCI had partial mediating effects on the relationship between academic identity and CM. DCI had a full mediating effect on the relationship between foreclosure tendency and CM. In conclusion: Indecisiveness and un-commitment to career choice are detrimental to CSAs and both academic and athletic identities positively contribute to CM. Findings of the current study merits new understanding to CSAs' career development.

### VP-14

#### **THE EFFECTS OF MENSTRUAL CYCLE PHASE ON EXERCISE TOLERANCE AND PSYCHOLOGICAL RESPONSES TO EXERCISE IN PREMENOPAUSAL WOMEN**

*Gabrielle Salvatore, Rowan University, USA;*  
*Daniel Smith, Springfield College, USA;*  
*Elizabeth O'Neill, Springfield College, USA;*  
*Jasmin Hutchinson, Springfield College, USA*

Menstruation is a unique experience for female athletes and exercisers, yet little is known about the psychological impact of the menstrual cycle in an exercise setting. Hormonal fluctuations associated with the menstrual cycle can impact exercise and sport performance, however available evidence is both limited and inconclusive (Yazar & Yazici, 2015), and a number of misconceptions associated with the menstrual cycle persist (Peters & Burrows, 2006). The purpose of this study was to investigate the effect of menstrual cycle phase on 1) mood and self-esteem, 2) psychological responses to exercise (specifically, self-efficacy, perceived exertion, and affective valence); and 3) exercise tolerance. Participants (N = 30) were pre-menopausal women, mean age 25.93 ± 6.71, with no contraindications to exercise and not taking any form of hormonal birth control. Participants completed a graded exercise test at three time points in their menstrual cycle; the early follicular (during menstruation), mid-luteal, and late-follicular phase. Mood and self-esteem were measured pre-exercise at each time point of the menstrual cycle. Task-specific self-efficacy, ratings of perceived exertion, and affective valence were taken at regular intervals during the exercise test. Time to volitional exhaustion was recorded for each test and used as a measure of exercise tolerance. Following the final testing session, a semi-structured interview was employed to explore the experience of the participants in more depth. Body weight and total body water were significantly greater ( $p < .05$ ) in the EF phase when compared to the other two MC phases. A significant ( $p < .05$ ) phase x time interaction was found for RPE. No significant differences across MC phases were observed for SSES, TMD, affect, HR, or exercise tolerance. A significant effect of time was found for in-task affective valence, HR, and TSSE. Following exercise, an increase in affective valence and decrease in TMD were observed. Findings indicate that MC phase did not influence tolerance for exercise or psychological responses to exercise. However, interview data suggests that premenopausal women experience differences in their mood and exercise experience as a result of the MC.

### VP-15

#### **MENTAL SKILLS TRAINING ON PERFORMANCE STRATEGIES AND FITNESS IN FEMALE AND MALE ARMY ROTC CADETS**

*David Tobar, Bowling Green State University, USA;*  
*Mackenzie Piatka, Bowling Green State University, USA*

The United States Army Combat Fitness Test (ACFT) has been found to adversely affect female's ability to attain high scores (Ryan, 2020). Revisions to the ACFT to create sex-neutral standards are on-going, but there are still concerns (Beynon, 2022). Mental skills training (MST) has been used with soldiers

to improve performance and fitness (e.g., Meyer, 2018) and may be more beneficial for females than males (Adler et al., 2015). However, limited research has been done with Reserve Officers' Training Corps (ROTC) cadets. The purpose of this study was to examine MST on use of performance strategies and ACFT performance in female and male Army ROTC cadets. Cadets (18 males; 7 females) at a Division I university participated in an 8-week MST program along with their regular physical training. Cadets met for 30-40 minutes, once per week for MST focused on arousal management, confidence building, attention control, and goal setting. To evaluate the effectiveness of the MST program, cadets completed the Test of Performance Strategies 2-Short Form (Kumar et al., 2020) and the ACFT 2.0 before and after the program. Results indicated that cadets improved ( $p$ 's < .05) on ACFT total and specific event scores from before to after MST. The MST program was more effective for female than male cadets with improvements ( $p$ 's < .05) in use of performance strategies for automaticity, imagery, activation, self-talk, and negative thinking after MST compared to before MST. Increased use of performance strategies was correlated ( $p$ 's < .05) with improvements in select fitness measures after MST. This relationship was most evident for goal setting, activation, self-talk, and less negative thinking. This study supports the use of MST with Army ROTC cadets, especially females. Integration of MST with standard training may be helpful for female cadets to overcome barriers associated with ACFT performance scoring.

that 1. Intrinsic motivation (IM) had a significant direct positive effect on perseverance (grit); 2. IM had a significant direct effect on overall and all three sub-dimensions of well-being; 3. Perseverance had a significant direct effect on well-being at both overall and subscale levels; 4. Perseverance partially mediated the relationship between IM and all dimensions of well-being. Findings suggested that IM is essential to perseverance in grit and well-being while perseverance further positively predict well-being, IM also foster roadrunners' well-being through perseverance of grit. Results of this study merits valuable implications to running clubs, coaches, and professional and recreational road-runners.

### VP-16

#### **THE RELATIONSHIPS BETWEEN MOTIVATION AND WELL-BEING IN ROADRUNNERS IN TAIWAN-THE MEDIATING EFFECT OF GRIT**

*Rui-Xuan Liao, YMCA Yo Mei Technology Ltd., Taiwan;  
Jen-De Chen, National Changhua University of Education,  
Taiwan*

Road-running has become an emerging recreation activity in recent decades in Taiwan. Studies have confirmed that motivation and partaking in road-running events enhances roadrunners' well-being. Grits, conceptualized by both passion and perseverance, was found an essential characteristics among roadrunners. However, the influence of grit on the relationship between road running motivation and well-being remains undiscovered. Therefore, this study aimed to investigate the associations among motivation, grit, and well-being among roadrunners especially focusing on the mediating effect of grits. Online questionnaire surveys were conducted using Google Form. Participants were recruited via major road-running clubs through social media. 350 roadrunners participated with 234 males and 116 females. Mode of age was in the range of 40-49. Research instruments included the Sport Motivation Scale, the Roadrunners' Well-Being Scale and the Grit-S. Level of well-being was represented by summing the three subscale scores of life satisfaction, positive effects, and absence of negative affection. After obtaining agreement from running club leaders, the authors sent out hyperlink to the research website via emails containing research information, consent forms and research questions to each running-club members. Statistical analysis included Pearson correlation coefficient and hierarchical regression. Variables understudied were examined at total and subscale levels. Results indicated

## SYMPOSIA

### SYM-01

#### **INTENSIVE MINDFULNESS MEDITATION SILENT RETREAT: IMPACT ON PREPARATION FOR AND PERFORMANCE AT THE 2020 TOKYO OLYMPIC GAMES**

*Erika Osherow, USA;*  
*Christian Harris, University of Denver, USA;*  
*Jonathan Mills, USA;*  
*Srujana Gummalla, University of Denver, USA;*  
*Meghan Olt, University of Georgia, USA;*  
*Brooke Lamphere, University of Colorado School of Medicine, USA;*  
*Adam O'Neil, University of Denver, USA;*  
*Artur Poczwardowski, University of Denver, USA;*  
*Peter Haberl, Private Practice, USA;*  
*Mark Aoyagi, University of Denver, USA;*  
*Bob Diehl, CU-Boulder, Psychological Health and Performance, USA*

In recent decades, theoretical and empirical research related to mindfulness have increased exponentially, as has the demand for the application of mindfulness-based interventions in various contexts (Heckenberg, 2018; Ivtzan & Hart, 2016). Mindfulness is generally described as sustained, purposeful, and non-judgmental awareness of the present moment (Kabat-Zinn, 2013; Ivtzan & Hart, 2016). Beginning with Kabat-Zinn, Beall, and Rippe's (1985) mindfulness-based intervention (MBI) with US Olympic rowers, MBIs in sport have represented an applied approach to performance excellence theoretically distinct from psychological skills training (PST; Gardner & Moore, 2017). While the utility of mindfulness-based interventions are well-documented, less research has been conducted on the efficacy of immersive meditation-based retreats (McClintock, Rodriguez, & Zerubavel, 2018). This project addresses the usefulness and impact of using a six-day intensive meditation silent retreat in addition to psychological preparation for the 2020 Tokyo Summer Olympic Games with an American Olympic Team. Seventeen female identifying athletes and three coaches participated. The purpose of the following studies were three-fold: (a) to better understand the athletes' lived experience of an intensive meditation silent retreat; (b) examine the athletes' perceptions of the role of a silent retreat in psychological preparation for the Olympic Games; and (c) to explore the athletes' perceptions of mental preparation, specifically, the impact of participation in a silent retreat on individual and team performance during at the Games. The first study utilized a Longitudinal Interpretative Phenomenological Analysis (IPA; Smith & Nizza, 2022 ) pre-post design using semi-structured interviews to show how the athletes' experiences dynamically evolved between study time-points. The second study further investigated the specific COVID-19 related stressors experienced by two athletes as they navigated the postponement of the 2020 Games in a case-study design. Presenters will discuss the findings and methodology to explore athletes' lived experiences post silent-retreat and in preparation for the Games.

### SYM-01A

#### **EXPLORING THE IMPACT OF AN INTENSIVE MINDFULNESS MEDITATION SILENT RETREAT WITH AN AMERICAN OLYMPIC FEMALE TEAM USING A LONGITUDINAL INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS DESIGN**

*Erika Osherow, USA;*  
*Christian Harris, University of Denver, USA;*  
*Jonathan Mills, USA;*  
*Srujana Gummalla, University of Denver, USA;*  
*Brooke Lamphere, University of Colorado School of Medicine, USA*

Despite the plethora of research underlining the utility of mindfulness-based interventions in enhancing performance and well-being for elite athletes, research has yet to uncover the impact of immersive silent retreat studies on high-performance athletes. This study captures the lived individual and team experience of an American Olympic team in an immersive mindfulness retreat. Through the use of Interpretative Phenomenological Analysis (IPA), researchers attempted to integrate three theoretical underpinnings - phenomenology, hermeneutics, and idiography - to (a) study the in-depth human experience, (b) interpret each participant's view point, and (c) highlight the richness and nuances of each individual's voice (Smith & Nizza, 2022). The purpose of this study was to compare themes collected from individual interviews pre-retreat (n=12; two weeks prior), and post-retreat (n=15; two weeks after). Pre-retreat interviews explored athletes and coaches' previous experiences with meditation and their perceptions, beliefs, and mindsets going into the retreat. Post-retreat interviews captured athlete and coaches' reflections, lessons, mindsets, and interpretations of the retreat experience and its relevance to sport performance. As part of the Longitudinal IPA design, individual interviews were conducted and later transcribed. Researchers underwent a case-by-case analysis for each participant. Once all pre-retreat and post-retreat cases were analyzed, cross-case analysis was conducted to organize personal experiential themes into group experiential themes for pre-retreat and post-retreat. Results for the pre-retreat show a key experiential theme of seeking control during the retreat. Comparatively, in the post-retreat group a key theme appeared to revolve around self-awareness coupled with meta-awareness. Further experiential themes and future implications for performance optimization with athletes in mindfulness meditation and immersive practice will be discussed in the presentation.

### SYM-01B

#### **A CASE STUDY OF THE LONG-TERM EFFECTS OF AN INTENSIVE MINDFULNESS MEDITATION SILENT RETREAT AT THE 2020 TOKYO OLYMPIC GAMES**

*Meghan Olt, University of Georgia, USA;*  
*Adam O'Neil, University of Denver, USA*

Intensive meditation training in a silent meditation retreat setting has been shown to significantly impact self-regulatory processes (Macdonald et al., 2018; Baltzell, 2016). Such training has been associated with increased positive affect, life satisfaction and well-being, and silent meditation retreats have been shown to decrease negative affect, impulsivity,

and perceived stress (Fredrickson et al., 2019; Macdonald et al., 2018). Despite the applied prevalence of mindfulness based interventions (MBI) in sport (Haberl, 2016; Kabat-Zinn et al., 1985), the systematic study of an intensive silent meditation retreat in mindfulness with a population of elite athletes has yet to be explored. In the fall of 2018, an American Olympic team comprised of twelve female athletes attended a silent meditation retreat in Colorado. Informed consent was received prior to and immediately after the retreat, with analyses available in a related study (Osherow, Harris, & O'Neil; submitted alongside this submission). For the purpose of this study, the responses from two athletes who also completed a third interview prior to the 2020 Tokyo Olympic Games were analyzed using thematic analysis (Braun & Clarke, 2012) to capture richness of the experience of both the retreat and the subsequent impact of the COVID-19 global pandemic. Emergent themes from before and after the retreat included team cohesion dynamics, heightened sense of self awareness, and development of psychological skills associated with mindfulness practice (e.g., compassion, acceptance). Common themes that emerged from interviews conducted 21 months post-retreat, prior to the delayed 2020 Tokyo Games, included transition processes into and out of sport, sustained skills related to mindfulness, the impact of COVID-19 on psychosocial processes (i.e., mental health changes) and outcomes (i.e., team resilience from social isolation), and reflections on postponement of the Olympic Games (Reardon et al., 2020).

### SYM-02

#### **SIGNATURE INTERVENTIONS FOR SUSTAINABLE PERFORMANCE EXCELLENCE: INTERNATIONAL PERSPECTIVES ACROSS THE CONTINUUM OF MENTAL WELLBEING AND MENTAL PERFORMANCE**

*Elizabeth Shoenfelt, Western Kentucky University, USA;*  
*Sebastian Brueckner, Private Practice, Germany;*  
*Stiliani Chroni, Inland Norway University of Applied Sciences, Norway;*  
*Göran Kenttä, The Swedish School of Sport and Health Science, Sweden;*  
*Antonis Alexopoulos, European University of Cyprus, Nicosia, Cyprus;*  
*Courtney Hess, Stanford University School of Medicine, USA*

Mental health is integral to athlete health (NCAA, 2021). AASP developed a spectrum of mental well-being and mental performance operationalized as low, decreased, stable, enhanced, and high functioning performance. In this symposium, we present signature interventions addressing mental health and performance across this spectrum that draw on expertise from experienced international practitioners. These interventions ensure equitable delivery of services to constituents from different cultures.

Presentation One details the development, content, and delivery of a two-day mental health (MH) intervention in Cyprus sport. Objectives included providing knowledge of mental wellbeing and illbeing, how culture perpetuates MH stigma and hinders addressing MH issues, overcoming cultural resistance, nurturing acceptance of MH in the sport culture, and, importantly, action-oriented steps forward.

Presentation Two initiates bridge building between pain treatment and sport, highlighting the need for interprofessional

collaboration to tailor current treatments to support athletes managing chronic pain. An example with youth athletes with chronic pain, appropriate metrics, and current standards of chronic pain treatment, including the integration of mental skills, will be shared.

Presentation Three describes a mindfulness-based stress management program with elite referees, a high performance group that receives little attention. The intervention provides a context to present various training exercises as well as results from implementation with referees. The ABC model will be highlighted as an example of CBT based exercises that can be infused with mindfulness-based components, a tool that can be used with clients at some point in the coaching journey to help with emotionally challenging, stressful situations.

The final presentation details, through an intervention with an intercollegiate team, how to identify individual leadership strengths (to be capitalized on) and gaps (for leadership development) using multi-source/360o feedback from teammates, coaches, and self - enabling sustainable leadership training. Targeted development is more effective and efficient in developing leader excellence.

