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LIVE SESSIONS

LIVE-01

KEYNOTE SESSION

THRIVING IN AMBIGUITY & CHAOS

*General (Retired) Robert B. Brown
Carl Ohlson, Penn State University, USA
Travis Tilman, US Military Academy, USA*

General Brown will reflect on his time as Commander of the United States Army Pacific, and how his involvement with sport, along with principles of trust, teamwork, and vision influenced his leadership during his military career.

LIVE-02

DIVERSITY LECTURE

DISABILITY SPORT: A PARALLEL PUSH FOR INCLUSION

Anjali Forber-Pratt, Vanderbilt University, USA

Dr. Forber-Pratt's talk will highlight her work about disability identity as well as elements of her personal story as an elite athlete, advocate, mentor and researcher. As a wheelchair-user for over 30 years, a two-time Paralympian and medalist in the sport of wheelchair racing, Dr. Forber-Pratt is nationally and internationally recognized as a disability leader and mentor. She was a White House Champion of Change in 2013 and the American Psychological Association awarded her the 2020 Citizen Psychologist Award for Advancing Disability as a Human Rights and Social Justice Issue Award. Globally, she is involved with disability advocacy efforts related to access to sport and has actively been involved to help create inclusive sport opportunities for individuals with disabilities in Bermuda, India, Zambia and Ghana.

LIVE-03

THE TEAM BEHIND THE TEAM: ADVOCATING FOR THE MENTAL HEALTH OF TEAM USA ATHLETES

*Sean McCann, Karen Cogan, Lindsay Shaw, Sara Mitchell,
Caroline Rodriguez, Alexander Cohen, United States
Olympic & Paralympic Committee, USA*

As noted in the International Olympic Committee consensus statement on mental health in elite athletes (Reardon CL, Hainline B, Aron CM, et al., 2019), there is growing awareness of the major stressors and key environmental factors that influence elite athlete mental health. Leading up to the 2020 Tokyo Olympic and Paralympic Games, the US Olympic and Paralympic Committee (USOPC) sport psychology team advocated for the additional role of Mental Health Officer (MHO) to create an environment that promotes mental well-being and resilience. Elite athletes experience a range of mental health issues, and at the Games, occasionally experience mental health emergencies. The MHO role was intended to supplement the support provided by the USOPC sport psychologists and NGB sport psychologists/mental performance consultants to Team USA athletes and staff.

In this panel, five USOPC sport psychologists (including a panel moderator) will describe the process of working to develop the MHO role, collaboration with Sports Medicine, adjustments to the MHO role and enhanced provision of remote services as a result of Games postponement, and examples of integrated work with the MHOs to meet athlete mental health needs going into Tokyo 2021. Panelists will share highlights, challenges, and lessons learned from the new MHO role and recently hired Director of Mental Health, as well as recommendations for ongoing support of elite athlete mental health and performance.

LIVE-04

KEYNOTE SESSION

AN INTERVIEW WITH BRANDON MARSHALL, FORMER NFL ALL PRO & CURRENT CO-HOST OF INSIDE THE NFL

Join incoming AASP President Kensa Gunter as she interviews Brandon Marshall, a 6-time NFL All Pro wide receiver who played professionally for 13 seasons. Brandon will share valuable insights over his entire career, including how he mentally prepared and stayed focused during games. Brandon will talk about the importance of sport psychology and mental performance in the league and how it has evolved to the present day. An advocate of breaking down the cultural stigmas of mental health, he will highlight his own Foundation's efforts (Project375) to raise awareness in this important area. Kensa and Brandon will discuss current events as well - including the current intersection of sport, media and activism related to racial injustice issues.

LIVE-05

THE BURT GIGES WORKSHOP: WHEN AND HOW TO REFER A CLIENT

*Angel Brutus, Mississippi State University, USA
Duncan Simpson, IMG Academy, USA,
Jorge Ballesteros, Arizona State University, USA,
Dolores Christensen, University of Oklahoma, USA*

Dr. Burt Giges, MD, has been a central figure in the field of clinical sport psychology for the better part of the past three decades. His notable contributions include articles on psychodynamic concepts in sport psychology, the sport psychologist-athlete relationship, and helping coaches meet their own needs. He has also written book chapters on topics such as becoming a sport psychology practitioner, mindfulness, and understanding athletes' psychological needs. Dr. Giges has consulted with athletes and performers at all levels and trained generations of sport psychology practitioners in the Athletic Counseling graduate program at Springfield College and graduate programs around the country via his lectures, his book, "My work in sport psychology" (2nd ed), and his videos ("Three Approaches to Sport Psychology Consulting," "Brief Contact Interventions in Sport Psychology," "Self-Awareness in Sport Psychology Consulting").

In particular, Dr. Giges is known for his experiential workshops where he demonstrated a live role play with a chosen "client" and then offered the audience real-time insight and feedback into his process as it was happening in front of them. Along this vein, the second annual Burt Giges Workshop seeks to

extend the Giges experiential legacy by having a specific focus on the process of recognizing when and how to refer a client to another provider. Two practitioners, one who is a licensed mental health clinician and the other who is a mental conditioning consultant, will meet with the same “client” who presents with a concern that exists outside the scope of each practitioner’s competency. The practitioners will then demonstrate how they approach a conversation with a client that includes the need to transition the client to a different provider. Following this “one client, two approaches” role play session, there will be a live Q&A for the practitioners and the client to offer their shared reflections and detail when and how the practitioners navigated the referral process with the client. In the true spirit of Dr. Giges, themes of provider self-awareness and diverse consulting approaches will be highlighted in this process-oriented and experientially-based workshop.