### SYM-02A

#### **BREAKING THE SILENCE IN CYPRUS SPORT: A 2-DAY MENTAL HEALTH INTERVENTION**

*Stiliani Chroni, Inland Norway University of Applied Sciences, Norway;*  
*Göran Kenttä, The Swedish School of Sport and Health Science, Sweden;*  
*Antonis Alexopoulos, European University of Cyprus, Nicosia, Cyprus*

Athletes and coaches also face mental health challenges, yet many of them do it in silence, being uncomfortable to reveal their suffering and to ask for help (Vella et al., 2021; Pilkington et al., 2022). Mental health in sport, for a long time, received minimal attention, mainly due to the mentally tough athlete pictured by the media, often reinforced by the coaches and sport cultures. Stigma around mental health in sport is still a major barrier for developing support systems, and often somewhat different across the world (Larsen et al., 2021). For example, mental health in Cyprus sport had not received any attention until 2022. Initiated by a retired professional football player's desire for a better and healthier future in Cyprus sport, we were invited to collaborate for a two-day intervention with the overall aim to raise awareness on athlete and coach mental health and to develop an action plan for Mental Health in Cyprus Sport. The objectives were to (i) provide coaches and leaders with knowledge, cultivate their understanding and nurture acceptance on mental health and what mental wellbeing and illbeing are, (ii) create awareness on how the national culture conceals and perpetuates the mental health stigma and may hinder action from being taken, and (iii) to outline action-oriented steps forward. The long-term aspiration of Cyprus sport is for mental health prevention and care to become a vital part of doing sport. In the presentation we will share, how the two-day intervention program was developed, structured, and delivered, the challenges in finding native athletes and coaches willing to share their stories and help us connect these with evidence-based knowledge, the effort to address the topic without meeting cultural resistance, and where things are a year later.

### SYM-02B

#### CHRONIC PAIN IN SPORT: INTEGRATED INTERVENTIONS & INTERPROFESSIONAL COLLABORATION

*Courtney Hess, Stanford University School of Medicine, USA*

Chronic pain is a common experience, affecting 11-38% of youth each year (King et al., 2011), and is associated with decreased quality of life, functioning (Gold et al., 2009), and increased mood and anxiety symptoms (Palermo, 2000). Athletes are at particular risk for developing chronic pain as injury is a common incident within sport and an established precipitating factor for development of chronic pain (Becker et al., 2018; Conn et al., 2003). Despite the risk faced by athletes and known deleterious outcomes of chronic pain, limited research exists to guide treatment and management for this specific population. Approaches to pain management have emerged that could support athletes who are navigating chronic pain; however, limited research exists to guide how this standard of treatment could be better integrated into a sport-specific context. This presentation will aim initiate bridge building between pain treatment and the sport sphere. To do this, the presenter will characterize a population of youth with chronic pain who also identified as athletes (N = 305; Mage = 13.9), including reported sport participation, athlete identity, pain-related distress, functional disability, and mood and anxiety ratings. This presentation will also provide information about chronic pain and current standards of chronic pain treatment (Fisher et al., 2022; Harrison et al., 2019), emphasizing the opportunities for integration of existing mental skills training to support athletes managing pain. Finally, the presentation will highlight the need for interprofessional collaboration between pain and sport spheres so to tailor current treatments to meet the demands of the sport context and support athletes managing chronic pain. The presentation will focus on both professional practice implications as well as identify areas for future research to improve integrated pain care in sport.

### SYM-02C

#### FOSTERING SUSTAINABLE PERFORMANCE EXCELLENCE THROUGH STRESS MANAGEMENT INTERVENTIONS: A MINDFUL EMOTIONAL SELF-REGULATION TOOLBOX

*Sebastian Brueckner, Private Practice, Germany*

Pushing boundaries and embarking into the unknown are integral parts of pursuing performance excellence, be the performer an athlete, coach, or referee. Navigating such experiences inevitably takes performers outside of their 'comfort zone' and involves dealing with stress, anxiety, or other challenging emotions (Fletcher & Arnold, 2021). Recent advances in sport psychology practice have led to an increased use of mindfulness-based interventions. Baltzell (2016) offered a comprehensive overview of how mindfulness and performance are linked in sport and other performance domains through constructs like emotional self-regulation, self-compassion, and distress tolerance. As such, a mindfulness-based approach also lends itself well to inform stress management interventions aimed at fostering sustainable performance excellence. This presentation will describe a stress management intervention implemented with a group of 20 elite German volleyball referees. The intervention specifically targeted improving participant emotional self-regulation in challenging, high-

pressure situations experienced by referees (e.g., bad call; interpersonal conflict). The stress model proposed by Lazarus and Folkman (1984) served as the theoretical foundation for the program. Specific interventions included: mindfulness exercises (Baltzell & Summers, 2018), and embodiment and somatic exercises (Beckmann & Ehrlenspiel, 2018; Storch et al., 2006). Additionally, we used the ABC model (A - adversity, B - beliefs, C - emotional and behavioral consequences; Ellis, 1994), rooted in Rational-Emotive Behavior Therapy. Qualitative and quantitative data from this stress management intervention with referees will be shared. Additionally, insights from implementing the specific mindfulness-based exercises and tools will be shared. Specifically, Ellis's ABC model will be discussed; this tool, though rooted in CBT theoretically, has been adapted as a cornerstone of successful mindfulness-based stress management interventions with high performers beyond elite referees. Reflecting on the information shared, attendees will learn how to inform their personal consulting practice by integrating specific mindfulness-based emotional self-regulation exercises.

### SYM-02D

#### A MULTISOURCE/360° FEEDBACK INTERVENTION FOR TARGETING SUCCESSFUL ATHLETE LEADER DEVELOPMENT

*Elizabeth Shoenfelt, Western Kentucky University, USA*

That effective athlete leaders have a significant positive impact on their teams is well grounded in the literature (e.g., Cotterill et al. 2022); empirically demonstrated effects include increases in team cohesion, confidence, satisfaction, commitment, identification, and performance (e.g., Cotterill et al., 2016; Fransen et al., 2019). Recently, it has been acknowledged that effective team leadership requires more than a single athlete to meet team needs on and off the court/field. Identifying and developing a shared leadership group of intermediate size, identified by team members and/or coaches has proven effective (Gockel et al., 2010; Fransen et al., 2018; Leo et al., 2019). Researchers have empirically established traits (personal characteristics) and skills (behaviorally defined) necessary for effective leadership. Although some traits are immutable (e.g., intelligence), most are amenable to leadership development. Development is more effective and more efficient if leadership strengths and gaps are identified so that training can be targeted.

This presentation details how to identify individual leadership strengths (to be capitalized on) and gaps (for leadership development) using multi-source/360° feedback from teammates, coaches, and self. This early step in leader development utilizes a taxonomy of leadership skills and traits garnered from established leadership theories and meta-analyses. This process helps to foster role clarity by differentiating roles among the leadership group and can provide a baseline for evaluating leader development programs. Specifically, a quantitative tool will be shared that presents an aggregate list of leadership skills and traits which are rated from each perspective to indicate which leadership skills and traits are/are not observed. Multisource ratings are consolidated and fed back to the athlete. Points of agreement and discrepancies across rater type (i.e., self, teammates, coaches) is informative and identifies strengths and areas for development. An example with an intercollegiate team will be presented.

### SYM-03

#### TRAUMA-INFORMED SPORT PSYCHOLOGY: A NEW STANDARD OF CARE?

*Amanda Leibovitz, University of Western States, USA;*  
*Mitch Abrams, Learned Excellence for Athletes, USA;*  
*Keely Hayden, University of North Texas, USA;*  
*Scott Martin, University of North Texas, USA*

Over the past several years, mainstream media outlets and social media platforms have amplified the stories of elite athletes who have experienced physical, sexual, and emotional abuse in sport settings (Abrams & Bartlett, 2019; Park, 2021). Though athletes may be at an increased risk for certain types of psychological trauma due to the physical and emotional demands of their sport, athletes are also susceptible to the same sources of trauma as the general population such as childhood abuse or neglect, violence, accidents, natural disasters, and war (American Psychiatric Association [APA], 2013; Mol et al., 2005). Trauma-informed care (TIC) is based on the understanding that trauma can affect every aspect of an individual's life, including their physical and mental health, relationships, and performance (Champine et al., 2022). Importantly, not all athletes who experience trauma will develop psychological symptoms, and not all athletes who develop psychological symptoms will require treatment (APA, 2013). However, it's important for sport psychologists and other sport professionals to be aware of the potential for trauma among the athlete population and to provide TIC within their appropriate scope of practice (Middleton et al., 2019; Temkin et al., 2020). The first presentation of this symposium will identify various ways that adverse childhood experiences may influence social behaviors, resilience, and self-efficacy in sport and life. The second presentation will describe different types of trauma and discuss ethical considerations for TIC in nonclinical relationships. The third and final presentation will explain various competencies necessary for TIC and identify pathways for sport professionals to better support athletes healing from trauma.

### SYM-03A

#### ADVERSE CHILDHOOD EXPERIENCES, PROTECTIVE FACTORS, AND SOCIAL BEHAVIORS OF YOUNG ADULTS IN SPORT AND LIFE

*Keely Hayden, University of North Texas, USA;*  
*Amanda Leibovitz, University of Western States, USA;*  
*Scott Martin, University of North Texas, USA*

The relationship between adverse childhood experiences (ACEs) and sport participation has become an important topic of discussion for many researchers and professionals seeking to understand the long-term effects of psychological trauma (Herzog & Schmal, 2018; Kavussanu et al., 2009; Sansone, 2012). ACEs may lead to immense stress with potentially long-lasting mental and physical health consequences, such as negative social cognitive functioning, decreased social interactions, and reduced participation in the work force (Herzog & Schmal, 2018; Sansone et al., 2012). Protective factors (e.g., family-functioning/resiliency, concrete support, social support) may promote resilience and high self-efficacy in children exposed to high-risk environments, which can minimize antisocial behavior in emerging adulthood (Fergusson & Horwood, 2003). Likewise, personal characteristics such

as resilience and general self-efficacy may protect against negative social outcomes associated with childhood trauma, such as antisocial behavior toward peers and strangers. However, limited research exists that examines the relationship between ACEs, social behaviors, and protective factors as individuals transition into early adulthood. Therefore, the purpose of this portion of the symposium is to provide information regarding ACEs' influence on prosocial and antisocial behaviors, resilience, general self-efficacy, and sport participation of young adults. Sport is a double-edged sword, providing positive effects, such as psychosocial and personal development, and negative effects, such as possible failure or injury. Therefore, various protective factors will be highlighted that combat antisocial behavior and negative health effects stemming from ACEs. Current research exploring the relationship between ACEs, personal characteristics (gender, etc.), social behaviors, and protective factors will be presented, as well as the potential positive and negative impact of sport participation. In addition to identifying risk factors, prevention strategies will be discussed for those working in sport settings who regularly interact with athletes.

### SYM-03B

#### TRAUMA-SPECIFIC EDUCATION AND TRAINING FOR NONCLINICAL SPORT PROFESSIONALS

*Amanda Leibovitz, University of Western States, USA;*  
*Scott Martin, University of North Texas, USA*

Trauma can be experienced in many ways, and it is estimated that more than 50% of the population will be affected by trauma at least once in their lifetime (National Institute of Mental Health, n.d.). While some individuals develop post-traumatic stress disorder (PTSD) following a traumatic event, others experience subclinical symptoms (e.g., depression, anxiety, social withdrawal, flashbacks) that can also profoundly impact how they relate to themselves and others (American Psychiatric Association [APA], 2013). Many individuals turn to sport and physical activity to alleviate emotional and psychological distress (Rosenbaum et al., 2015; Whitworth & Ciccolo, 2016). However, internal (e.g., increased heart rate), external (e.g., sights, sounds), and interpersonal (e.g., nonverbal cues) stimuli related to sport environments may exacerbate one's trauma-related symptoms and lead to a withdrawal from activity (APA, 2013). Because sport psychologists, coaches, and other professionals will likely interact with athletes who have been previously exposed to trauma at some point in their career, these providers would benefit from specific education and training related to trauma and trauma-informed care (Cook & Newman, 2014; Temkin et al., 2020). Despite the call to increase the trauma competencies of clinical providers, only limited resources exist for psychologists and counselors, and even fewer are available to sport professionals. Therefore, both clinical and nonclinical providers are more likely to understand trauma through the lens of subjective experiences, rather than scientific knowledge, which may limit their ability to provide trauma-informed services within their appropriate scope of practice (Leibovitz & Martin, 2022). The purpose of this presentation is to (a) provide a basic overview of different types of trauma and how they may present in sport, (b) discuss the necessity and appropriateness of trauma-informed service delivery in non-clinical environments, and (c) review recent research exploring the ways in which coaches acquire information about trauma.

### SYM-03C

#### THE STATE OF THE SPORTS WORLD REGARDING TRAUMA INFORMED CARE

*Mitch Abrams, Learned Excellence for Athletes, USA*

The list of high-profile athletes who have spoken out about mental health issues (e.g., Simone Biles, Naomi Osaka, Michael Phelps) has grown exponentially over the past several years, emphasizing the necessity and utility of sport psychology services (Park, 2021). Consequently, sport organizations, such as the National Collegiate Athletic Association (NCAA), are pushing to add sport psychologists to their teams of staff assisting athletes (Jones et al., 2022). Additionally, governing bodies of sports have been working to create resources to help coaches and other sport professionals recognize symptoms of mental health issues in athletes and prevent physical, emotional, and sexual abuse in sport. For example, The U.S. Center for SafeSport was created in 2017 to provide education, training, and a code of conduct aimed at preventing sexual abuse and misconduct (e.g., bullying, grooming) in Olympic and Paralympic sports. The success of SafeSport has been limited by the number of complaints outpacing available resources; many complainants report feeling frustrated with long resolution times, invalidated by the lack of updates, and unsatisfied that sanctions, when levied, rarely protect athletes from further abuse (Senate Olympics Investigation, 2019). The impact of the #MeToo movement in the sports arena has also been examined and discussed, and several suggestions have been offered to improve implementation (Abrams & Bartlett, 2019). Yet, there has been little movement to address the shortcomings of current approaches to trauma prevention and response, reduce victimization, and advance toward a model of trauma-informed care in sport psychology (Loughran, 2019). This portion of the presentation will culminate by identifying specific steps to increase the baseline competencies of sport professionals in understanding trauma and provide them with intentional pathways to increase access to trauma-informed care for athletes.

### SYM-04

#### CONDUCTING COLLABORATIVE, MULTIDISCIPLINARY RESEARCH IN APPLIED SPORT PSYCHOLOGY: THE PLANNING, LESSONS LEARNED, AND FINDINGS FROM AN AASP COLLABORATIVE RESEARCH GRANT PROJECT

*Candace Hogue, Penn State University, Harrisburg, USA;*  
*Mary Fry, University of Kansas, USA;*  
*Andrew Fry, University of Kansas, USA;*  
*Jacob Chamberlin, University of Kansas, USA;*  
*Drake Eserhaut, University of Kansas, USA*

In this symposium we will share the planning and execution, lessons learned, and findings from a multidisciplinary experimental investigation into the impact of coaching behaviors that was funded by an AASP collaborative research grant. Faculty and students from two universities and three labs took part in the investigation which incorporated psychoneuroendocrine and coaching education research and biomechanics. The primary purpose of the experiment was to objectively assess participant shooting mechanics (i.e., form pre vs. post), physiological stress (e.g., cortisol and alpha-amylase), and psychological responses to the motivational

climate during a free throw shooting clinic. College students (N = 40, Mage = 20.18) were randomly assigned to a shooting clinic with either a caring, task-involving (i.e., socially supportive and mastery-focused) or ego-involving (i.e., hyper-competitive, winning focused) climate. Saliva was collected six times to assess cortisol, testosterone, and alpha-amylase, stress responsive biomarkers, including baseline (t = -30 and 0 min from clinic start), response (t = 20, 35, and 50 min), and return-to-baseline (t = 65 min) measures. Participants completed pre- and post-questionnaires to assess the climate and psychological responses (e.g., affect). Large research projects have many moving parts and it is challenging to design and execute projects that incorporate multiple laboratories and types of data collection, where mistakes (e.g., poor timing or training) can have an adverse and potentially detrimental impact on the findings. However, as Raabe et al. (2021) have argued, the use of a scientist-practitioner model requires strong empirical support to help guide practice, and practitioners must also be able to access this work. We will share some challenges and benefits of conducting multidisciplinary research, explain how theory and research helped us develop this investigation, and discuss the findings in light of the current literature, as well as the application of this work for those working in coaching education.

### SYM-04A

#### THEORETICAL FOUNDATION & PREVIOUS RESEARCH

*Jacob Chamberlin, University of Kansas, USA;*  
*Candace Hogue, Penn State University, Harrisburg, USA*

The theoretical foundation guiding this work will be discussed, including coaching education research guided by achievement goal perspective theory (Nicholls, 1984, 1989), social self-preservation theory (Dickerson, Gruenewald, & Kemeny, 2004; Kemeny, Gruenewald, & Dickerson, 2004), and the stress buffering hypothesis (Cohen & Pressman, 2004). In their systematic review of motivational climate literature in sport and physical activity, Harwood and colleagues (2015) highlighted the need for motivational climate research that incorporates objective outcomes in sporting contexts. Although achievement goal theory researchers have included objective measures of performance and effort (e.g., Solmon, 1996), they have yet to utilize a multidisciplinary approach that incorporates biomechanics and psychoneuroendocrine research, along with coaching education. Also, psychoneuroendocrine research, including social self-preservation theory and the stress buffering hypothesis, can help practitioners better understand what psychosocial factors influence participants' stress responses and how to best set them up to thrive psychologically and physiologically.

### SYM-04B

#### METHOD & PROCEDURES

*Mary Fry, University of Kansas, USA*

In this segment, we will highlight the method and procedures of the study. These include the process for selecting participants; planning the free throw shooting clinic intervention (i.e., caring and task-involving climate condition versus the ego-involving climate condition); training instructors for the intervention; and planning and coordinating the pre- and post-testing

with regard to the psychological assessments, physiological responses (i.e., cortisol, alpha amylase, & testosterone), and biomechanical measures (e.g., elbow and knee angles when shooting). Careful consideration was given to the planning of all these aspects of the study, as well as the measurement of each variable. We will also describe the role of each member of the research team and the training they received so that the data collection was carried out without incident. Finally, we will provide reflection on important considerations when planning an experimental investigation of this magnitude that includes three different laboratories and faculty and students from two different universities.

### **SYM-04C**

#### **PSYCHOLOGICAL, PHYSIOLOGICAL, AND BIOMECHANICAL RESULTS**

*Candace Hogue, Penn State University, Harrisburg, USA;  
Drake Eserhaut, University of Kansas, USA*

The results of this investigation will be presented by comparing responses of participants who took part in a highly caring and task-involving free throw shooting clinic versus participants who took part in a highly ego-involving clinic. Pre- to post-scores will also be shared on relevant outcomes (e.g., affect). In line with study hypotheses, the ego-involving climate elicited a coordinated stress response, including a significant increase in cortisol, testosterone, and alpha-amylase. In contrast the caring, task-involving climate triggered a more protective and adaptive response (e.g., a decrease in cortisol). The testosterone/cortisol (T/C) ratio for each group will also be presented. T/C ratio has been associated in the sport/exercise training and overtraining literature as inversely related to training stress (Flavio & Kater, 2017). Findings from the current investigation illustrate how caring, task-involving climates can lead to more favorable T/C ratios in sport contexts. Finally, psychological responses including neutral and maladaptive responses in the ego-involving group and more adaptive responses reported by participants who took part in a highly caring, task-involving free throw shooting clinic (e.g., greater effort and enjoyment) will be shared. Improved biomechanics of free throw shooting (Cabarkapa, et al., 2021) will also be compared between groups.

### **SYM-04D**

#### **IMPLICATIONS AND THE IMPORTANCE OF THE SCIENCE-PRACTITIONER MODEL**

*Mary Fry, University of Kansas, USA;  
Candace Hogue, Penn State University, Harrisburg, USA*

In this section, the presenter will highlight the importance of utilizing the science-practitioner model along with how findings from multi-disciplinary experimental investigations can help inform coaching education efforts. The presenter will discuss the findings in light of the current literature and note important considerations for researchers thinking about including stress-responsive biomarkers in their own research. For instance, there are a number of factors that can influence cortisol and other stress-responsive hormones that must be considered when designing an investigation that includes these markers of psychological stress. Likewise, there are important implications regarding well-being and athletic performance

that should be considered when utilizing a holistic approach with athletes that will be shared. Finally, a comprehensive picture of an optimal sport environment is coming together that identifies how caring and task-involving climate features lead to athletes experiencing optimal motivational, physiological, and performance responses. Interventions and collaborations can be conducted whereby coaches learn to incorporate these climate features in their interactions with athletes, and doing so may result in enhancing the sport experience of athletes of all ages and ability levels.

### **SYM-05**

#### **MENTAL HEALTH INTERVENTIONS IN SPORT: EVIDENCE FROM SYSTEMATIC REVIEWS, CONSENSUS STATEMENTS AND PROGRAMME IMPLEMENTATION**

*Gavin Breslin, Ulster University, UK;  
Nora Sullivan, Ulster University, UK;  
Stephen Shannon, Ulster University, UK;  
Bradley Donohue, University of Nevada, Las Vegas, USA*

Research focused on mental health in sport has revealed a need to develop evidence-supported mental health practices that are sensitive to sport culture, for elite and non-elite athletes (Breslin and Leavey, 2019). In recent years several consensus statements have been produced to assist effective mental health awareness program development and evaluation. The purpose of this symposium is to highlight the available international evidence to aid those practitioners and researchers developing programs. The first presenter will provide evidence from an updated systematic review of interventions to increase awareness of mental health and well-being in athletes, coaches, officials and parents (Breslin et al., 2022). Presentation 2 will include the findings from a recent systematic review of mental health awareness programme targeted at adolescents. The third and fourth presentation will include descriptions and evaluations of two interventions, the State of Mind Ireland Program (Shannon et al, 2019) and The Optimum Performance Program in Sports (TOPPS) (Donohue et al 2022) delivered in the USA, both are evidence-based service delivery models for athletes. A theme throughout the presentations will be a critical review of international evidence-informed programme content, and research evaluation.

### **SYM-05A**

#### **AN UPDATED SYSTEMATIC REVIEW OF INTERVENTIONS TO INCREASE AWARENESS OF MENTAL HEALTH AND WELL-BEING IN ATHLETES, COACHES, OFFICIALS AND PARENTS**

*Gavin Breslin, Ulster University, UK;  
Stephen Shannon, Ulster University, UK;  
Michael Cummings, Maastricht University, Netherlands;  
Gerry Leavey, Ulster University, UK*

Interventions designed to increase mental health awareness in sport have grown substantially in the last five years. The aim was to update a 2017 systematic review that determined the effect of sport-specific mental health awareness programs to improve mental health knowledge and help-seeking among sports coaches, athletes, and officials. The review was extended to incorporate parents as a source of help-seeking, and report the validity of outcome measures and quality of research design that occurred since the original review. Five

electronic databases were searched: Psychinfo, Medline (OVID interface), Scopus, Cochrane and Cinahl. Risk of bias was assessed using the Cochrane and QATSQ tools. The findings revealed twenty-eight articles for inclusion, eighteen additional articles since the original review. Eighteen studies targeted athletes, five with coaches, one sport officials (i.e., referees), one 'at risk children', and three with parents. One of the studies was a combination of athletes, coaches and parents. In terms of study outcomes, health referral-efficacy was improved in seven studies; twelve studies reported an increase in knowledge about mental health disorders. Proportionally, higher quality research designs were evident, as three of ten studies within the previous review did not demonstrate a high risk of bias, whereas thirteen of the eighteen additional studies did not display a high risk of bias. Only one study included a behaviour change model in both the programme design and evaluation. The findings from the updated systematic review shows improvements in the methodological design of recent studies compared to the first review. There was also evidence of the extension of programme delivery to parents. In conclusion, researchers, practitioners and policy makers should consider methodological guidance and the application of theory when developing and evaluating complex interventions.

### **SYM-05B**

#### **A SYSTEMATIC REVIEW OF SPORT-BASED MENTAL HEALTH AWARENESS INTERVENTIONS FOR ADOLESCENTS**

*Nora Sullivan, Ulster University, UK;*  
*Marian McLaughlin, Ulster University, UK;*  
*Stephen Shannon, Ulster University, UK;*  
*Gerry Leavey, Ulster University, UK;*  
*Gavin Breslin, Ulster University, UK*

Adolescent mental illness is of increasing concern, with prevalence statistics indicating an increase across Ireland and the United Kingdom. Service-related barriers have historically deterred help-seeking, yet creative ways to encourage help-seeking through evidence and theory-based interventions are emerging. However, studies exploring help-seeking and mental health literacy (MHL) in sport settings have mainly been conducted with adults, and it remains unclear to what extent studies are conducted amongst young people. The aim of this systematic review was to identify the effect, risk of bias, and research methods adopted amongst sport-based adolescent mental health awareness programmes in young people. To do this, six electronic databases (MEDLINE Ovid, PsycINFO, Scopus, CINAHL, SPORTDiscus, and Cochrane) were searched from September 2012-2022. Studies were included if they included adolescents aged 11-17, addressed mental health outcomes (recognition and management of psychological or emotional problems, or interventions tailored to focus on a specific mental health disorder) and contained a sport component. Six studies met the inclusion criteria and were all conducted in Australia. Sample size ranged from 9 to 816 participants. Study designs varied, from a randomised control trial, a retrospective qualitative method, and mixed-methods. Four distinct programs were evaluated, two where the content was theory-informed. Findings suggest that areas of MHL, attitudes towards recognition, help-seeking intentions, and resilience were improved. Using a sport setting was acknowledged as a valuable design feature and an attractive setting for the dissemination of mental health awareness messages. To conclude, given the limited

number of theory informed interventions, there is a need for researchers to explicitly adopt behaviour change theories when designing and evaluating sports based mental health awareness interventions for adolescents.

### **SYM-05C**

#### **EFFECTS OF A MENTAL HEALTH INTERVENTION IN ATHLETES: APPLYING SELF-DETERMINATION THEORY**

*Stephen Shannon, Ulster University, UK;*  
*Donncha Hanna, Queens University Belfast, UK;*  
*Tandy Haughey, Ulster University, UK;*  
*Gerry Leavey, Ulster University, UK;*  
*Gavin Breslin, Ulster University, UK*

Student-athletes are prone to stress and mental health challenges because of co-existing academic, social, and sporting demands, yet are often overlooked when it comes to mental health support. The State of Mind Ireland (SOMI) programme was developed in response to the few existing evidence-based intervention programmes, incorporating Self-Determination Theory (SDT) into the SOMI's most recent iteration. The primary aim was to enhance competence in mental health awareness self-management through an instructional workshop and home-directed mindfulness programme comprising daily sessions. A 2 (groups) x 2 (time-point) non-randomised controlled trial was conducted comprising 238 student-athletes, with 108 in the SOMI intervention group, and 130 in the control group. The mean age was 20.47 years ( $SD=3.30$ ); 57.6% percent were males and 42.4% were females. A regression model assessing singular and serial indirect mediating mechanisms was conducted, in which mental health competence and mindfulness awareness were tested as mediators predicting change stress and well-being. The findings showed that the intervention was directly related to positive changes in mental health competence ( $\beta=.39$ ,  $p < .05$ ), subsequently resulting in indirect effects on mindfulness awareness ( $\beta=.07$ ,  $p < .05$ ), stress ( $\beta=-.06$ ,  $p < .05$ ), and well-being ( $\beta=.05$ ,  $p < .05$ ). Further effects on stress and well-being were present through competence and mindfulness awareness in sequence ( $\beta=-.02$ ,  $p < .05$  and  $\beta=.01$ ,  $p < .05$ , respectively). To conclude, mindfulness-based mental health interventions may be effective at reducing stress and promoting well-being in athletes, through the mechanism of improved mental health competence. We propose that future programmes go beyond initial awareness raising to include applied practices that are of benefit to self-regulation of stressors among athletes. However, increasing adherence to such methods remains a challenge to those involved in programme design, and future efforts may benefit from inclusion of a co-production model.

### **SYM-05D**

#### **THE OPTIMUM PERFORMANCE PROGRAM IN SPORTS (TOPPS)**

*Bradley Donohue, University of Nevada, Las Vegas, USA*

The Optimum Performance Program in Sports (TOPPS) was developed from Family Behavioral Therapy, a well-established comprehensive intervention that incorporates significant others of clients to reduce mental health/substance use symptomatology in adolescents and adults in randomized controlled trials funded by the National Institutes of Health (NIMH, NIDA). TOPPS works under the premise of optimization

theory; which posits that thoughts, behaviors, and feelings reciprocally influence performance in sport and life; thus, cognitive and behavioral skill sets are taught to optimize performance. TOPPS involves 12 to 16 performance meetings of 60 to 90 mins. duration, with intervention components including performance orientation, self- and environmental control, gratitude exchange, motivational enhancement, financial management, dream job, job-getting skills training, and communication skills training. An overview of TOPPS and its scientific support followed by a discussion relevant to implementing sport-specific interventions with athletes and performers will be presented. Studies that were funded by the National Institutes of Health in the United States in supporting TOPPS will be reviewed. These include more than a dozen outcome evaluation studies that have demonstrated TOPPS is both engaging, and effective in the improvement of mental health, substance use, factors that interfere with sport performance, and relationships with teammates, coaches, and family. A review of the psychometric evaluations of mental health screening instruments for use in collegiate athletes will also be included. Lastly, obstacles and strategies that are relevant to successful implementation of TOPPS in real world settings will be outlined. Topics of discussion will include methods of implementing mental health interventions in non-academic settings that are sport-specific, adjustments to standardized protocols that need to be made to address the various mental health disorders, strategies specific to athlete/performer engagement, and issues that often influence mental health screening.

### SYM-06

#### **“THIS IS HOW I/WE FIT”: PERSPECTIVES FROM MEN OF COLOR CONSULTING IN HIGH PERFORMANCE DOMAINS**

*Robert Owens, Valor Performance, USA;*  
*Aaron Goodson, Duke University, USA;*  
*Adrian Ferrera, A Journey Forward, LLC, USA;*  
*Aren Ulmer, Courtex Performance, USA;*  
*Ardran Carr, University of Michigan, USA*

The Association for Applied Sport Psychology (AASP) Position Statement on Human Diversity states “we strive to promote inclusive environments characterized by respect, understanding, and acceptance of cultural similarities and differences through all aspects of our operation... we are committed to our own continued growth around multicultural issues and are intentional about integrating diversity into all aspects of our work.” (AASP, 2020). With the creation of the Diversity and Inclusion Division Head, the establishment of the Reconciliation Task Force, and the publication of special journal issues dedicated to anti-racism, AASP has made progress promoting inclusive environments. However, despite the increased focus on diversity, equity, inclusion, belonging and justice (DEIBJ) within AASP, the field of applied sport psychology as a whole continues to face challenges in providing authentic contexts to explore the experiences of subgroups of its members (Tibbetts & Smith, 2023), specifically men of color who consult with high performance populations (Carter & Davila, 2017). The purpose of this symposium is to examine the experiences of men of color in sport and other high performance domains through themes identified by Hyman et. al. (2021): the professional is political, sense of responsibility, be the change, and representation. Additionally, the presenters will discuss barriers and facilitators to

participation, professional development, mentorship (Tibbetts & Smith, 2023) and discuss the need for building cross- and intercultural coalitions among men of color within the profession. The symposium will consist of practitioners with varied backgrounds in elite sport, performing arts, business/healthcare, and tactical settings.

### SYM-06A

#### **‘FITTING IN’ IN SPORT**

*Adrian Ferrera, A Journey Forward, LLC, USA;*  
*Aren Ulmer, Courtex Performance, USA;*  
*Aaron Goodson, Duke University, USA*

Sport is a microcosm of society in that it reflects cultural values and morals. Sport is also a macrocosm of society because it creates its own values that at times goes against the norms of mainstream culture and society. Despite the percentages of Black male athletes who participate and compete in elite and professional sports, the number of applied sport psychology (ASP) practitioners who are men of color is arguably underrepresented. This perception of representation is aligned with studies related to the lack of men of color in leadership and coaching positions in sport (Cunningham, 2020). Research has shown how whiteness and white privilege prevails within many sporting contexts and its negative effects on athletes (Butryn, 2002, 2009). For example, athletes of color may be less likely to seek sport psychology services from white SEP practitioners due to negative previous experiences and interactions with white coaches (Martin et al., 2012). Intersectional and Black feminist sport psychology perspectives have highlighted the importance of considering athlete’s multidimensional identities in the consulting process (Bennett, Owens, & Prewitt-White, 2022; Carter, 2019). Though intersectionality has been applied more to the experiences of women of color, the Combahee River Women’s Collective Statement on intersectionality also cautioned Black men of the potential ill effects of replicating white male patriarchy (Collective, 1977). In this presentation, we discuss our experiences as men of color navigating applied sport psychology (ASP) settings, and how we negotiate the double-consciousness of being men of color in professional settings that value orthodox forms of masculinity (Krane, 2021).