LIVE-06

INTERNATIONAL SYMPOSIUM: ATHLETE CAREER EXCELLENCE

*Natalia Stambulova, Halmstad University, Sweden;
Stilian “Ani” Chroni, Inland Norway University of Applied
Sciences, Norway;*

*Artur Poczwardowski, University of Denver, USA;
Robert Diehl, Boston University, USA;
Robert Book, University of Southern Denmark, Denmark;
Kristoffer Henriksen, University of Southern Denmark, Denmark;
Adam O’Neil, Commander Counseling and Wellness, USA;
Peter Haberl, USOC, USA;
Kristen Dieffenbach, WVU - Coaching and Performance
Science, USA*

The recent ISSP Position Stand on athletes’ career development and transitions (Stambulova, Ryba, & Henriksen, 2020) provides a comprehensive update on the athlete career (sport psychology) discourse and promotes new trends in relevant research and career assistance practice. The symposium aims are: (a) outlining the status of the athlete career discourse, (b) introducing the new concept of athlete career excellence as a target for career assistance, and (c) providing insights into some new trends in career research and how this research informs the career assistance practice. The first presenter will make an overview of the ISSP Position Stand, explain its rationale, and define the concept of career excellence as sustaining healthy, successful and long-lasting careers in sport and life. The second presenter will emphasize the holistic ecological approach (Henriksen & Stambulova, 2017) in considering career pathways of US athletes who developed within underserved communities, highlighting how significant others and related environments might support such athletes. The third presenter will introduce the, “Transition to the Olympic and Paralympic Training Center (OPTC) temporal empirical framework,” based upon the successful transition experiences of American athletes and offer recommendations on how support programs at the OPTC can be improved. The fourth presenter will outline a study that resulted in the empirical model, “Athlete-to-coach transition in Norwegian winter sports,” and offer critical discussion on coaching education and existing perception that for an elite athlete transiting to coaching is easy. Discussion involving the audience will focus on the transfer of research into practice, aiming to supply mental performance consultants working as practitioners or educators with ideas and tools that can support athletes in their striving for career excellence.

LIVE-06A

TOWARDS ATHLETE CAREER EXCELLENCE: NEW DEVELOPMENTS IN CAREER RESEARCH AND ASSISTANCE

Natalia Stambulova, Halmstad University, Sweden

The first ISSP Position Stand on athletes’ career development and transitions (Stambulova, Alfermann, Statler, & Côté, 2009) was recently updated with a comprehensive overview of the athlete career (sport psychology) discourse (ACD), emphasizing new trends in relevant research and practice (Stambulova, Ryba, & Henriksen, 2020). The ACD consists of foundations (e.g., athlete as a whole person, athletes’ development and environment as holistic), career development and career transition research areas, and career assistance – all underpinned by the cultural praxis of athletes’ careers paradigm. The latter directs attention to the diversity of athletes, career pathways, transitions, and athletic and non-athletic contexts and promotes theory/research-and-context-driven practice. Recent research trends – ecology of career/talent development, transitioning to residential high-performance centers, transnational careers and cultural transitions, Olympic Games as transitions, athlete-to-coach transition – are shown as an evidence base for emerging trends in career assistance, for example, working with athletes’ environments, supporting athletes in cultural transitions, and others. The most recent development in career assistance is a re-conceptualization of mental health from seeing it only as a resource to being both a resource and an outcome of career development. This shift contributed to introducing the concept of athlete career excellence defined as an athlete’s ability to sustain healthy, successful and long-lasting careers in sport and life. In this definition, healthy means high resourcefulness and adaptability (i.e., coping with career demands while adding to the individual resources), successful means athletes’ striving to achieve meaningful goals in sport and life while maintaining health and wellbeing, and long-lasting means sustainability and longevity in sport and life. Supporting athletes in their striving for career excellence is suggested to be a target for evidence-based career assistance. Concrete examples of applied career research with take home messages for practitioners will be presented next in this symposium.

LIVE-06B

THE CAREER PATHWAYS OF PROFESSIONAL AFRICAN AMERICAN ATHLETES FROM UNDERSERVED COMMUNITIES, AND THE HELP THEY NEED

*Robert Book, University of Southern Denmark, Denmark;
Kristoffer Henriksen, University of Southern Denmark, Denmark;
Natalia Stambulova, Halmstad University, Sweden*

The objective of this study was to explore career pathways to athletic success in American professional athletes with low socioeconomic background. Ten professional male athletes, who met the criteria of playing at least one year in a professional league and spent their formative years in an American underserved community, participated in the study. Interviews were inspired by the holistic ecological approach (Henriksen & Stambulova, 2017), which emphasizes the critical influence of the environment within an athletic career. Four career stages (childhood years, middle/high school years, college years, professional years) and three themes (context, challenges, coping) were visible in the career pathways of

the participants. During the first stage the athletes' athletic foundation was developed by participating in inexpensive, easy to access sports in unstructured sporting environments, while simultaneously relying upon the strength of a mother to keep them safe. An increased susceptibility to the dangers of environmental factors (e.g., drugs, gangs) during the middle/high school years made this period the most precarious for the athletes but was also the most crucial for their athletic development. The college years were a time of "catching up," whereby the athletes entered a whole new environment for which they were physically (e.g., underweight) and psychosocially (e.g., racial integration) unprepared, but their hard work and the help of peers and coaches propelled them to success. Finally, the results indicate that coping resources the athletes developed dealing with hardship were perceived as key factors enabling them to endure the difficulties of a professional career. This research has highlighted the importance of the environment and how it dramatically impacts these athletes coming from underserved communities. Consequently, practitioners should consider specific features of athletic environments and living contexts in underserved communities to better support them in coping with challenges of their career development.