### SYM-06B

#### **‘FITTING IN’ IN BUSINESS, HEALTHCARE, & TACTICAL SETTINGS**

*Robert Owens, Valor Performance, USA;*  
*Adrian Ferrera, A Journey Forward, LLC, USA;*  
*Ardran Carr, University of Michigan, USA*

In recent years there has been a greater emphasis on applying sport psychology principles to corporate, healthcare, and military/tactical settings (Fletcher, 2011; Gordon, 2007; Jones, 2002; Meyer, 2018). Applied sport psychology (ASP) and its emphasis on achieving optimal and peak human performances, has a longstanding history in military and other tactical settings (Goodwin, 2008; Singer, 1989). ASP service delivery programs and initiatives are also attractive to businesses and ‘corporate athletes’ who are seeking to enhance individual employee and team performance and maximize organizational resilience

(Sly et al., 2020; Wagstaff et al., 2016). However, professional coaching including its various iterations (e.g, life coaching, health/wellness coaching, leadership coaching, executive coaching, performance coaching) has been historically a white profession and available primarily to members of the elite social classes (Passmore, 2013; Roche & Passmore, 2021). In a recent study conducted by Roche and Passmore (2021), the authors note that coaching is still a profession mired in color-blindness due to its inability to see race and the power dynamics associated with race, evidenced by the lack of data about race within the coaching literature. As the field of professional coaching continues to grow and adapt to meet the needs of diverse and marginalized stakeholders, ASP practitioners can play a pivotal role in changing the racial landscape. This is also true of tactical settings which oftentimes still operate under 'old boy' networks (Chu, Bachmeier, & Mair, 2022). In this presentation we discuss our experiences as men of color navigating business, healthcare, and tactical settings and the promises and perils of consulting in these industries.

### **SYM-07**

#### **COACH SPOTLIGHT – TRANSITIONING, DEVELOPMENT, EMPOWERMENT, WORK-HOME INTERFACE, AND WELLBEING OF COACHES**

*Stiliani Chroni, Inland Norway University of Applied Sciences, Norway;*

*Kristen Dieffenbach, WVU - Center for Applied Coaching and Sport Sciences, USA;*

*Shameema Yousuf, Empower2Perform, UK;*

*Göran Kenttä, The Swedish School of Sport and Health Science, Sweden;*

*Peter Olusoga, Sheffield Hallam University, UK*

The field of applied sport psychology has traditionally focused on athlete support, with the expansion of the field over the past decade focusing on organisational impact (Wagstaff, 2017), and support of other stakeholders - practitioners (Martin et al., 2022; Quartiroli et al., 2022), and coaches (Chroni et al. 2020; Dieffenbach, 2019; Chroni & Dieffenbach, 2022; Olusoga et al. 2019). Coaching science has led to practical implications to enable performance consultants to care more holistically and competently for coaches, with research in this space continuing to evolve to include diverse settings, needs and cultural perspectives. Moving from theory to practice, this symposium illuminates five applied cases that spotlight coach career transitions, coach development, minoritized coach empowerment, work-home interface, and coach wellbeing. Presenters will share practical approaches, challenges, reflections and thought on the future of coaching science in applied sport psychology to increase need-based and culturally informed evidenced based practice.

### **SYM-07A**

#### **EXITING PRO-SOCCER AND ENTERING WOMEN'S COACHING: A LEAP OF FAITH**

*Stiliani Chroni, Inland Norway University of Applied Sciences, Norway*

The elite athlete-to-coach transition recently started attracting the attention of sport sociology (Blackett et al. 2017, 2018, 2020, 2021) and psychology (see Chroni et al., 2020, 2021,

2022) researchers. The transition has been explored as an event and an experience, yet we still lack knowledge as each person has a different athlete story making the exit from sport and the entry to coaching unique. The focus of this presentation is on the 're-identification phase' identified in the Chroni et al. (2020) empirical model. Retrospectively, we look into the intense uncertainties and series of negotiations experienced by a soccer coach upon exiting the life of a first league professional soccer player with two practices per day, rigid rest and nutrition regimes and games on all weekends and entering the life of coaching women's soccer in his rural hometown. Semi structured conversations focused on the end of his soccer life and decision to coach as well as on him navigating uncharted territories. Living behind the routines, the people, and the environment of pro soccer that he knew too well and walking into the unknown world of coaching women in a small town kept him up too many nights and challenged his decisions, confidence, and self-esteem for years. While he gradually gained coaching knowledge and competence via UEFA certifications (C, B, A), undergraduate and graduate degrees and eventually developed into one of the best women's coaches at the national level, it took him seven years to grasp what coaching is about and stand with confidence in his coaching shoes, regardless of player development and success in team results. The negotiations, transformations and reconstructions of one's identities (beings and doings) can be facilitated with support from mental performance consultants (Chroni & Dieffenbach, 2022).

### **SYM-07B**

#### **CREATING COACH DEVELOPERS TO SUPPORT VOLUNTEER COACH IMPACT**

*Kristen Dieffenbach, WVU - Center for Applied Coaching and Sport Sciences, USA*

Annually in the United States, millions of families enroll in entry level youth sport programs with the hopes of providing life enriching experiences for their children (Project Play, 2015). Early participation in child centered sport programs can support fundamental movement skills and physical literacy development and instill a lifelong healthy relationship with physical activity (LTAD, 2019). However, these potential gains are highly dependent on the quality of the experience (e.g., Fry & Gano-Overway, 2010). Despite professionalization of the youth sport industry, there is a reliance on a volunteer coaching workforce for program delivery creating challenges including providing the training necessary to provide healthy development experiences for all participants (NYSS, 2019). This presentation explores an organizational systems approach to supporting volunteer coach education and development through the use of a trained coach developer workforce. This program was developed to improve the consistency and quality of the youth sport program experience for both the participants and adult volunteers and to support development and retention. Prior to the start of the youth sport season, 'developers' were selected based on technical sport proficiency and experience in youth program delivery. This group received pre-season training focused on volunteerism (e.g., Hoye et. al., 2019), principles of adult learning theory (Knowles, 1984), and a sport specific long term athletic development framework. The developer to volunteer coach ratio was about ten to one and developers were responsible for communicating program activity plans and objectives, and supporting coach preparation and in program delivery. Throughout the 20-week program,

developers participated in workshops exploring strategies for developing coaching expertise (Côté & Gilbert, 2009). These facilitated workshops created a peer-based environment for sharing current challenges and strategies (Wenger, 2009). Challenges, unintended consequences, and successes from the coach development intervention will be discussed along with next steps.

### **SYM-07C**

#### **BREAKING BARRIERS IN ENGLISH FOOTBALL COACHING**

*Shameema Yousuf, Empower2Perform, UK*

The football industry in the U.K. is notoriously highlighted for racism (Burnett, 2022). At the management level, coaching level, and on the pitch, individuals of color have been marginalized overtly or covertly in institutionalized systems that impact health, performance, career growth, and a sense of belonging (Bennett, 2021; Bradley et al. 2011, 2018). The Premier League (UK), recognizing these marginalizing forces, have provided individualized psychological support to coaches of minoritized backgrounds through their Coaching Development Programs, which equips them with the skills and personnel support for a successful career. This compliments other structural and environmental change strategies, to improve the pipeline of minoritized coaches into football, and coach development training that supports career progression. This case study presentation will highlight working with a minoritized coach of British Asian background through a multicultural psychology paradigm (Pedersen, 1990), utilizing concepts of liberation psychology to empower him to break through barriers as a coach on the Player to Coach program. While there is little research that focuses on multicultural psychology in coach support, there has been evidence that illustrates the negative racial experiences of football coaches in the UK (Kilvington, 2021) and the effectiveness of anti-discriminatory counselling approaches in society (Bains, 2015; Cooper, 2008; Simon, 2015). This case describes how theory in multicultural paradigm and liberation psychology is translated to practice to support coaches unveil community cultural wealth (Oliver & Shapiro, 1995; Yosso, 2005) by identifying resources and strategies that empower them to heal in community, assert themselves, develop their career, and lead in spaces to break through barriers.

### **SYM-07D**

#### **THE EXPERIENCE OF WORK-HOME-INTERFERENCE IN HIGH-PERFORMANCE COACHING**

*Göran Kenttä, The Swedish School of Sport and Health Science, Sweden*

The breaking news in media the 22nd of January 2023 is that the most successful coach in javelin quits after 25 intense years of coaching at the highest international level. He says: 'the doctor and the psychologist at the mental health clinic for elite sports did save my life'. Moreover, he talks openly about the biggest challenge during his career, which was to combine the travel and all others demands in coaching with a family life. This case fits well within the increasing research that focuses on coach mental health and various associated challenges

such as work-home interference due to long irregular work-hours without boundaries, extensive travel demands, job-insecurity, and competitive demands. Altogether, the coaching profession has the potential to be rewarding, but research and practice also report mental health struggles, such as burnout and ultimately coaches who quit (Bentzen, Lemyre, & Kenttä, 2016; Olusoga & Kenttä, 2017). Noteworthy, beyond dropout and withdrawal limited research has focused on the potential diminished willingness, aspiration, desire and motivation to develop and enter into the field of high-performance coaching. The aim of the presentation is to critically discuss research, public cases and practice with attention to challenges and resources associated to work-home interference within the high-performance coaching profession. Furthermore, findings will be discussed in relation to inter- and intrapersonal competencies and the fundamental of value-based living in the professional and the private domain. Finally, the presentation will suggest applied recommendations with a two-fold aim: firstly to attract a more diverse generation that not only aspire to become a high-performance coach, but also value and engage in a balanced work-private life, and secondly to provide resources that support a sustainable coaching career.

### **SYM-07E**

#### **WELCOME TO THRIVE: GOING ONLINE TO PREVENT COACH BURNOUT**

*Peter Olusoga, Sheffield Hallam University, UK*

The high-pressure, high-stress environment of performance sports means that coaches and practitioners work long and irregular hours (Norris, et al., 2017), are often isolated (Olusoga et al., 2009), must manage work-home interference (Bentzen et al., 2016), and live with perennial job insecurity (Kenttä et al., 2020). Moreover, the impacts of these types of stressors for coaches can be severe. The consequences of burnout, for example - a syndrome of emotional and physical exhaustion, reduced personal accomplishment, and depersonalisation - are not insignificant and coaches have reported sleep disturbance, mood changes, emotional responses, alcohol-related issues, impacts on familial and other relationships, and withdrawal from coaching, all of which can impact upon on coaches' mental well-being (Kegelaers et al. 2021; Kenttä et al. in review; Olusoga & Kenttä, 2017; Olusoga et al., 2019; Roberts et al., 2019). Relatively recent technological developments coupled with the Covid-19 pandemic have changed the landscape of sport psychology service delivery (Price et al. 2020) with opportunities for online consultancy, intervention delivery, and client interaction no longer being reliant on having in-person access to sport psychology professionals. Online service delivery in other domains has yielded some positive results. For example, Fainstad et al. (2022) found reduced emotional exhaustion among female physicians following a 6-month online group-coaching program. However, to our knowledge, no such interventions have been implemented with sport coaches and practitioners, a population at risk of burnout and psychological ill-being. As such, this presentation will outline the (many) challenges and (a few) successes involved in the design, development, and delivery of THRIVE, a 6-week, online coach-education program at the prevention and management of burnout for coaches and practitioners in sport.

### SYM-08

#### MENTAL HEALTH IN ELITE SPORT – IT IS NOT ONLY ABOUT THE ATHLETES: A SCANDINAVIAN PERSPECTIVE

*Tom Oevreboe, Norwegian School of Sport Sciences/  
Norwegian Olympic Training Center, Norway;*  
*Göran Kenttä, The Swedish School of Sport and Health  
Science, Sweden;*  
*Anne Marte Pensgaard, Norwegian School of Sport Sciences  
& NOC, Norway;*  
*Marte Bentzen, Norwegian School of Sport Sciences, Norway;*  
*Karin Hågglund, The Swedish School of Sport and Health  
Sciences, Sweden*

Mental health in elite sport has gained increased attention during the last few years, and several consensus statements have been published (e.g., Vella et al., 2021; Henriksen et al., 2020; Reardon, 2019; Moesch et al., 2018; Schinke et al., 2018). All emphasize that the mental health of elite athletes is an essential factor for performance, quality of life, and sustainability within elite sport. However, little devotion has been given to the mental health of coaches working within elite sport, and we know far less about well-being and mental health among this group (Carson et al., 2018; Pilkington et al., 2022). In addition, less is known about the mental health of Para-athletes (Bentzen et al., 2022). In this symposium, the presenters will focus on different aspects of mental health, well-being, and sustainability among coaches, para-athletes, and able-bodied athletes within elite sport and discuss if there are any important differences between these groups concerning this important and highly relevant topic. Researchers, clinical psychologists, and sport psychologists working in elite sport in Norway and Sweden will present different perspectives. First, the symposium will focus on the prevalence of mental health problems and mental disorders among elite coaches and elite athletes. Second, the symposium will compare mental health among athletes and coaches within elite sport. Finally, the symposium will discuss how to build a sustainable environment for coaches and athletes. Together the presenters will approach this topic from a Scandinavian perspective.

### SYM-08A

#### CLINICAL CHARACTERISTICS OF TREATMENT-SEEKING ATHLETES AND COACHES WITHIN ELITE SPORT

*Göran Kenttä, The Swedish School of Sport and Health  
Science, Sweden;*  
*Cecilia Åkesdotter, The Swedish School of Sport and Health  
Sciences, Sweden*

Various approaches to mental health in sport has rapidly increased. However, research including elite level athletes and coaches with established psychiatric disorders evaluated by a licensed caregiver is sparse. One recent study that did examine clinical characteristics of elite athletes and high performing coaches at an open psychiatric clinic in Stockholm, Sweden, found that for athletes anxiety disorders (69%) was the most common diagnostic group followed by affective disorders (51%), eating disorders (26%) and substance use disorders (6%). In comparison, among coaches, anxiety disorders were also the most common diagnostic group (93%), followed by affective disorders (52%) and substance use disorders (17%). Noteworthy, comorbidity between different disorder groups was common for both athletes and coaches (Åkesdotter et al 2022). Altogether, research in the clinical domain has predominantly

been quantitative in nature. Papathomas and Lavalée (2012) noted that the emphasis on quantitative methodology in eating disorder research can result in a narrow research base for how eating disorders are understood in elite sport. Personal accounts of lived experiences can broaden this picture, as expressed by Frank (2013, p. 18): 'Telling stories of illness is the attempt, instigated by the bodies disease, to give voice to an experience that medicine cannot describe'. Thus, the aim of this study was to increase awareness and understanding of the personal experiences of developing, living with, and seeking treatment for this kind of disorders we therefore choose to present the lived experiences of one female elite athlete in the form of three poetic representations using her own words from life story interviews. Based on research in general psychology, we discuss how personal accounts of living with psychiatric disorders can be used as a pedagogical tool in education to open dialogues between coaches and athletes and those working to support them (Rhodes & De Jager, 2014).

### SYM-08B

#### NOWHERE TO HIDE: MENTAL HEALTH PROBLEMS AMONG ELITE COACHES IN NORWAY

*Tom Oevreboe, Norwegian School of Sport Sciences/  
Norwegian Olympic Training Center, Norway;*  
*Andreas Ivarsson, Halmstad University, Sweden;*  
*Göran Kenttä, The Swedish School of Sport and Health  
Science, Sweden;*  
*Ann Kristin Skrindo Knudsen, Norwegian Institute of Public  
Health, Norway;*  
*Anne Reneflot, Norwegian Institute of Public Health, Norway;*  
*Anne Marte Pensgaard, Norwegian School of Sport Sciences  
& NOC, Norway*

The work environment for elite coaches can be highly demanding, and it is often described as a very competitive, unpredictable, and complex arena (Bentzen et al., 2020). Even if elite coaches can experience many different stressors (Norris et al., 2017; Simpson et al., 2021), they are expected to fulfill their coaching role perfectly (Gould et al., 2002). If not, it can result in harsh criticism and scrutiny from the media and others (Bentzen et al., 2020; Olusoga & Kenttä, 2017), which could influence the mental health of elite coaches (Bentzen et al., 2020). The purpose of this presentation is to review how elite coaches in Norway perceive their work environment and look closer at different work factors associated with mental health problems. The presentation will also compare the prevalence of mental health problems among elite coaches with mental health problems among elite athletes.

### SYM-08C

#### WEEKLY MONITORING OF TRAINING LOAD, SLEEP, INJURIES AND ILLNESSES AND ITS ASSOCIATION WITH MENTAL DISTRESS AMONG PARALYMPIC ATHLETES OVER 1 YEAR: A LONGITUDINAL PROSPECTIVE STUDY

*Marte Bentzen, Norwegian School of Sport Sciences, Norway;*  
*Göran Kenttä, The Swedish School of Sport and Health  
Science, Sweden;*  
*Kristina Fagher, Lund University, Sweden*

Monitoring of training load, injury and illnesses with Paralympic athletes have gained increasing attention in order to maintain health together with an optimal training load, but also to detect

early symptoms of non-functional overreaching. The overall aim is to minimize days away from training and competition, optimize physical health and increase performance. In contrast, monitoring and early intervention for mental distress within the same population is in its infancy, and longitudinal research is needed. More specifically, there is a need to look at fluctuations and co-occurrence of stressors in the sport environment, injuries, illnesses, and mental distress over a significant period of time (Bentzen, et al., 2022). In the current study, weekly monitoring over 1 year has been conducted with 13 Paralympic elite athletes in Sweden (8 males, 5 females, all above 18 years old). Weekly measures of training load, sleep, injuries, illnesses, and mental distress (anxiety and depression), and athletes request of an appointment with someone in the clinical support team were collected through an adapted and accessible eHealth-based application developed, evaluated and used in the Sports-Related Injury and Illness in Paralympic Sport Study (SRIIPSS) (Fagher et al., 2022). The results will provide insights in prevalence and co-occurrence of the variables within the study over 1 year. Further, the results will provide enhance knowledge about potential consequences of training load, sleep, injuries and illnesses for mental distress among Paralympic athletes over time. The results of this study are of importance for optimizing early detection, managing, and thereby prevention of mental distress and performance impairment among Paralympic athletes.

### **SYM-08D**

#### **EXPLORING SUSTAINABILITY AMONG HIGH-PERFORMANCE COACHES**

*Karin Hägglund, The Swedish School of Sport and Health Sciences, Sweden;*

*Göran Kenttä, The Swedish School of Sport and Health Science, Sweden;*

*Janne Ferner, The Swedish School of Sport and Health Sciences, Sweden*

Regardless the advances in stress and burnout research among coaches, there continues to be limited knowledge of what contributes to a sustainable career as a high-performance coach (HPC) and the need for research targeting coaches' mental health, well-being and self-care has been highlighted (Cropley et al., 2020). This study aimed to gain a deeper understanding of what contributes to sustainability in the HPC profession. To ensure a rich contextual knowledge of elite sport the participants were sampled according to the definition of Grey et al. (2020) that is, 'those who lead athletes or teams who are either officially Olympic or world championship qualified (i.e., who reach stringent qualifying standards) or who play in elite professional leagues around the world in culturally significant sports' (p. 345). In addition, inclusion criteria were a prolonged experience as a HPC (range in sample: 8-45 years) and having success over time, i.e., winning medals at international championships with more than one team or individual athlete. Individual semi-structured interviews were conducted with 32 HPCs (Female = 3, Male = 29; Team sports = 10, Individual sports = 17, Parasports = 5). Data was analyzed using reflexive thematic analysis (Braun & Clarke, 2019) and three themes were generated; (1) The importance of psychological safety and collaboration within the leader team; (2) Attention to own health and recovery strategies, and; (3) Narratives of unsustainability with tipping points contributing to behavior change with the purpose to

continue as an HPC. The presentation will critically discuss and suggest applied recommendations that emphasize the importance of recognizing the interdependency between performance and mental health when considering HPCs and their sustainability in the profession.

### **SYM-09**

**SESSION WITHDRAWN**

### **SYM-10**

#### **LEVELING UP THE TRAINING OF CERTIFIED MENTAL PERFORMANCE CONSULTANTS IN HIGHER EDUCATION SETTINGS: PERSPECTIVES AND PROCESSES IN EFFECTIVE MENTORSHIP STRUCTURE AND DESIGN TO MEET EMERGENT DEMANDS**

*Dana Voelker, West Virginia University, USA;*  
*Zenzi Huysmans, Whole Brain Solutions, USA;*  
*Jana Fogaca, Long Beach State University, USA;*  
*Michelle McAlarnen, Minnesota State University, Mankato, USA*

The further refinement of training requirements toward the Certified Mental Performance Consultant® (CMPC) credential (AASP, 2021; 2022) incites a critical need for training programs to evaluate and evolve their approaches to mentorship. Yet, leveling up mentorship approaches in ways that effectively manage mentee volume, retain quality training experiences, and keep pace with CMPC requirements is challenging given numerous and simultaneous institutional constraints in higher education settings (Meir, 2018). Such challenges include maintaining required mentee-to-mentor ratios amid demands to increase class sizes and total student enrollment; providing needed individual mentorship to a growing volume of students with limited faculty resources and workload space; and integrating policies and procedures across the profession, institution, and site placements to ensure ethical and legal practice (McAlarnen et al., 2019). Using a practical case study approach, this symposium will examine the development and refinement of approaches to mentorship structure and design in three higher education settings - a doctoral program at a research-intensive institution, a master's program with a seasoned history in applied sport psychology training, and a master's program with emergent student interest in mentored consulting experiences. Each case will review approaches to three key systems that support mentee learning and development: (a) organizational structure (i.e., personnel roles and responsibilities in training oversight); (b) regulatory practices (i.e., compliance with institutional policies and procedures, ethical standards, professional guidelines, applicable laws, certification requirements, and site expectations); and (c) quality assurance (i.e., mentee onboarding, education, observation, conduct, assessment, mentor development, and site management). An authentic account of forward-looking hopes, concerns, solutions, and sample materials will be shared. The discussant will compare cases to illustrate common themes and evaluate the unique approaches to meeting institutional needs while aligning with expectations of the profession.

### SYM-10A

#### **STAYING THE COURSE: ESTABLISHING EFFECTIVE MENTORSHIP SYSTEMS AMID THE REALITIES OF A RESEARCH-INTENSIVE DOCTORAL INSTITUTION**

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

The setting for Case A is a large, Carnegie-classified R1 (Highest Research Activity) institution with aims to excel in research and innovation while maximizing enrollment growth and student success. Staying the course with respect to providing high quality mentee experiences as the research-intensive institutional climate escalates is a key contextual challenge. Foremost among the solutions implemented is the development of a comprehensive policies and procedures manual and orientation that systematized, and now governs with relative automaticity, all organizational and regulatory facets of mentee training. In the manual's first year of implementation, an initial assessment showed 80% (8/10) of mentors and mentees reported improvements in the training experience, namely with respect to procedural clarity. Other creative capacity-building efforts included: workload reallocation in the area of service to support a designated training director; dispersal of mentorship roles and responsibilities across several faculty members; formal establishment of external community partnership and contractual support; reimagining of individual and group mentorship objectives and learning activities; and scaffolding mentorship experiences in both type and quantity according to developmental learning needs. Assessment and evaluation embedded into the training experience has facilitated regular training improvements while providing opportunity for action research agendas and scholarly contributions in teaching and learning that inform the R1 mission. Key forward-looking priorities include the development of digital resources and supports to facilitate on-boarding of new and returning mentees, faculty development in mentorship, refined threading of cultural competence training across the curriculum, and designing a model whereby mentorship can be feasibly integrated into in-load teaching responsibilities. Achieving robust transformation in under one year, this case illustrates the importance of agility when exploring sustainable solutions that responsibly meet mentee needs while effectively managing persistent contextual constraints.

### SYM-10B

#### **KEEPING PACE: REFINING MENTORSHIP SYSTEMS IN A MASTER'S PROGRAM WITH RISING MENTEE VOLUME**

*Michelle McAlarnen, Minnesota State University, Mankato, USA*

The setting for Case B is a two-year, on campus master's program in a Carnegie-classified M1 (Larger Programs) institution. This cohort-based program is led by two full-time faculty members with adjunct support in mentorship at two hours per week. Approximately 15 mentees are admitted into the certification track every year. Consulting experiences are embedded into coursework in theory, application, diversity, and ethics as well as a summer internship. Central complexities in mentorship involve keeping pace as demand for student enrollment increases; maintaining a 1:10 mentor-to-mentee ratio in group mentorship settings; meeting group and individual mentorship requirements for 30 mentees at any given time; and overseeing an increasing quantity of applied work. Given the cost of external mentorship, meeting students' mentorship needs during their degree is prioritized as an

economic equity imperative, but is a persistent resourcing challenge. Organizational efficiencies have included division of faculty roles and responsibilities to eliminate duplicating efforts and establishing formal internship sites to ease mentee placement. A practicum course is used to meet individual and group mentorship needs while leveraging team-based peer mentoring experiences. Regulatory efficiencies have involved integrating liability insurance, HIPAA, and FERPA training into coursework and using legally-vetted consent forms and site contracts that protect mentees and mentors while mitigating additional process and procedure. Toward quality assurance, the faculty have embedded assignments across the curriculum to engage mentees in regular reflection and evaluation and implemented weekly program-wide meetings during which mentees and mentors collaboratively review and prepare sessions. Enforcing the use of a HIPAA-compliant recording system facilitates direct observation. Future solutions include identifying internship sites with CMPC preceptors and demonstrating alignment between institutional priorities and CMPC training to justify further resourcing, including a site coordinator and expanded mentor network. This case illustrates the importance of ongoing adaptation to accommodate increasing volume.

### SYM-10C

#### **STARTING UP: BUILDING MENTORSHIP SYSTEMS IN A MASTER'S PROGRAM WITH EMERGENT INTEREST IN MENTORED CONSULTING EXPERIENCE**

*Jana Fogaca, Long Beach State University, USA*

The setting for Case C is a two-year, on campus master's degree program in a Carnegie-classified R2 (High Research Activity) institution. Although not mandatory for degree completion, student interest in mentored hours toward certification has doubled in the past three years. Yet, faculty resources to support this growth have remained stagnant. Without a designated internship course, mentorship is conducted outside a regular teaching load and without compensation. Time management is a key challenge for faculty as they upstart formal mentorship activities toward certification. Organizationally, the program has loaded mentorship responsibilities to a two-person team and supplemented individual mentorship meetings with weekly written reviews of client updates and extensive self-reflection. On-boarding is facilitated by a shadowing system whereby neophyte mentees observe, and read the reflections of, experienced mentees. Regulatory and quality assurance practices include the review and signing of a contractual agreement that helps mentees new to the field become acquainted and accountable to expectations, including adherence to internal policies and procedures and the AASP Ethics Code. Expectations that all hours toward certification will be accrued in the program are tempered to balance needs for high quality mentorship experiences within the constraints of extant faculty resources. In an institutional climate where the ability to add courses is increasingly restrictive, the faculty aim to develop an internship elective course as a necessary stopgap as well as limit the number of students who may engage in mentored consulting experiences simultaneously; in this way, students with critical interest in applied sport psychology as a profession are prioritized while the needs of providing services to a diverse student-athlete population are met. This case illustrates the importance of balance and creativity to meet competing priorities and institutional barriers commonly found in applied sport psychology master's programs housed in kinesiology.

### WORKSHOPS

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#### WKSP-01

##### THE WHEN OF MINDFULNESS: PREPARE, COMPETE, REFLECT

*Michael Gerson, JFKU/ Mission 6 Zero, USA;  
Danny Ourian, Dominican University of California, USA*

Over the past decade, the western world has seen an explosion of interest in mindfulness. Research has demonstrated that mindfulness training enhances athletes' ability to achieve flow and should help them attain peak performance more readily (Aherne et al., 2011; Chen & Meggs, 2020). As such, the sport psychology field has been an active part of this surge, producing the Mindfulness Acceptance Commitment approach (MAC), Mindfulness Sport Performance Enhancement (MSPE), and various other models. These orientations have contributed to theory and research and provided guidance on how to incorporate mindfulness concepts with athletes (Baltzell, 2016). Together, they have created an abundance of information when it comes to the Who, What, Where, and Why of mindfulness training (Manos, K., 2005). However, frameworks for deploying mindfulness tactics during pre-competition, competition, and post-competition are scarce. Therefore, the authors developed a method for delivering mindfulness training that addresses the WHEN portion of an intervention.

In this workshop, attendees will listen to two different mindfulness-related approaches that the authors implement with athletes. These approaches have been linked to important performance states like emotional regulation, concentration, sustained attention, decreased performance anxiety, and increased relaxation (Kaufman et al., 2016; Mistretta et al., 2017). Following the presentation, the performance consultants will unveil a vehicle for dispensing mindfulness techniques during game day divided into three phases: prepare, compete, and reflect.

Attendees will have the opportunity to practice mindfulness drills and receive tips on how to incorporate the three-part framework for working with the WHEN of a mental skills intervention. Audience members will leave with an understanding of various techniques athletes can employ in order to get ready for competition, keep their heads in the game, and review their performance with less judgment and more insight.

#### WKSP-02

##### INTEGRATING GRADED EXPOSURE THERAPY TO ADDRESS INJURY-RELATED FEAR AFTER SPORT-RELATED INJURY

*Shelby Baez, University of North Carolina at Chapel Hill, USA;  
Caitlin Brinkman, University of North Carolina at Chapel Hill, USA*

Injury-related fear after sport-related injury has been associated with failure to return to sport, decreased physical activity levels, and secondary injury risk in previously high functioning, physically active populations (Baez et al. 2020; Paterno et al. 2018). Common injury-related fears include

overall fear of movement and/or reinjury, fear of pain, fear avoidance, or fear of specific functional tasks such as jumping or pivoting (Meierbachtol et al. 2020). Failure to address injury-related fears will perpetuate the cycle of poor outcomes observed after sports-related injury but can be reduced using graded exposure therapy. Graded exposure therapy combines cognitive and behavioral therapy techniques to reduce the negative association between fear and a specific movement (Vlaeyen et al. 2001). For sports-specific tasks, graded exposure therapy is often completed in vivo and encourages clients to face their fears directly in real-time. In vivo graded exposure therapy has been effective in decreasing injury-related fear in patients with chronic low back pain (Vlaeyen et al. 2001) and anterior cruciate ligament reconstruction (Baez et al. 2021) and could be integrated to improve outcomes after sport-related injury.

The learning objectives of this workshop include: 1) to review the evidence that identifies poor outcomes associated with injury-related fear after sport-related injury, 2) to provide empirical support for the integration of graded exposure therapy into clinical practice, and 3) to work collaboratively with workshop attendees to implement appropriate in vivo graded exposure progressions for an array of sports-specific tasks, including running, jumping, and cutting. Attendees will gain the skills to understand safe, yet effective, progressions that have been previously used in research (Baez et al. 2020). Both moderators are certified athletic trainers and have experience with integrating graded exposure therapy in both clinical practice and research. The moderators will actively coach and instruct the attendees on safe progressions of each exercise.

#### WKSP-03

##### ENHANCING SUPERVISION EXPERIENCES AMONG NOVICE MENTAL PERFORMANCE CONSULTANTS THROUGH CASE CONCEPTUALIZATIONS

*Charlotte Mohn, Ball State University, USA;  
Corinne Zimmerman, Michigan State University, USA;  
Kathryn Gallenstein, USA*

Supervision is an essential part of the mentored experience requirements to become a Certified Mental Performance Consultant (CMPC; AASP, 2022) enhancing professional functioning and assuring competence in delivering services (e.g., Watson et al., 2004). Thus, the provision of extensive supervision services is crucial for the development of skills in novice mental performance consultants (MPCs). Tod et al. (2009) found that the imitation of approaches used by supervisors is a critical factor in the learning of novice MPCs. Further, Foltz et al. (2015) stressed the importance of receiving supervision from a variety of sources to facilitate multiple perspectives (e.g., different supervisors, peer interaction) on one's applied work. However, most often novice MPCs only seek supervision from one individual (McEwan & David, 2015), which may limit experiences in personal growth and effectiveness of novice MPCs through the reinforcement of just one psychological practitioner model (Andersen, 2012). Therefore, this workshop is targeting novice MPCs and intended to highlight the benefits of seeking multiple perspectives of feedback on applied work. The learning objectives of this workshop are twofold: To understand the importance of facilitating professional development through learning from others and to engage in opportunities to provide alternative viewpoints to peers facilitating a multiple perspectives approach for feedback

on applied work. The discussion of case conceptualizations as well as using informal opportunities of supervision, such as peer interactions, are emphasized to be a critical part of supervision for enhancing professional functioning (Fogaca et al., 2018; Sharp et al., 2019). Thus, case vignettes will be used as modality to engage attendees in applying their consulting approaches and facilitating peer discussions. Attendees will enhance their professional development by learning from each other and providing their own perceptions on case conceptualizations by giving feedback to peers.