LIVE-06C

TRANSITION TO AND THRIVING AT THE OLYMPIC AND PARALYMPIC TRAINING CENTER, COLORADO SPRINGS: PHASES OF AN ADAPTIVE TRANSITION

Robert Diehl, Boston University, USA;
Artur Poczwardowski, University of Denver, USA;
Natalia Stambulova, Halmstad University, Sweden;
Adam O'Neil, Commander Counseling and Wellness, USA;
Peter Haberl, USOC, USA

Examining athletes' transitions to elite residential training centers was recently identified as a new promising trend in career transitions research and assistance (Stambulova, 2016; Stambulova, Ryba, & Henriksen, 2020). Without a clear understanding of the psychosocial factors that support effective transitions to elite training environments, practitioners and athletes may be less prepared to navigate this challenging career phase. Only two previous investigations have explored the quasi-normative transition of elite athletes to training and living full time at elite residential performance centers (Poczwardowski, Diehl, O'Neil, Cote, & Haberl, 2014; Verkooijen, Van Hove, & Dik, 2012). In response to this dearth in applied sport career research, the purpose of this study was to describe the process of an adaptive transition to an elite residential training center, the Olympic and Paralympic Training Center in Colorado Springs, CO (OPTC), and guided by the research question: What were the dynamic transition experiences of elite resident-athletes that constituted their successful transition to the OPTC? A thematic analysis of Poczwardowski and colleagues (2014) semi-structured interviews with six accomplished resident-athletes was conducted through the lens of the athletic career transition model (Stambulova, 2003) to propose a temporally based Transition to the OPTC (TOPTC) empirical framework. Presenters will outline the four phases of the TOPTC – preparation, assimilation, adaptation, and thriving – and describe the dynamic interactions between the resident-athletes and the OPTC programs/staff influencing the perceived transition challenges, barriers, resources, coping strategies, and outcomes that led to effective navigation of

this quasi-normative career transition. While recognizing the methodological limitations of the TOPTC, presenters will share practical implications for the OPTC staff, coaches, and sport psychologists (e.g., developmentally relevant intake protocols, strengths-based interventions, and orientation materials) as well as future research endeavors (e.g., less successful cases) to help enhance psychological support services at residential high-performance centers.

LIVE-06D

TRANSITIONING FROM ELITE ATHLETE-TO-COACH: LESSONS LEARNED FROM NORWEGIAN WINTER SPORTS

Stiliani "Ani" Chroni, Inland Norway University of Applied Sciences, Norway;
Kristen Dieffenbach, WVU - Coaching and Performance Science, USA

Hiring retired athletes as coaches after a career in the elites is common practice worldwide that reinforces athletic experience as a vital element of coaching. Nevertheless, coaching is complex, requiring specialized knowledge across multiple domains and the athlete-to-coach transition is not as straightforward as commonly perceived. Sport psychology specialists are called in to work with coaches as mental performance consultants and/or educators. Challenges faced in applied practice with an early career coach recently retired from elite training and competition was the trigger point for this work. In the initial phase the experiences of Norwegian early career coaches after elite careers in winter ski sports were scrutinized (Chroni, Pettersen, & Dieffenbach, 2019). Following, federation officials involved with the recruitment and hiring of athletes as coaches were interviewed (Chroni, et al., 2020). These studies, led to identifying critical themes in the lived experience of going from athlete-to-coach, with regard to exiting the athletic career, entering coaching, the vague time and space of 'no longer and not yet' in the transition, as well as challenges and facilitators in it. Further on, a three-phase empirical model was built, the Athlete-to-Coach Transition Journey Model in Norwegian Winter Sports embracing the career shift, re-identification, and professional development phases. On a practical level, this work brought to light specific areas to intervene for better preparing and supporting athletes transiting to coaching (and the organizations hiring them). In particular, the demands, barriers, and resources of each phase in the model, present specific elements we can work with, aiming on one hand to facilitate the experience of going from athlete-to-coach and on the other hand to shorten an early career coach's learning curve. In addition, this knowledge can inform coach education and coach development programs on non-straightforward elements in the transition experience, while it challenges some fast-tracking traditions.

LIVE-07

KEYNOTE SESSION & PRESENTATION OF PERFORMANCE EXCELLENCE AWARD

Kara Goucher, Olympic Marathoner & World Championship Medalist

LIVE-08

MAINTAINING INTEGRITY & PROFESSIONALISM WHILE WORKING WITH YOUTH SPORT: ETHICAL CONSIDERATIONS

*Amanda Myhrberg, Private Practice, USA;
Robyn Trocchio, Texas Christian University, USA;
Kristin Webster, Self, USA*

The field of sport psychology faces similar ethical dilemmas as those in clinical and counseling psychology. Therefore, it makes sense that our ethical code through the Association of Applied Sport Psychology is very similar to those of the American Psychological Association and American Counseling Association. Sport psychology consultants (SPC) strive to act ethically but, professionals may make lapses in their ethical decision-making often without being aware of it (Knapp, Handelsman, Gottlieb, & VandeCreek, 2014). One area that is lacking within the AASP ethical code and training is our work as SPC with children and adolescent athletes. Watson, Schinke, and Sampson (2014) noted that in the field of sport psychology our clients tend to trend younger, more specifically between the ages of 12-35 years old. The younger demographic of athletes means that as SPCs, we should have a better understanding of the ethical considerations when working with youth athletes. More specifically, athletes who are minors bring a set of special considerations including; consultant competence, identifying your client and your role, client's right to confidentiality, and use of social media or other online consulting methods (Bodenhorn, 2006). Therefore, this workshop will provide applied experiences beyond those of formal training as it relates to professional competence (Wise, 2008). Specifically, the objective of this workshop is to: (1) introduce attendees to the ethical challenges of consulting with youth athletes and (2) provide strategies for best practices in ethical decision-making with youth athletes. Teaching methods will include both a didactic and experiential component through case study analyses. Finally, through both small and large group discussions, we will provide an opportunity for attendees to develop a plan for ethical decision-making with youth athletes. A handout with a summary of the information presented will be shared with attendees.

LIVE-09

COLEMAN GRIFFITH LECTURE GAZING INTO A HAZY CRYSTAL BALL: THE SEQUEL

Jack J. Lesyk, Ohio Center for Sport Psychology, USA

In 2011 Dr. Lesyk gave a Presidential Address with a similar title. In this current lecture he will discuss what has changed in our culture and in sport psychology during the past nine years. What has remained unchanged, and forecasts and advice for the future of sport psychology. All from a private practitioner's point of view.

LIVE-10

PRESIDENTIAL ADDRESS AN INVITATION, AN OPPORTUNITY, AND A CALL

Kensa Gunter, Gunter Psychological Services, LLC, USA

LIVE-11

KEYNOTE PANEL ATHLETE TRANSITIONS AS A RESULT OF THE PANDEMIC

*Peter Haberl, United States Olympic & Paralympic Committee, USA
Lani Lawrence, New York Football Giants, USA
Natalia Stambulova, Halmstad University, Sweden
Carmen Tebbe Priebe, University of Iowa & Private Practice, USA
Artur Poczwadowski, University of Denver, USA, Moderator*

Dr. Stambulova will provide an overview of the Developmental Sport Psychology Perspective, including the Athletic Career Transition Model. Then Drs. Haberl, Tebbe Priebe, and Lawrence will discuss their experiences during the pandemic with athletes at the collegiate, pro, and elite levels.

LIVE-12

GATEKEEPING THE PROFESSION OF APPLIED SPORT AND PERFORMANCE PSYCHOLOGY

*Traci Statler, Cal State Fullerton, USA;
Barbara Meyer, University of Wisconsin-Milwaukee, USA;
Sarah Castillo, National University, USA;
Cecilia Craft, SOCEP, USA*

The professional, moral and ethical need for quality supervision of neophytes in the development of applied practitioners is well documented (Aoyagi, et al., 2011; Castillo, 2014; Fogaca, Zizzi, & Anderson, 2018). When this professional development progresses effectively, competent and capable consultants emerge from the educational realm and enter the professional space. However, situations sometimes arise during this development where a supervisor assesses an impairment prohibiting satisfactory advancement. Though remediation efforts are often successfully employed to redirect the developing consultant, sometimes these obstacles are insurmountable. When this occurs, the supervisor then takes on the role of "Gatekeeper," protecting the public from supervisees unable to meet the standards for entry into the profession (Nelson, et al., 2010).

This symposium addresses gatekeeping as it occurs throughout a progression of professional developmental stages. In the first section, an experienced faculty member addresses the rapidly changing landscape of gatekeeping in higher education. Drawing from the professional guidelines, case law and literature from the fields of clinical, counseling and sport psychology, potential frameworks for guiding supervision and suggestions for effective educational gatekeeping strategies will be shared.

The next section of this symposium will address the training of mentors regarding their gatekeeping responsibilities as established within AASP's Certified Mental Performance Consultant® certification. New guidelines sharing best practices, steps through which the mentorship process should progress, and requirements for those looking to maintain their supervisory (gatekeeping) status will be discussed.

The final section of this symposium addresses the challenge facing organizations hiring mental performance practitioners in making employment decisions, often having only resumes

and brief interviews available for assessing organizational fit. Presenters with experience selecting employees for work in high performance sport and military settings will discuss current gatekeeping methods often embedded in the professional hiring process and describe additional “warning signs” employers may look for during this assessment.

LIVE-12A

GATEKEEPING IN THE ACADEMIC ENVIRONMENT

Barbara Meyer, University of Wisconsin-Milwaukee, USA

The commercialization of higher education over the past 20 years has been accompanied by an emphasis on increasing enrollments, ensuring that students graduate, and prioritizing degree programs with direct job-related outlets (Freeland, 2018). Concomitantly yet more recently, the professionalization of sport psychology graduate programs has been accompanied by an attempt to certify that the public at large receives service from consultants with requisite education and training (Association for Applied Sport Psychology, 2020). This changing landscape in the academy generally, and sport psychology education specifically, highlights the need to identify and address gatekeeping issues in the academic environment. Informed by the work of established professional training programs in psychology and counseling, faculty in sport psychology training programs can ensure the integrity of the sport psychology profession by graduating only those students who are adequately prepared and deemed competent to deliver services (Schuermann et al., 2017).

Consistent with the emergent theory of gatekeeping practices (Ziomek-Daigle & Christensen, 2010), opportunities exist throughout the training pathway for sport psychology educators to uphold academic and professional standards. Similarly, and informed by established models of gatekeeping (Baldo et al., 1997; Frame & Stevens-Smith, 1995), case law in counselor education (Burkholder et al., 2014), and preliminary models of competence in performance consulting (Hays & Brown, 2019), frameworks exist to guide sport psychology educators on how to function as gatekeepers. Taken together and considering the dynamic nature of both the academy and the field, the time is right to focus increased attention on admitting, training, and retaining the next generation of sport psychology professionals.

As such, the purposes of the current presentation are to: (a) identify gatekeeping issues that occur at three specific milestones during a sport psychology graduate program (i.e., pre-admission, post-admission, matriculation into professional spaces), and (b) discuss strategies for preventing and/or remediating these issues.

LIVE-12B

GATEKEEPING AND THE CERTIFICATION PROCESS: MENTORSHIP RESPONSIBILITIES

Sarah Castillo, National University, USA

Mentorship practices have been a consistent topic of discussion throughout the nearly 30-year history of AASP certification. Many have identified the importance of, and suggested guidelines for, exercising one’s gatekeeping responsibilities as a mentor (Andersen, Van Raalte, & Brewer, 1994; Van Raalte & Anderson, 2000; Portenga, Henschen, Aoyagi, & Statler, T., 2009; Castillo, 2014; Fogaca, Zizzi, & Anderson, 2018), but until recently, these proposals had not been implemented within the mentorship requirements for Certified Mental Performance Consultant (CMPC) certification.

Historically, all certified consultants were automatically approved to serve as mentors, regardless of their training to do so. Further, the absence of a competency requirement for mentors has led to an ever-growing variety in mentorship practices. Finally, given the potential lack of mentor competence and absence of standard protocols, the certification council was left to evaluate the quality of mentorship based solely upon reported hours and mentor signature. Although small steps have been taken along the way, it remains incumbent upon AASP and the members of the Certification Council to create, promote, and educate mentors and applicants on the standards and guidelines against which their mentorship will be measured.