### WKSP-04

#### **HELP ME HELP YOU (AND YOUR KID): BUILDING EFFECTIVE RELATIONSHIPS WITH YOUTH SPORT PARENTS**

*Abby Keenan, Intrepid Performance Consulting, USA;  
Mark Cheney, Faith Lutheran MS & HS, USA*

In youth sport, it's important to consider the influence of parents on athletes' sport experiences and psychosocial development (Kramers et al., 2022; Vincent & Christensen, 2015). When mental performance consultants (MPCs) make an effort to build rapport with youth sport parents, gauge parental perception of their child's needs, and involve them in the overall mental performance experience, we are more likely to increase our opportunities for individual and team services as well as parental support of our work (Visek et al., 2009). With a desire for MPCs to build better relationships with sport parents so that youth athletes feel more supported and get more out of the consultation process, the presenters aim to share insights and best practices in this area. The presenters will leverage their 22 combined years of consulting experience as CMPCs as well as their perspective as parents. In this interactive workshop, attendees will: (1) explore their perceptions of youth sport parents (Knight & Newport, 2018); (2) learn ways to build effective relationships with youth sport parents; and (3) gain strategies to ethically navigate confidentiality in this context (Blom et al., 2013; Carter et al., 2022; Kaczmarek, 2002; Visek et al., 2009; Whelan, 2011). Attendees will have the opportunity to engage in activities, role play, small group discussion, and reflection, and will receive a copy of the slides and a resource handout. Attendees will gain an increased understanding of why and how to build relationships with youth sport parents, therefore improving the impact and sustainability of their mental performance work with youth athletes.

### WKSP-05

#### **SUPPORTING LGBTQ2IA+ STUDENT-ATHLETE AFFINITY GROUPS AT UNIVERSITIES THROUGH IDENTITY-BASED SPORT PSYCHOLOGY SERVICES**

*Nicholas Lee, Boston University, USA;  
Macy Tarrant, Boston University, USA*

In this presentation, we will discuss the gap between research and applied sport psychology for LGBTQ2IA+ student-athletes and propose a model for introducing these services to the student-athlete affinity groups they are a part of, addressing their specific needs through an identity-based approach. Researchers addressing this intersection recommend that sport psychology consultants partner with LGBTQ2IA+ sports

advocacy groups to better support this community (Krane, 2021). Our presentation will include a workshop on how to approach these affinity groups at universities and gain buy-in for services, utilizing training in mainstream sport psychology, which is supported by evidence-based research (Simpson, 2016).

A primary learning objective of this workshop is that attendees can effectively promote their services to student-athlete affinity groups through an identity-based approach. Additionally, attendees are more knowledgeable regarding the gap between research and practice for LGBTQ2IA+ student-athletes and sport psychology topics that are pertinent to this group. Attendees will be provided an introductory sport psychology workshop that intersects with LGBTQ2IA+ identities through a powerpoint presentation, including identity-based discussion questions and a handout. The handout will consist of questions to use when working for the first time with these groups relating to their experience with sport psychology services and sport in general as LGBTQ2IA+ student-athletes.

The implications of this applied work are profound. Sport is a place where discussing mental health and performance has historically been taboo. As practitioners, if we do not challenge the heteronormativity of sport environments, we are reinforcing heteronormative standards within our applied work that will likely discourage LGBTQ2IA+ student-athletes from seeking out our services. Through offering sport psychology services to LGBTQ2IA+ student-athlete affinity groups at universities, we are disrupting the heteronormativity of sports and the field of sport psychology, increasing access of our resources to individuals of a marginalized community.

### WKSP-06

#### **SOCIAL IDENTITY MAPPING IN SPORT**

*Craig White, Loughborough University, UK*

Researchers have outlined the influential effect social relationships have in predicting health, wellbeing, and resilience (Cruwys et al., 2014). One important aspect of our social relationships are the groups that we belong to, such as family and friends, work, and sports. A large body of evidence has indicated that being a part of multiple social groups can positively protect and enhance health and wellbeing (Cruwys et al., 2016). Social Identity Mapping is a practical tool to illuminate athlete's significant and meaningful social groups as well as their values, goals, and aspirations as part of a team. This technique has been used by researchers in elite sport, such as disability football, as part of a development programme intended to create a greater sense of togetherness within the team (Slater & Barker, 2019). During the intervention, the footballers constructed two social identity maps: one of their social group memberships and another of their values and goals specific to their national team, which were shared with their teammates to promote a stronger shared sense of identity within the team. In this interactive workshop delegates will construct their own social identity map, reflect on any observations, and share a story from their map with other delegates. The delegates would then be given time to reflect on their social identity map and how their groups connect and think about any first impressions that they might have and make an initial action plan. The workshop would conclude with the delegates sharing some of their observations. This workshop would provide delegates with a practical tool that they could use, either with individuals or teams, to provide

insights into the athlete's identities and their thoughts on the values, goals, and aspirations of the team to promote an enhanced level of connectedness within the team.

### WKSP-07

#### **CREATING A MAGIC KINGDOM OF LEARNING: HOW A COMMUNITY OF PRACTICE (COP) CAN BENEFIT MENTAL PERFORMANCE CONSULTANTS**

*Christian Smith, IMG Academy, USA;  
Greg Young, IMG Academy, USA;  
Duncan Simpson, IMG Academy, USA*

Mentoring and professional development are essential components for the growth and success of mental performance consultants (MPCs). While many MPCs receive formal training in their academic programs, ongoing learning and development are crucial for staying current with new trends, techniques, and research in the field (Singer & Cauraugh, 2019).

In addition to formal training, peer-to-peer mentoring and professional development can provide MPCs with valuable insights and feedback from experienced practitioners, as well as a supportive community of peers (Fletcher & Reeves, 2018). The Community of Practice (CoP) structure is one approach that has been found to be effective for fostering peer-to-peer mentoring and professional development in various fields (Simpson & Young 2022; Wenger, McDermott, & Snyder, 2002).

The CoP is defined as a group of people who share a concern or passion for something they do and learn how to do it better as they interact regularly (Wenger-Trayner, 2015). By participating in a CoP, MPCs can deepen their knowledge and expertise, while also building a supportive community of peers (Culver, Duarte, & Vinson, 2022). Through regular interaction, MPCs can share best practices, provide feedback on challenging cases, and receive support and encouragement from their peers.

Attendees of this workshop will actually participate in a (CoP) using questions solicited from the AASP membership prior to the workshop. Additionally, they will learn about the benefits of developing a Community of Practice (CoP) to facilitate peer-to-peer learning and professional growth. Specifically, attendees will gain knowledge in the following areas: a) The logistics of establishing a CoP, including expectations and vision b) Creating buy-in and shared identity within the group, c) Developing content and facilitating sessions and d) Transferring learning into the mental performance consulting environment.

### WKSP-08

#### **MENTAL SKILLS, THE COACH-ATHLETE RELATIONSHIP, AND MOTOR LEARNING: A MULTI-TIERED APPROACH TO PERFORMANCE CONSULTING**

*Shane Thomson, University of Tennessee, USA;  
Shelby Miller, USA; E. Earlynn Lauer, USA;  
Lauren McHenry, McHenry Mental Performance, LLC, USA;  
Andrew Bass, Pittsburgh Pirates, USA;  
Kevin Becker, University of Tennessee, USA;  
Rebecca Zakrajsek, University of Tennessee, USA*

Mental Performance Consultants (MPCs) are encouraged to work within an interprofessional team to create an effective

learning and performance environment (Arvinen-Barrow & Clement, 2019; McHenry et al., 2021). To do this well, it is critical to consider how a complex range of factors can enhance or inhibit physical and mental performance. Factors such as intersectional identities of coaches and athletes (Couch et al., 2022), the quality of coach-athlete relationships (McHenry et al., 2022), delivery of skill instruction and feedback by coaches (Chiviawosky & Wulf, 2005), attentional demands of the sport or skill (Wulf, 2013), practice specificity (Coker, 2021) and contextual interference (Porter & Beckerman, 2016) have all been found to impact athletes' skill development and ability to perform under pressure. For example, using a motor learning lens, contextual interference forces athletes to cognitively engage through randomizing practice, which adds pressure. At the same time, mental skills techniques can directly support arousal regulation under pressure. It is also important to notice how coaches regard for athletes can facilitate psychological safety within practice. Thus, MPCs must consider and integrate concepts from multiple disciplines and sub-disciplines in order to most effectively support athletes' performance. The purpose of this workshop is to discuss how MPCs can use a multi-tiered approach that integrates an understanding of the coach-athlete relationship, mental skills, and motor learning. Presenters and attendees will work together to (1) reflect upon and discuss their cultural identities, (2) identify ways to help coaches and athletes effectively communicate and connect, (3) apply strategies that integrate sport psychology and motor learning concepts, and (4) develop multi-tiered interventions that support the learning and performance environment. A workshop booklet will be provided that contains a summary of the material presented as well as activities to facilitate group discussion.

### WKSP-09

#### **FROM GENERAL EDUCATION TO CUSTOMIZED TRAINING SOLUTIONS: HOW TO PERIODIZE AND INDIVIDUALIZE COGNITIVE TRAINING TO SPECIFIC PERFORMER NEEDS**

*John Gassaway, USAF, USA;  
Steve DeWiggins, Private Practice & Luke AFB, USA;  
Sofoklis Sarellis, Luke AFB, USA*

Periodization maximizes the potential for long-term development by leveraging appropriate levels of challenge, load and frequency during phases of training (Holliday et al., 2008). At Luke AFB, the Human Performance Team developed a tailored training program to the individual needs of each student pilot (SP) by assessing measures of cognitive, physical and cervical abilities crucial to fighter aviation. The data from the assessment were translated into performance profiles comparing performance metrics to normative SP averages. The students were designated a track (e.g., advanced, general, developmental) designed to induce an appropriate adaptation response based on their baseline performance level. The SPs trained three days per week during the initial eight weeks of the Basic-Course training program, best characterized as a general preparatory phase and transition into specific preparatory training (Blank et al., 2014). The primary objective being to prime students for the physical and cognitive demands (e.g., visual information processing, processing speed, decision-making, reaction time, etc.) needed to become proficient at flying modern fighter jets (Hubbard, 2023).

There has long been a call within Sport and Performance Psychology to move away from general education of mental skills and toward applying specific and customized programs in holistic and integrative ways (Vealey, 1988). In many populations this aim requires creative and innovative programming design to both address the general needs of a group and the specific needs of each individual. In this workshop, participants will embrace their creativity to generate training progressions that increase challenge and difficulty within several targeted cognitive-oriented events, such as visual systems, biofeedback, hand-eye coordination, neurocognitive technology and mental skills training. Those attending will gain a valuable experience in collaboration with peers toward developing a periodized and individualized cognitive training program. Finally, attendees will be able to compare and contrast their solutions with those developed by the presenters.

### WKSP-10

#### **UNDERSTANDING THE EXPERIENCES OF TRANS AND GENDER NONCONFORMING NCAA ATHLETES: ENACTING ALLYSHIP AS SPORT PSYCHOLOGY PRACTITIONERS**

*Ryan Socolow, Athlete Ally, USA;*  
*Joanna Line, Hiram College & Athlete Ally, USA;*  
*Anna Baeth, Athlete Ally, USA;*  
*Val Moyer, Athlete Ally, USA*

Transgender and gender non-conforming (TGNC) athletes face extensive barriers to participating and staying in sport, especially over their athletic careers and as their involvement in sport becomes more elite (e.g., Jones et al., 2017). As of January 19th, 2022, changes to the National Collegiate Athletic Association (NCAA) guidelines on TGNC athlete inclusion no longer ensure consistent protections and opportunities for TGNC athletes to participate in competitive sport. Within this exclusionary national and collegiate environment, athletes and athletics staff can play a critical role in advocating for TGNC athlete inclusion by cultivating a culture of belonging on their teams. When cultures are intentionally cultivated, sports teams can be a supportive community for TGNC athletes (Herrick et al., 2020; Klein et al., 2019; Lucas-Carr & Krane, 2012; Lucas-Carr & Krane, 2011). Through individual interviews (n = 21), using a multiple case study approach, we examined the perceived allyship behaviors of team members and athletics staff (n = 9) that facilitated TGNC athletes' (n = 12) participation in NCAA sport. Utilizing best practices gleaned from our analysis of exemplary and supportive NCAA-sponsored athletic departments, this workshop will describe and demonstrate the social supports offered by teammates, coaches, sports medicine personnel, sports psychologists, and other support staff that fostered a supportive environment for TGNC athletes. Centering the voices of participants, we will share how TGNC athletes describe a culture of belonging on their teams, and how sport psychologists can contribute to cultivating a culture of belonging in their respective programs. Particular attention will be given to best practices sport psychologists might use, in their interactions with TGNC athletes and in their approaches to research on TGNC athletes.

### WKSP-11

#### **A LOST ART: THE SCIENCE OF HOW TO CREATE AN EFFECTIVE MENTAL PERFORMANCE WORKSHOP**

*Zach Brandon, Arizona Diamondbacks, USA;*  
*Lindsey Hamilton, IMG Academy, USA*

Mental performance consultants (MPCs) are tasked with teaching performers the necessary skills required to develop an effective mindset (Gould et al., 2002). One common way for performers to learn these skills is through workshops conducted by the MPC. However, attention spans are ever-decreasing, with most research suggesting participant attention declines after the first 10-15 minutes of a session (Bradbury, 2016). As sport psychology practitioners, it is not only necessary to teach mental skills and strategies, but also to be able to effectively deliver the message to attendees whose attention spans are limited and whose desire to have an enjoyable experience sometimes outweighs their desire to learn (Elmore, 2010; Epstein, 2007). The purpose of this workshop is to share ideas for how to C.R.E.A.T.E. a mental skills workshop so that athletes are able to remember and utilize the information effectively (Heath & Heath, 2007). Specific learning objectives include: (1) learning techniques for connecting to the audience and relating the content to their experiences, (2) learning to integrate fun and active experiential learning activities to make session topics come to life, and (3) learning to use the art of storytelling and visual aids to connect with athletes (Andersen & Speed, 2011; Garrett, 2006). All of these techniques will be discussed independently, as well as cohesively, to give ideas for designing sessions that are both educational and entertaining, but most of all have workshops and messages that live long after the session is over. The sessions will be delivered by two CMPCs with experience in both youth and professional sport. Participants will be challenged to become a part of the dynamic learning experience and will leave with new ideas and a framework for how to design workshops that sustain attendee attention and enhance the learning experience for their own teams and groups.

### WKSP-12

#### **THE SECOND HALF: HOW TO TACKLE MID-CAREER OBSTACLES WITH CONFIDENCE**

*Duncan Simpson, IMG Academy, USA;*  
*Hillary Cauthen, Texas Optimal Performance & Psychological Services, USA*

Mid-career can be a difficult time for Mental Performance Coaches (MPC's), as they may face unique professional and personal challenges (Gould, 2009). The demands of the job may cause burnout, with many MPC's experiencing symptoms such as emotional exhaustion, depersonalization, and reduced personal accomplishment (Kee, Wang, & O'Brien, 2018). Additionally, mid-career MPC's may struggle with maintaining work-life balance and finding time for personal interests and hobbies (Lidor & Tenenbaum, 2004). The pressure to stay current with the latest research and developments in the field can also be overwhelming (Oglesby & Beam, 2018).

This professional development workshop is designed to help mid-career MPC's navigate these challenges and achieve success both professionally and personally. Using a variety of interactive exercises, case studies, and

discussions, participants will learn strategies for adapting to new roles and responsibilities, balancing work, and family life, and identifying and pursuing professional development opportunities (Collins, 2014). Using the innovative Context Map tool (Grovetools, n.d.), participants will explore their own personal and professional challenges and goals, as well as the broader contextual factors that influence their lives and trends in the field. Through this process, they will gain a deeper understanding of their own motivations and values and develop strategies for overcoming barriers to success. Additionally, the workshop will provide an overview of the latest research on mid-career challenges and their impact on mental health and well-being (Sverke, et al., 2006).

By the end of the workshop, participants will have developed a personalized action plan for achieving their career goals and enhancing their overall well-being (Sekulic & Thomas, 2019). This workshop provides a unique opportunity for mid-career sport psychologists to learn from each other and gain valuable insights and support from experienced professionals in the field (Aoyagi & Portenga, 2018).

### WKSP-13

#### **THE WIN-AT-ALL-COSTS MENTALITY: A CATALYST FOR EATING DISORDERS AND BODY IMAGE DISTURBANCE IN FEMALE ATHLETES**

*Kelsey Varzeas, Walden Behavioral Care, USA;  
Julie Freedman, USA*

Navigating eating disorders and body image disturbance with female athletes can be a multifactorial and challenging experience. This is especially the case when athletes adopt a win-at-all-costs mentality synonymous with doing “whatever it takes” to be successful (Coakley, 2004; Doherty, 1999). Research has demonstrated that the win-at-all-costs mentality supersedes health, wellbeing, and development of athletes (Jacobs et al., 2017; Willinsky & McCabe, 2020), as it over-emphasizes the “dedicated athlete” narrative. More so, the “dedicated athlete” narrative is associated with eating disorder behaviors and body manipulation due to the drive to gain competitive advantages, cope with performance pressures (DeFeciani, 2016), and attain athletic body ideals (Reel et al., 2013). Furthermore, female athletes are sitting at a crossroad with Western society’s expectations of thin-ideal feminine bodies (Krane et al., 2004). Idealistic pressure may come from a variety of sources (e.g., teammates, coaches, media, fans, professional athletes, etc.), which may lead to attempts to meet unrealistic standards of the thin-ideal in maladaptive ways (i.e., eating disorders and body manipulation) (Bissell, 2004).

This workshop aims to present the following learning objectives to attendees: (1) review the historical and cultural pressures associated with female athlete and athlete body ideals; (2) identify the signs and symptoms of the “dedicated athlete” narrative relative to eating disorders and body image disturbance with female athletic populations; (3) articulate skills and strategies for brief interventions, collaborations, and referrals. Attendees will engage with subject matter through case studies and role-plays of working with female athletes presenting with eating disorders and body image disturbance. Special attention will be placed on body diversity, anti-fat bias, and sizeism in the sporting culture.

### WKSP-14

#### **BEING KIND TO ONESELF AND BEYOND: DIVERSE AND FLEXIBLE APPROACHES FOR WORKING WITH ATHLETES ON SELF-COMPASSION**

*Tsz Lun (Alan) Chu, University of North Carolina at Greensboro, USA;  
Ashley Kuchar, Fail Better Training LLC, USA;  
Danae Frentz, University of Alberta, Canada;  
Lani Silversides, SG United Foundation, USA*

Research shows self-compassion to be a helpful psychological resource for enhancing well-being while striving for excellence and overcoming setbacks (Neff, 2009). A recent review of self-compassion in sport indicates the language used to discuss self-compassion with athletes as an important consideration, but little research has explored the best approach or language to use (Cormier et al., 2023). Based on four professionals’ experiences conducting self-compassion research and interventions, this workshop will address diverse and flexible approaches, including the language and multimodal experiential activities used for working with a variety of athletes (from youth to elite levels) on self-compassion — being kind to oneself and beyond.

The learning objective of this workshop is threefold: (1) to demonstrate various approaches for designing and implementing self-compassion interventions, such as the two empirically based programs developed by the presenters that address resilience beyond self-compassion; (2) to showcase the language and activities used with diverse athletes (e.g., genders, cultures, ages); and (3) to provide guidance and interactive opportunities for attendees to adapt self-compassion activities for working with their clients.

After briefly discussing the background of self-compassion and its interventions in sport with empirical evidence (Cormier et al., 2023), the presenters will guide attendees through a series of experiential activities (e.g., meditations, reflective writing exercises) with visual, auditory, and kinesthetic modalities. Attendees will receive templates and instructions for facilitating these self-compassion activities and then discuss in small groups how to adapt these strategies and activities based on attendees’ levels of training and their client populations (e.g., skill levels, sports, demographic and cultural backgrounds). Finally, the presenters will emphasize the importance of flexibility and intentionality in the self-compassion language and approaches, share the successes and challenges they have encountered, and highlight some lessons learned throughout their in-person and virtual consulting work with individuals, teams, and groups of mixed-sport athletes.

### WKSP-15

#### **FROM FLEXIBILITY TO FLOW: USING THE ACT MATRIX AND DNA-V TO ENHANCE SPORT PERFORMANCE**

*Ashley Zultanky, Behavior Therapy Associates, USA*

Flow state is the ability to engage in a physical or mental activity while purposefully attending to the present moment, regardless of incoming thoughts or sensory experiences, with a “sense of everything coming together or clicking into place, even in challenging situations” (Swan, Crust, & Vella, 2017, p.

48). Elite athletes are lauded for their ability to enter the flow state seemingly on command to perform at the highest level, also known as a clutch state (Swan, Crust, & Vella, 2017). Developing athletes are strongly encouraged to connect to their flow state during practice and competitions and incorporate sport psychology strategies to perfect this skill.

Similarly, psychological flexibility is the ability to respond to experiences mindfully, regardless of incoming thoughts and feelings that arise, and to make the choice to move in a value-driven direction. The ACT Matrix is a widely used tool to understand psychological flexibility and move through the tenants of Acceptance and Commitment Therapy/Training (e.g., defusion, acceptance, self as context, values, contact with the present moment, and committed action). DNA-V, developed by Louise Hayes, Ph.D. and Joseph Ciarrochi, Ph.D., also incorporates psychological flexibility by teaching the learner about the Advisor, Noticer, and Discoverer, and how pivoting between them engenders movement toward valued actions. Connecting these tools with athletic performance helps the individual to understand how to successfully reach a flow state during performance.

Workshop objectives include: (1) Developing a deeper understanding of psychological flexibility in sport through the lens of the ACT Matrix and DNA-V; (2) Exploring the flow and clutch states with athletes and methods to connect these skills to psychological flexibility in performance settings; and (3) Practicing experiential exercises (e.g., guided mindfulness, metaphors, and role play) in small groups to incorporate when working with athletes, coaches, and their families and review vignettes of the ACT Matrix and DNA-V used with real athletes in a clinical or team setting.

### WKSP-16

#### **BREATHING LIFE INTO VIRTUAL INTERVENTIONS: UTILIZING HRV APPS FOR VIRTUAL/REMOTE TRAINING WITH ELITE PERFORMERS**

*Lindsay Shaw, Cleveland Guardians, USA;  
Sean Swallen, Cleveland Guardians Baseball, USA*

The application of biofeedback techniques, specifically Heart Rate Variability (HRV) training, is associated with increased ability to regulate emotional and autonomic nervous system responses (Lehrer, 2022; Applehans & Luecken, 2006), making such interventions appealing for mental performance practitioners. The post COVID era has shifted the environmental landscape in the way many athletes and practitioners interact, making virtual performance sessions more normalized. A need for remote training with performers (Lundqvist et al., 2022), and in our experience remote HRV, training has emerged. With the advance of technology, an athlete's cell phone can serve as a HR monitor capturing the R wave from the QRS complex with accuracy that rivals other wearables widely accepted in sport. HRV apps can calculate time domain statistics rapidly in real time and provide a useful visual display to guide the user towards cardiopulmonary synchrony (Lehrer, 2022). In this workshop, the presenters will share their experiences using HRV biofeedback as a tool to train professional athletes across various training sites (both in person and remotely), as well as how to utilize the benefits of HRV biofeedback to support other performance relevant objectives in elite sport (for example, enhancing recovery via sleep). The learning objectives of this workshop are threefold: to review HRV

biofeedback and empirically supported interventions specific to elite performance populations; utilizing this knowledge, to share and demonstrated intervention best practices; and to create scenarios (e.g., role plays) to practice the use of HRV techniques in remote/virtual settings. Attendees will learn how to introduce the benefits of HRV training to performance populations; to collaborate on the development of novel approaches using free or very affordable HRV apps designed for use with performers; and attendees will receive active coaching and instruction from the workshop moderators, who have had formal training and professional experience using HRV with a population of high performers.

Applehans, B. M., & Luecken, L. J. (2006). Attentional processes, anxiety, and the regulation of cortisol reactivity. *Anxiety, stress, and coping*, 19(1), 81-92.

Lehrer, P. (2022). My life in HRV biofeedback research. *Applied Psychophysiology and Biofeedback*, 47(4), 289-298.

Lundqvist, C., Macdougall, H., Noguchi, Y., Malherbe, A., & Abejean, F. (2022). When COVID-19 struck the world and elite sports: Psychological challenges and support provision in five countries during the first phase of the pandemic. *Journal of Sport Psychology in Action*, 13(2), 116-128

### WKSP-17

#### **EQUITABLE TEACHING IN SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY: INCREASING INTERACTIONS AND ENHANCING ENGAGEMENT**

*Stefanee Maurice, California Polytechnic State University, USA;  
Hannah Bennett, Augusta University, USA*

As educators, we want our students to be engaged and motivated. A high sense of belonging and validation among students has been shown to increase engagement, both emotionally and behaviorally (Gillen-O'Neel, 2021) and is associated with improved academic performance (Strayhorn, 2018). Further, a sense of belonging in college students has been positively related to retention and persistence, motivation, greater self-confidence, and better overall academic achievement and adjustment (Hausmann et al., 2009; Murphy & Zirkel, 2015; Walton & Cohen, 2011). Beyond the use of active learning to engage students in the classroom, it is important for educators to consider the utility of culturally relevant pedagogy (CRP; Ladson-Billings, 1995) and the cultural relevance cycle (CRC; Flory & McCaughy, 2013) as means to create equitable and inclusive learning experiences for students. The purpose of this workshop is threefold: to review and discuss CRP and CRC as critical frameworks for educators in sport and performance psychology; to learn about techniques and strategies aligned with CRP and CRC to enhance engagement in college courses (i.e., bias resistant grading policies, professor reflections, discourse boundaries, rethinking assignment options, providing multiple learning modalities); and to work collaboratively with workshop attendees to identify and plan for the implementation of techniques and strategies to try in their own courses.

### WKSP-18

#### **LEVELING UP COMMUNICATION AND CONFLICT RESOLUTION: TOOLS FOR CONSULTING IN HIGH-STAKES, OPINIONATED, AND EMOTIONALLY CHARGED SITUATIONS**

*Stephen Gonzalez, Dartmouth College, USA;  
John Gaddy, GDIT, USA*

Communication is one of the most important components to high performing teams in sport (Sullivan & Feltz, 2003) and tactical populations (Yammarino, Mumford, Connelley, & Dionne, 2010). A major barrier to effective communication is when conflict arises. While there is commonly a consensus from both parties to improve performance going into a challenging conversation, how to navigate conflict and difficult conversations remains a challenge for many high performers. Less clear for many consultants is how to effectively interact in crucial conversations which often include varying opinions, high-stakes, and strong emotions. In the book *Crucial Conversations, Tools for Talking when Stakes are High*, authors Patterson, Grenny, McMillan, and Switler (2012) determined that persons who are effective at communicating when stakes are high, and emotions are present have the capacity to dramatically improve outcomes for an individual or an entire organization. Through observations over twenty years and involving 100,000 people, what made individuals most effective in improving persons and teams lie in their ability to address emotionally and politically challenging issues. When a risky and emotionally charged topic arises, effective communicators find ways to establish a mutual purpose and share views even when their ideas are controversial or unpopular. This workshop will apply experiential learning strategies to explore how a mental performance consultant can become better prepared for facilitating communication in an emotionally charged and opinionated environment. Participants will learn how to prepare individuals for challenging conversations through using appropriate language, how to navigate emotions, and how to create a safe environment for the conversations. Participants will get an opportunity to share personal experiences of when consultations became critical (i.e., comments of unfair treatment, discussions about being a team-player, contributing to behaviors that are counter to the goals of the team) in small groups to apply tools for establishing a mutual purpose, conducting the crucial conversation, and how to turn a crucial conversation into productive actions and results.

### WKSP-19

#### **WHAT DO WE SAY IN THE MIRROR? HELPING OTHERS AND OURSELVES TO REFRAME OR REFOCUS APPEARANCE RELATED THOUGHTS**

*Jamie Robbins, Methodist University, USA;  
Amanda Ransom, Methodist University, USA*

“Lose weight,” “Be body positive,” “hide your wrinkles,” “grow old gracefully.” Which is it? Should we “love the skin we’re in” or aim for an “athletic ideal” (Homan, 2010). Our choice may impact our feelings, thoughts, behaviors, goals, and life satisfaction (Hurd, 2000; Skalacka & Pajestka, 2021). So, how do we as consultants, coaches, or teachers promote positive body image when evidence shows we may have the same

insecurities? Is being body positive realistic? Must we love all body parts to remain happy or confident? The presenters recently analyzed data from students, faculty, and staff (n=130) at U.S. universities. Results revealed excessive negative self-judgment and dissatisfaction (40%) with appearance. One issue is the conflation of appearance and health, leading to incorrect assumptions that culturally created ideals of beauty correlate with genuine health outcomes (Monks et al., 2021). Thus, common responses of modifying diet and exercise are deemed positive, yet they may trigger eating disorders, exercise compulsion, or general self-consciousness. Existing research focuses on white women and eating disorders, yet general self-consciousness or body dissatisfaction may be just as significant to overall wellbeing among a more diverse population (Liao et al., 2020; Ngata et al., 2021). According to Cliff and Wright (2010) there is a growing problem as educators navigate issues of the ‘obesity epidemic’ and eating disorders. The conversation gets complicated and requires a willingness to hear more perspectives from those who have rarely been asked the questions. Therefore, the current workshop will utilize short videos of diverse athletes and exercisers with body image concerns to stimulate conversations among attendees related to the following: (a) how appearance related thoughts impact our teaching, consulting or coaching, (b) benefits or complications to promoting body related pride (Castonguay et al., 2013) or realistic acceptance, and (c) ideas for minimizing appearance related fixations.

### WKSP-20

#### **INTRODUCTION TO THE HUMAN REHABILITATION FRAMEWORK: AN ADVANCED ACT WORKSHOP**

*Eddie O’Connor, Dr. Eddie O’Connor, PLLC, USA*

The Human Rehabilitation Framework (HRF)<sup>™</sup> (Dynamic Principles, 2023) is a biopsychosocial (BPS) process-based framework for helping clinicians work with individuals struggling with movement and pain problems. It is designed to assist evidence-based psychologically informed practice, fully embracing the BPS model endorsed by organizations such as the International Olympic Committee (Hainline, Derman, Verne, et al., 2017). A recent review of over 54,000 research studies identified psychological flexibility as the single most effective factor in improving all aspects of performance, quality of life, and success (Hayes, Ciarrochi, Hofmann, et al., 2022). The HRF draws on the six psychological flexibility processes of Acceptance and Commitment Therapy (ACT) and combines them with three rehabilitation BPS processes (motor behavior variability, load capacity, and social relational). It is used for individual problem framing, clinical decision making, and clinical intervention. Utilizing a process based approach to evidence based practice, the HRF asks “What core BPS processes should be targeted with this client given the goal in this situation and how can they most efficiently and effectively be changed?” (Hofmann & Hayes, 2019). This helps move away from the insufficient generalizability of group-to-individual protocols (Fisher, Medaglia & Jeronimus, 2018) and encourages precision in the treatment of diverse populations while promoting equity. The learning objectives of this workshop are to briefly introduce the HRF and elaborate on how to use the Extended Evolutionary Meta-Model (EEMM; Hayes & Hofmann, 2020) to conceptualize a client’s unique change processes. Attendees will be broken into groups and work together to complete a HRF-Modified EEMM for an

athletic case study. The workshop will end with attendees sharing their conceptualizations and treatment plans across all dimensions of the EEMM to provide a wide range of examples of the HRF in action. Attendees will be provided a list of resources for additional training in the HRF.