Recently, the Certification Council dedicated substantial effort to addressing the problem; specifically, that those involved in mentoring must be fully aware of, and accountable for, their ethical responsibilities with respect to trainee development and gatekeeping. While every mentoring relationship should be individualized to suit the needs of both mentor and mentee, a baseline standard is essential to effectively evaluate the applicant’s experience. Accordingly, the Certification Council has proposed a clear set of standards to which mentors should adhere, identified appropriate steps through which the mentorship process should progress, and required that those choosing to mentor CMPC applicants commit to following those practices.

LIVE-12C

GATEKEEPING IN EMPLOYMENT ENVIRONMENTS

Cecilia Craft, SOCEP, USA

With mental performance a relatively new addition to the high-performance service world, the threshold for team-member selection errors is low, placing strain on employers “to get it right”. Tod, et al. (2007 & 2009) identified service delivery competence as a multidimensional concept including knowledge, skills and abilities for improving performance, as well as the ability to empathize with and foster client relationships via reflective practice and theory-based interventions. Adding needed ethical practice and cultural sensitivity (Tod, 2017) to this list infers that organizations hiring mental performance practitioners must effectively assess each of these areas during the interview process to ensure the addition of quality employees.

Positions for consultants within the domains of professional sport and military environments are growing. There, employers are working to better define the scope of practice for new-hires, assess applicant competence, determine overall fit within the environment, and judge ability to adapt to the organizational culture. A challenge to most hiring processes is the tendency to rely on paper documentation as the primary form of screening (e.g.: resumes, vitae, philosophy statements, etc.) for the large population of interested applicants. While this step may help separate viable from non-viable candidates, the reality is that often the intangible attributes – those which cannot be gleaned from a vita - better define how well a viable practitioner will successfully fit into this new performance community, making assessment of these hard-to-define attributes critically important.

This portion of the symposium explores current gatekeeping methods within hiring practices for CMPCs as well as examines additional “red-flags” in successful hiring. Discussion addressing professional internships, short-term contracts, and probationary periods for assessing a candidate’s organizational fit will occur, and effective interview and reference-checking strategies to allay concerns over capability, maturity and potential ethical challenges faced by many new-hires in these high-profile performance domains will be discussed.

LIVE-13

STUDENT WORKSHOP: GETTING THE JOB - BEST PRACTICES FOR SECURING AN APPLIED SPORT PSYCHOLOGY POSITION

Zach Brandon, Arizona Diamondbacks, USA;
Shannon Baird, KBRwyle/1st Special Forces Group, USA;
Angus Mugford, Toronto Blue Jays, USA;
Ashwin Patel, Humber College, Canada

Rationale: In a recent AASP student survey, 89.0% of student membership indicated that their primary professional goals were to implement psychology principles to enhance performance in athletes. However, there has been much controversy as to whether applied sport psychology is a viable profession for employment, possibly due to the perceived lack of full-time employment opportunity in the field, particularly for graduate students and neophyte practitioners (Martin, 2019). As such, the purpose of this presentation will be for students to hear directly from full-time applied practitioners about their organization’s hiring practices, positioning graduate students to learn what organizations are looking for in candidates, and how they can position themselves to be prepared to enter the workforce upon graduation.

Framework: This presentation will bring a combination of experiences from successful practitioners in full-time applied roles with specific emphasis on what organizations are looking for in qualified mental performance candidates. The workshop will cover four main topics (a) initial steps, (b) Highlighted experiences, (c) interview skills, and (d) other considerations. The purpose of the workshop is then to help students critically think about, and begin to construct, a step-by-step plan for how to build their repertoire as a practitioner in the pursuit of full-time work.

Workshop outline:

1. **Initial steps** – create the building blocks of a stand-out resume
2. **Highlighted experiences** – hear from applied sport psychology organization on the qualifications and experiences they are looking for in the hiring process
3. **Interview skills** – Understand what to expect in the interview process and how to present yourself professionally
4. **Other considerations** – Get insight into the needs of organizations in applied work and how you can position yourself to fill those needs.

CE WORKSHOPS

CE-01

BLURRED LINES: ETHICS ON THE ROAD AND IN THE FIELD

Jamie Shapiro & Jessica Bartley, University of Denver

Many sport, exercise, and performance psychology (SEPP) professionals practice in unique settings, such as on the field of play and in athletic training rooms. While traveling with athletes, consultations may occur in buses, hotel lobbies, and dining halls. Meetings with clients may be very brief or quite lengthy instead of the 50 minute “hour” that is typical of psychological services in an office setting (Andersen, Van Raalte, & Brewer, 2001). These nontraditional consultations have the potential to lead to boundary crossings, or boundary extensions, where a practitioner may cross the professional-client boundary in an effort to improve the consulting relationship and effectiveness. Boundary extensions can be distinguished from boundary violations, which are exploitative and harmful to clients (Watson II, Etzel, Shapiro, & Hilliard, 2019; Welfel, 2016). In this workshop, the presenters, who have consulted and traveled primarily with collegiate and Olympic/Paralympic athletes, will discuss common ethical issues faced when working in the field and traveling with clients. The target audience is students and professionals who consult (or wish to consult) in the field and/or travel with teams/performers. Participants will be asked to critically think about various ethical dilemmas that may occur in these settings and engage in ethical decision making.

Learning Objectives

- Understand ethical issues that may arise when consulting in the field and while traveling with clients.
- Distinguish between boundary crossings/extensions and boundary violations.
- Critically think through common scenarios a consultant might face while consulting in the field or traveling with clients.
- Utilize ethical decision making models to choose courses of action to address ethical dilemmas.

CE-02

MENTORSHIP AND SUPERVISION: LEARNING THROUGH APPLICATION

Taryn Morgan, Christian Smith, Greg Young, IMG Academy

AASP has focused its efforts on improving the mentorship and supervision required to receive the CMPC certification and therefore, focused training in this area is imperative. Mentorship entails the provision of guidance to develop an individual's skills and is a key cornerstone to becoming a competent practitioner (Cremades & Tashman, 2016). This workshop will target any CMPC who plans to provide, or currently provides, mentorship to others. The first objective will be to provide a brief overview of a mentoring philosophy (Mugford, Hesse, & Morgan, 2014) and a multi-stage approach to mentee maturation (Morgan, Mugford, & Smith, 2016) developed over many years focusing on becoming the “total consultant”. The second objective will be to provide real-life

experience of reviewing mentee sessions using an observation form outlining specific criteria related to content, organization, interaction, communication, media and equipment use and classroom management. The third objective will be to allow participants to actively engage in the giving and receiving of feedback, as well as to observe these feedback interactions. Content will include handouts and experiential applied learning and participation that leads to practical strategies for mentoring others. The workshop will be dynamic, interactive and utilize multiple learning modalities.

Learning Objectives

- Provide a brief overview of a mentoring philosophy (Mugford, Hesse, & Morgan, 2014) and a stage approach to mentee maturation (Morgan, Mugford, & Smith, 2016) developed over many years focusing on becoming the “total consultant”.
- Provide hands-on experience of reviewing mentee sessions using an observation form with specific criteria related to content, organization, interaction, communication, media and equipment use and classroom management.
- Explore feedback loops and to actively give and receive feedback, as well as to observe the feedback interactions.
- Provide a dynamic, interactive learning environment for the participants.

CE-03

IT'S NOT ABOUT NOT BEING A RACIST: GOING BEYOND MULTICULTURAL COMPETENCE INTO ANTI-RACISM PRAXIS IN SPORT PSYCHOLOGY

*Rob Owens, University of Western States;
Tanya Prewitt-White, University of Illinois-Chicago;
Dolores Christensen, University of Oklahoma;
Ryan Sappington, University of Maryland at College Park;
Lindsey Miozzi, University of Tennessee Knoxville*

Historically, the field of sport psychology has devoted limited consideration to race and the ethical responsibility of professionals (especially White-identifying) to deepen their racial awareness, sensitivity, and anti-racism skills.

It is paramount to acknowledge the influences one's racial identity has on effective service delivery. If individual practitioners and the field do not consider the historical, social, systemic and personal relevance of race in sport and broader societal contexts, unjust racial realities are perpetuated (Lott, 2002; Butryn, 2002). Furthermore, to engage in anti-racism praxis, White-identifying members must continually do the challenging internal work.

This session will explore the role White-identifying individuals must play in addressing racism as sport psychology professionals. Participants will be encouraged to interrogate their internalized thoughts and emotions related to race. The implications of this self-reflective process for sport psychology service delivery will be discussed to promote steps towards active anti-racism. Through pre-session readings, brave dialogue in small and large groups, and experiential activities, attendees will focus on the internal work necessary to deepen their anti-racism praxis. Please note that while all individuals are welcomed to attend, the target audience includes those who identify as White and are interested in becoming better potential allies to communities of color.

Learning Objectives

- Reflect on privilege, power, prejudice and racism and recognize the importance of unlearning their socialization in both sport and general contexts
- Examine Whiteness as a power structure, and its impact on their personal lives and professional work
- Explore how they have been unaware of, benefitted from, and contributed to racism in sport and the field of sport psychology as a whole
- Consider tools and strategies to disrupt oppression in personal and professional spaces
- Discern what it means to be an “ally” versus anti-racist, and why these differences are critical
- Develop a racial education and anti-racist action plan for their future work in the field of sport and performance psychology

FEATURED SESSIONS

FEA-01

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

*Robin Vealey, Miami University, USA;
Vicki Tomlinson, John F. Kennedy University, USA;
Brandonn Harris, Georgia Southern University, USA*

The eligibility requirements for new candidates (including students) and the recertification procedures for current Certified Mental Performance Consultants® will be discussed. The standard application for CMPC certification requires a graduate degree clearly related to sport science or psychology, and coursework or educational experiences to fulfill eight knowledge area requirements (Professional Ethics and Standards, Sport Psychology, Sport Science, Psychopathology, Helping Relationships, Research Methods and Statistics, Psychological Foundations of Behavior, and Diversity and Culture). A 400-hour mentored experience includes a minimum of 200 hours of direct client contact and a minimum of 50 hours of mentorship, including 10 hours of direct knowledge of services. All mentors must be current CMPCs or on the Registry of Approved Mentors. Experienced candidates may seek CMPC certification through the Experienced Practitioner Pathway, which requires an appropriate graduate degree, professional experience in applied sport psychology, knowledge of and contributions to the field, and evidence of having received mentorship or peer consultation while delivering sport psychology services. Once candidates have received approval from the Certification Council that they have fulfilled all requirements, they can sit for the CMPC certification exam. Successful completion of the exam results in candidates receiving certification as a Certified Mental Performance Consultant® or CMPC. Recertification is required every five years to maintain certification as a CMPC, including required continuing education activities. Seventy-five continuing education hours are required over each 5-year recertification period, including 6 CEUs in Professional Ethics, 6 CEUs in Diversity, and 6 CEUs in Mentorship/Supervision (required for mentors only). Examples of acceptable CE activities are provided, and the prorated system of CE requirements for CMPCs recertifying in 2020 and 2021 are explained. Questions and discussion will be invited from attendees throughout the workshop, and Certification Council members will be available for specific questions related to their areas of responsibility.

FEA-02

GETTING PUBLISHED IN THE JOURNAL OF APPLIED SPORT PSYCHOLOGY (JASP), JOURNAL OF SPORT PSYCHOLOGY IN ACTION (JSPA), AND CASE STUDIES IN SPORT AND EXERCISE PSYCHOLOGY (CSSEP)

*Richard Keegan, Canberra University, Australia;
Stephen Mellalieu, Cardiff Metropolitan University, UK;
Ian Maynard, Essex University, UK*

One Thinking about which Journal to send your manuscript you've prepared from a high quality applied sport/exercise psychology research project?