### WKSP-21

#### DEVELOPING MENTAL TOUGHNESS IN SPORT: FROM THEORY TO PRACTICE

*Parker Leap, Appalachian State University, USA;*  
*Shir Wasserman, James Madison University, USA;*  
*Dorian Hayden, James Madison University, USA;*  
*Robert Harmison, James Madison University, USA*

The ability to translate theory into practice is a foundational skill of effective mental performance consulting (Poczwadowski et al., 2004). That is, competent mental performance consultants should be able to identify theoretical underpinnings and transform these into practical actions. In their seminal inquiry, Jones et al. (2002) defined mental toughness as a natural or learned psychological edge that allows athletes to cope better and perform more consistently under pressure than their competitors. Describing what the construct is, Coulter et al. (2010) defined mental toughness as the presence of values, attitudes, emotions, cognitions, and behaviors that influence how athletes approach, respond to, and appraise pressures, challenges, and adversities to achieve their goals. Furthermore, Harmison (2011) conceptualized mental toughness as a social-cognitive personality construct, delineating seven core psychological attributes of mentally tough athletes: confidence, competitiveness, determination, resiliency, emotional control, attentional control, and well-being. The purpose of this workshop is to demonstrate how developing sport psychology practitioners have translated Harmison's (2011) conceptualization of mental toughness into practice.

This workshop consists of the following learning objectives. First, an overview of mental toughness as a social-cognitive personality construct will be outlined to provide a theoretical foundation. Second, various strategies used to transform the mental toughness framework into pragmatic resources for athletes and coaches, including blogs, infographics, and videos, will be described. Third, processes involved in the creation, marketing, and delivery of an engaging mental toughness training program for college student-athletes will be discussed. Attendees will have the opportunity to interact and discuss previous experiences translating mental toughness constructs into practice. Samples of pragmatic resources (e.g., infographics, videos) and processes (e.g., marketing strategies) will be shared with the attendees. It is hoped that this workshop will delineate important considerations and prevent potential pitfalls associated with the production and delivery of mental performance programming rooted in theory.

### WKSP-22

#### APPLIED SPORT PSYCHOLOGY IN THE MEDIA - AN ETHICAL GUIDE

*Michele Kerulis, Northwestern University, USA;*  
*Harold Shinitzky, Private Practice, USA;*  
*Susan Eddington, President, Society for Media Psychology and Technology, APA Division 46, USA;*  
*Joan Steidinger, Steidinger Performance Psychology, USA*

Media's recognition of the benefits of applied sport psychology and mental health treatment have become more visible as a growing number of celebrities advocate for important issues. Unfortunately, negative stereotypes still exist and it is up to us to ensure mental health, sport psychology, and social justice issues (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015) are accurately represented. In their honest attempts to share information, practitioners can be caught off guard and face ethical dilemmas. In order to avoid these pitfalls and have successful media interactions, practitioners must have a solid grasp of ethics codes (AASP, 2011; ACA, 2014; APA 2017) as they relate to public statements.

During this discussion facilitated by award-winning professionals who have extensive media experience, attendees will understand how to ethically engage with the media, decide whether or not to accept media interviews, create a media action plan, and understand the intersection of ethics codes and the media (namely confidentiality, competence, and cultural awareness).

Topics in the media that can be addressed by our field include cases of athletes seeking services (Larkin, Levy, Marchant, & Martin, 2017), the use of websites to emphasize gender (Barnett, 2017), and the role race plays on public perception of athletes (Cranmer, Bowman, & Goldman, 2017). As practitioners, we can share with the general public how powerfully impactful people's words have been and will continue to be while emphasizing the need for a clear understanding of what mental health and sport psychology interventions are, what social justice is, and how to use media interactions in positive and uplifting ways.

### WKSP-23

#### CHECK YOURSELF: EXPLORING YOUR OWN IDENTITIES AND UNDERSTANDING THEIR ROLE IN YOUR APPLIED PRACTICE

*Hana DeGuzman, Boston University, USA;*  
*Carly Block, Boston University, USA*

Cultural humility plays a significant and powerful role in being an effective and culturally-responsive practitioner (Zhu, Luke & Bellini, 2021). As a practitioner, devoting yourself to a lifelong commitment and journey of self-reflection to build awareness of your own identities and sense of self is a crucial part of having cultural humility and working with individuals. The intersectionality of our identities such as race, gender, sexual orientation, religion, ability, and social class play into who we are as individuals, how we perceive our reality and the world around us, and how we interact and build relationships with others (Jones & McEwen, 2000; Skille & Østerås, 2011). Jones and McEwen (2000) developed The Model of Multiple Dimensions of Identity to understand and incorporate this concept of core identities through the perspective of significant identity dimensions and contextual influences.

The purpose of this workshop is to help practitioners gain a deeper self-awareness of their own identities and further understand how that impacts the work they do in their own professional practice. The learning objectives of the workshop are threefold: (1) building awareness of which social identities are more or less salient through the use of the Model of Multiple Dimensions of Identity (Jones & McEwen, 2000); (2) practicing self-reflection; and (3) understanding how these tools and strategies can be used within the work we do as culturally-responsive practitioners with our clients. Attendees will gain insight through a brief educational component, handouts prompting individual self-reflection, and group discussions with peers and colleagues. Attendees will also leave with handouts summarizing the core content and keys to implementing this important work into their practices both with their clients and as they continue to develop cultural humility.

### WKSP-24

#### FROM LOCKER ROOMS TO LAPTOPS: NAVIGATING THE VIRTUAL WORLD OF SPORT PSYCHOLOGY

*Greg Young, IMG Academy, USA;*  
*Ashwin Patel, Humber College, Canada;*  
*Duncan Simpson, IMG Academy, USA*

Over the past year, the field of sport psychology has undergone a major shift from in-person to virtual services (González et al., 2020). As such, teachers and practitioners have had to adapt to new ways of delivering educational material, mental skills training, and managing their staff (Glick & Millstein, 2021).

The workshop will be structured into three sections. The first section will focus on best practices for teaching online. To ensure effective learning experiences, clear instructions, effective structuring, and the use of technology will be emphasized (Richardson & King, 2020). Furthermore, strategies to increase engagement and motivation, such as interactive activities and building a sense of community, will also be discussed (Faulkner et al., 2020).

The second section will explore delivering mental skills in a virtual format. To maximize the effectiveness of interventions, tailoring them to the virtual format and using digital platforms will be discussed (Poczwadowski et al., 2019). Additionally, strategies for building rapport with clients and maintaining confidentiality and privacy in virtual settings will also be covered (Lamarche & Côté, 2020).

Lastly, the third section will address the challenges of managing staff online, including communication and collaboration within virtual teams. Strategies for setting expectations, establishing routines, and utilizing virtual tools to maintain engagement and connection will be covered (Wong & Kozub, 2020). Best practices for managing workloads and ensuring productivity in virtual settings will also be discussed.

By attending this workshop, attendees will gain a deeper understanding of the unique challenges and opportunities of virtual service delivery in the field of sport psychology. Furthermore, attendees will leave the workshop equipped with practical strategies and tools to improve their virtual practice, promote client engagement and motivation, and effectively manage their virtual teams.

### WKSP-25

#### A NEW TOOL TO OPTIMIZE ATHLETE RECOVERY: UTILIZING THE ASSESSMENT OF RECOVERY ACTIVITIES FOR ATHLETES IN RESEARCH AND PRACTICE

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

Recovery has been conceptualized as a restorative process occurring after a psychophysiological stressor arises and/or as a proactive process before the stressor arises (Kellmann et al., 2018). Consequently, inadequate athlete recovery has been linked to detrimental mental health and wellness outcomes (Gerber et al., 2022) as well as increased injury risk (Miranda-Comas et al., 2022), and underperformance (Kellmann et al., 2018). Current best practice in facilitating athlete recovery is a holistic approach comprised of physical (Shell et al., 2020), psychological (Pelka & Kellmann, 2017), and social (Heidari et al., 2018) recovery activities. Popular recovery assessments historically used among athletes have focused almost exclusively on the recovery status of an athlete without the addition of understanding the controllable recovery activities that an athlete may engage in on a regular basis. To close this gap in the applied literature, the Assessment of Recovery Activities for Athletes (ARAA; [blinded authors], 2023) was developed to identify activities athletes engage in regularly to facilitate their overall recovery. Following an evidence-based process from data collection to intervention (Taylor, 2017), the primary purpose of the workshop is to introduce the recently published assessment to practitioners and, in doing so, attendees will learn how to: (a) implement the ARAA within sport populations, (b) score items and interpret results of the ARAA, and (c) develop a potential intervention plan tailored to enhance individual athlete recovery. During the workshop, attendees will gain applied experience completing and scoring the ARAA. Athlete case studies utilizing the ARAA will also be discussed. The ARAA and scoring instructions will be shared with attendees to utilize within their respective research and professional practice settings to optimize athlete well-being, health, and performance.

### WKSP-26

#### PSYCHOTHERAPEUTIC INTERVENTIONS FOR THE TREATMENT OF EATING DISORDERS AMONG ATHLETES: BEST PRACTICES

*Jenny Conviser, Ascend Consultation in Health Care, USA;*  
*Caitlyn Hauff, University of South Alabama, USA;*  
*Hayley Perelman, Private Practice Owner, Hayley Perelman Ph.D., USA;*  
*Amanda Karas, Elevate Maintain Evolve, USA*

Athletes and performers, more than non-athletes, are at increased risk for eating disorders (EDs) and the associated medical and psychological maladies (Walsh et al, 2020). EDs pose risk of negative health conditions including functional hypothalamic hypogonadism, osteoporosis (Moore, et al, 2021), soft tissue injuries and reproductive compromise (Nattiv et al, 2021). Further, recent findings indicate that athletes with anorexia, more than non-athletes, are at greater risk of poor mental health and death by suicide (Joiner, 2022). Given the potential risk to health, well-being, and performance, it is vital to improve ED treatment effectiveness.

Best practice recommendations are available for ED detection and referral, among athletes (Conviser et al, 2018). Unfortunately, many therapists, dietitians, physicians, coaches, and athletic trainers receive little formal training in intervention. Further, little research exists on treatment effectiveness for underrepresented populations within athletics (i.e., transgender; BIPOC athletes). Therefore, all individuals in the treatment setting must be approached with cultural humility and sensitivity.

This workshop will highlight interventions shown to enhance motivation for ED recovery and decrease risk of poor mental health, self-harm, and suicide risk among athletes. All attendees will receive intervention decision trees (electronic and/or printed) to assist in analyzing intervention choices, risks, objectives, needs and gains. Those interventions prioritized will strengthen interpersonal connection, belonging, agency, autonomy, and emotion regulation shown to be associated with resilient mental health (Joiner, 2022) and will be evidence-based, such as Acceptance and Commitment Therapy (ACT) (Juarascio et al, 2017).

The purpose of this workshop is to better inform treatment teams, improve treatment effectiveness, preserve health, and foster optimal performance. Licensed and experienced workshop leaders will teach strategies for selecting interventions, timing interventions, understanding the therapeutic underpinnings, and language necessary for artful application. Workshop leaders will participate in small group discussion and respond to questions from attendees.

### WKSP-27

#### ENHANCING STUDENT LEARNING AND MOTIVATION VIA NEED SUPPORTIVE TEACHING BEHAVIORS

*Jody Langdon, Georgia Southern University, USA;*  
*Hannah Bennett, Augusta University, USA*

Self-determination theory is a well-cited and commonly applied theoretical framework in sport psychology research and practice. Within the framework, there are specific behaviors that leaders (consultants, coaches, parents, etc.) can use to motivate those they lead. In higher education settings, these same supportive behaviors can be utilized to engage students in the learning process, and yet, college instructors rarely receive training in effective pedagogical techniques that emphasize these behaviors and other psychological aspects of learning. These aspects help instructors to know their students, show them that they care, and help them buy into the learning process. In this workshop session, attendees will learn about these behaviors and the process that a group of university faculty took to examine and apply them to their teaching. Attendees will learn more about how SDT is applied in this setting, utilizing current research on basic psychological needs and reflections from instructors who participated in a 4-week professional development course.

Attendees will be able to define and provide examples of behaviors that promote student autonomy, competence, and relatedness.

Attendees will devise a plan to apply specific behaviors in one course they teach.

A variety of teaching methods will be used including didactic lecture, small-group discussions, and large-group share outs.

Discussions will be facilitated to identify where attendees can apply these behaviors in their classrooms. Attendees will be asked to share current teaching practices and reflect on how basic psychological need support can enhance aspects of their teaching process. Group brainstorming will involve the Think-Pair-Share teaching method as a specific teaching technique. Attendees will have access to PowerPoint slides from the lecture and related reading materials in the conference app and will be given a worksheet to guide their planning process. The reading materials consist of guided worksheets and specific researcher studies tied to the behaviors.

### WKSP-28

#### BRIDGING THE GAP BETWEEN EDUCATION AND APPLICATION: USING THE TOPE LITERATURE TO HELP YOUNG PROFESSIONALS ORGANIZE THEIR KNOWLEDGE

*Russ Flaten, Mindset4Change, LLC, USA;*  
*Quincy Davis, University of Western States, USA;*  
*Kristen Trenda, University of Western States, USA;*  
*Liz Schmitt, University of Western States, USA*

There have been various attempts made over the years to help professionals organize their theoretical knowledge (Hanna, 2011) and consulting practices (Keegan, 2020) across the various subdisciplines of psychology. Developing a Theoretical Orientation of Performance Excellence (TOPE) has been used in several graduate programs to help students organize the various theories around human behavior and performance (Aoyagi, 2017). While this framework was originally designed from a counseling psychology perspective to organize counseling theory separate from SPP knowledge (Aoyagi, 2012; 2017), this same framework can provide an opportunity for unlicensed individuals as well. In particular, looking at common performance breakdowns within the TOPE literature. By doing so, young professionals can keep perspective between theoretical knowledge and the common experiences of performers when attempting to show credibility and/or designing training interventions for their clients.

The learning objectives of this workshop are:

- To review the TOPE framework
- Identify their own theoretical knowledge for human behavior and mental skills training
- To evaluate common performance breakdowns and create training applications

Attendees will learn from each other by sharing their thoughts around theories to support human behavior and performance; work collaboratively in small groups to discuss opportunities for designing training applications for common breakdowns in performance. During the application portion of the workshop, each group will choose from a common breakdown of performance (choking, overarousal, attentional errors, etc.) and align the theoretical knowledge base that best addresses that situation. Attendees will receive coaching and instructions from moderators who have gone through the TOPE process as part of their graduate school training.

### WKSP-29

#### THE PSYCHOLOGICAL EFFECTS OF SHAME IN ELITE AND PROFESSIONAL SPORTS

Jessica Garza, *ULTIER LLC, USA*

Shame is a common emotional response and/or experience in elite and professional sports, as athletes face intense pressure to perform and meet high expectations. Research indicates that shame can have detrimental effects on athletes' psychological well-being, including increased anxiety, decreased self-esteem, and decreased motivation (Potrac et al., 2017). Shame can negatively impact team dynamics and weaken the coach-athlete relationship as expectations are left unmet and communication decreases (Wang et al, 2013).

This workshop is designed to actively address and reduce the effects of shame in elite and professional sports. The presenter will incorporate an applied and in-context training for consultants, athletes, and coaches. Shame will be examined through the lens of several professional and elite athletes who experienced skill loss or mental blocks prior to competing at Worlds.

Attendees will leave with handouts and a full understanding of how to implement effective strategies to athletes and sports organizations. This will include active coaching and instruction from the presenter on a new way to utilize cognitive reappraisal and somatic response(s) that facilitate proactive steps in reducing shame and promoting a positive team culture. The technique in this workshop enables athletes to feel safe and in control of their skill(s) while reducing mental blocks formed from past performances or unmet expectations.

Potrac, P., Smith, A., & Nelson, L. (2017). Emotions in sport coaching: an introductory essay, *Sports Coaching Review*, 6:2, 129-141.

Wang, J. L., Zhang, D. J., & Jackson, L. (2013). Influence of self-esteem, locus of control, and organizational climate on psychological empowerment in a sample of Chinese teachers. *Journal of Applied Social Psychology*, 43(7):1428-1435.