Want to share the latest conceptual or empirical approach you adopt in your own professional practice with the applied sport psychology profession?

Got some insightful professional practice experiences that you feel would be great to share with your fellow practitioners to enhance their development?

This session offers delegates with an interest or potential interest in publishing their research and professional practice experiences to engage in an open forum with the Editors of AASP's flagship academic journals. The session is aimed at both the individual seeking to take their first step into the world of publishing in academic journals and the more experienced researcher alike. The Editors will initially provide a context to each of their journals by considering their respective remit and mission statement, highlighting subtle nuances and misconceptions as to what constitutes 'appropriate' material. An overview will then be provided of the characteristic submission profile for each Journal with regards the range of topics considered, study design and approaches, and anticipated future trends in submissions. Next the session will explore the reasons for the relative successes of manuscripts in the review process, with consideration given as to what is expected from reviewers in their role, and from authors in addressing revisions to manuscripts. Strategies will then be provided for maximizing the potential for a successful Editorial decision. The session concludes with a Q&A, offering the opportunity to clarify any themes raised in the session.

By the end of the session it is anticipated that the attendees will have an enhanced awareness of what is required to publish within the respective Journal outlets and a clear pathway of how to go about achieving this objective.

FEA-03

HOW TO TEACH ROUTINES

*Jen Schumacher, United States Military Academy, USA;
Matt Cuccaro, Telos Sport Psychology Coaching, USA*

FEA-04

STUDENT WORKSHOP: CULTURAL CONSIDERATIONS FOR SPORT PSYCHOLOGY TRAINEES

Tanya Prewitt-White, University of Illinois – Chicago, USA;
Robert Owens, University of Western States, USA;
Tess Palmateer, University of North Texas, USA;
Gagandeep Singh, California State University - Chico, USA;
Travis Scheadler, University of Kentucky, USA;
Emma Kraus, Boston University, USA;
Katie Hirsch, University of Windsor, Canada;
Ari Sapinsley, Adler University, USA;
Taylor J. Langley, Auburn University, USA

TSport and exercise psychology (SEP) professionals are increasingly working with individuals from diverse cultural backgrounds (Schinke & Hanrahan, 2009), while also inhabiting unique personal, social, and intersecting cultural identities. To further complicate these matters, some cultural identities come with unearned power and privilege (McGannon & Johnson, 2009). As such, SEP professionals have been pushing for the integration of culture within applied SEP settings (e.g., McGannon, Schinke, & Busanich, 2014). It is suggested that SEP professionals incorporate self-reflective practices to enhance cross-cultural competencies ensuring services are culturally sensitive (Schinke, McGannon, Parham, & Lane, 2012). Through this process, SEP professionals increase the awareness of how their identities, values, worldviews, and biases impact how their consultancy work.

The purpose of this workshop is to explore themes of social justice, equity, advocacy, and inclusion in the field of applied SEP. It begins by reviewing the personal, cultural, and social dimensions of diversity and inclusion with the intent of promoting a safe environment and facilitating intercultural engagement, and sustained dialogues (Saunders, 1999). Presenters will provide information and research on cultural SEP and facilitate activities and discussions for attendees to engage and learn from one another. The workshop concludes with a broader consideration of systems of power, privilege, and oppression within applied SEP practice.

The learning objectives of this workshop are: (a) increase awareness around the complexities and intersectional, affective, and embodied identities, (b) connect AASP student members who have shared interests in inclusion, advocacy and social justice, and (c) provide an opportunity for students to self-reflect on their personal, social, and cultural identities and how these identities inform and influence their work as consultants.

FEA-05

JOB OPPORTUNITIES AND COMPENSATION IN MENTAL PERFORMANCE: A COMPREHENSIVE REVIEW (2014-2019)

Justine Vosloo, Ithaca College, USA;
Sebastian Harenberg, St. Francis Xavier University, USA ;
Alessandro Quartiroli, University of Wisconsin, La Crosse, USA;
Chris Wagstaff, University of Portsmouth, UK;
Natalie Durand-Bush, University of Ottawa, Canada

The purpose of this project was to investigate, via an online survey, the number and type of mental performance (MP; i.e., sport psychology) employment positions held by practitioners over a five-year span. Professionals were recruited via email, social media, and the 2019 AASP conference. The objectives of the survey were to understand the diversification of employment opportunities for MP practitioners, and to gain insight into remuneration of those employed in MP roles. A total of N = 562 participants (93% North American, 47% male, 36% CMPC, 29% licensed clinicians, 54% with doctoral degree, 45% with Master's degree) completed the survey. The majority of the sample identified as white (76%), with other ethnicities represented as well (6% Black, 5% Hispanic, 2% Asian, 4% multi-racial). Most participants (89%) engaged in applied MP work and reported high levels of satisfaction with this work (M = 4.02 out of 5, SD = 1.15). The average number of years of experience of MP practice was 11.3 (SD = 9.54). The most common employment settings included: University Academic (30%), Military (19%), Independent Practice (14%), University Athletic Department (9%), High School (7%), Professional Athletics (5%). Participants reported having been employed in their current position for an average of 8.21 years (SD = 8.5 years). The annual gross average income reported was \$85,817 (SD = \$69,764), while annual MP income averaged \$40,370 (SD = \$75,091), with the average percentage of income from MP sources being M = 50% (SD = 40%). The findings highlight a growth in employment opportunities, especially full-time MP positions, compared to previous reviews of career prospects of MP practitioners (e.g., Meyers et al., 2001). Moreover, the annual average income obtained from applied MP sources has significantly increased compared to previous findings (i.e., \$24,000, Meyers et al., 2001). This presentation will elaborate on these findings, as well as key employment-related data relevant to current and future MP professionals.

LECTURES

LEC-01: Coaching

LEC-01A

ANALYZING STRESSORS EXPERIENCED BY NCAA DIVISION I HEAD AND ASSISTANT COACHES ON AND OFF THE FIELD

Nick Stevens, Appalachian State University, USA;
Anthony Cangas, Appalachian State University, USA;
Sara Powell, Missouri State University, USA;
Kimberly Fasczewski, Appalachian State University, USA;
Skylar Jewell, International Junior Golf Academy, USA;
Jacob Blumberg, Magellan Federal, USA

Stress is a common occurrence in the position of coaching due to the emphasis on performance (Thelwell, Weston, Greenlees, & Hutchings, 2008b). Common sources of coaching stress include team performance and work-life balance (Olusoga et al., 2009). A gap in the current body of research exists relating to the experiences of coaches themselves, as the focus of previous literature surrounds the impact of the coach on athletic performance. Furthermore, little research examines the experiences of both head and assistant coaches (Olusoga et al., 2009; Frey, 2007). Therefore, the present study aimed to explore the relationship of stressors experienced by head and assistant coaches. Across three NCAA Division I institutions, 11 head and 10 assistant coaches from multiple sports with a variety of coaching experience completed semi-structured interviews. The interviews explored sources of stress during coaching tenure, particularly stressful events, and potential stress-related coping mechanisms. Upon completion, interviews were transcribed and coded to reveal themes. Several sources of stress were identified among coaches. Head coaches indicated that team success, balancing demands of coaching versus personal life, and the importance of relationships with athletes, fellow coaching staff, administrators, and the NCAA contributed to stress. Assistant coaches reported performance during competition, travel, and interpersonal relationships as primary sources of stress. Various coping mechanisms were identified including the need for self-care outside the coaching environment, such as engaging in physical activity, spending time with family and friends, and incorporating mindfulness activities into weekly routines. This research indicates the importance of identifying stressors experienced and the need for coping skills among head and assistant coaches at the NCAA Division I level. The findings from this research can lead to the design and implementation of psychological skills interventions to enhance stress management techniques and improve communication within coaching staff members for overall stress reduction.

LEC-01B

ATHLETES' PERCEPTIONS OF COACHING BODY POSITIVITY: "I THINK IT DEFINITELY NEEDS TO BE BROUGHT UP"

Matthew Charest, Bates College, USA;
Su Langdon, Bates College, USA

Despite the fact that sport can have a positive influence on body image (Petrie & Greenleaf, 2012), the majority of the

literature has focused on negative aspects and experiences both within and out of sport. A myriad of factors have been found to influence body image including coaches (e.g., Sabiston et al, 2020). This study sought to address the lack of body positivity research (Tylka & Wood-Barcalow, 2015) and examine how coaches attend to this side of body image. Twenty collegiate endurance athletes were interviewed in a semi-structured format and were asked a series of questions about how their coaches addressed body positivity. Interviews were transcribed verbatim and coded for emerging themes. Five superordinate themes emerged: Body Competence, Body Acceptance, Team Culture, Nutrition, and Uniforms. Within each of these, there were several interconnected subordinate themes. Almost all themes were associated with improving athletic performance in some way. Body competence had the most in-depth and descriptive responses. Additionally, body acceptance of differences was a central aspect viewed as body positivity that came from coaches. In regards to team culture, athletes felt it was vital to establish a body positive culture within the team. They reported that this often stemmed from coaches to captains, and would eventually "grow its way throughout the team." Interestingly, nutrition and uniforms were mentioned as important ways that coaches enhanced body positivity both directly and indirectly. In general, athletes felt that coaches promoted body positivity to at least some degree and participants identified some interesting and unexpected means by which coaches did this. All participants recommended more and more intentional discussions about body positivity. Even with the limitations of this study, information gleaned can equip coaches to have a relevant impact on the body image of their athletes, thus creating benefits for all.

LEC-01C

COACH DEVELOPMENT AND MENTAL PERFORMANCE CONSULTANCY WITHIN MASTERS SPORT

Bettina Callary, Cape Breton University, Canada;
Scott Rathwell, University of Lethbridge, Canada;
Bradley W Young, University of Ottawa, Canada

Masters athletes (MAs) are typically over 35 years, registered in clubs and leagues, and train to compete, oftentimes with a coach (Young, Callary, & Rathwell, 2018). They are a growing cohort of athletes, but their psychological needs have been, until recently, relatively neglected, in part because of ageist assumptions regarding their competitive orientations (Young, Bennett, & Séguin, 2015). However, MAs and their coaches may be a treasure-trove for mental performance consultants (MPCs). In a line of research exploring the psychosocial particularities of coaching MAs, Callary, Rathwell, and Young (2017) found that coaches need to know and implement particular psychological approaches to effectively create quality sport experiences for MAs. The purpose of this presentation is to provide a synthesis of an ongoing grant-funded research program in order to uncover important considerations of coach development for MPCs when working within the Masters sport context. The findings reveal the psychosocial needs and preferences of MAs, how Masters coaches tailor their approaches to these facets, and how these understandings led to the creation and validation of the Adult Oriented Sport Coaching Survey (Rathwell et al., under review). This evidence-based self-assessment tool for coaches includes five themes (considering the individuality of athletes; framing learning situations; imparting coaching knowledge; respecting preferences for effort, accountability and feedback; creating personalized programming) which

are associated with outcomes for MAs such as basic needs satisfaction (Ng et al., 2011), psychological needs thwarting (Bartholomew et al., 2011), and perceived quality of the coach-athlete relationship (Jowett & Ntoumanis, 2004). Finally, this presentation describes workshop interventions aimed at equipping coaches with the knowledge of adult-oriented practices when working with MAs on psychosocial sport skills. This presentation will provide information on new avenues for consultancy with diverse adult and older adult clients engaged in competitive sport, expanding the reach for Certified Mental Performance Consultants.

LEC-01D

EXAMINING HIGH PERFORMANCE COACHES' SELF-PERCEPTIONS OF PERFORMANCE EFFECTIVENESS AND SUCCESS

Tammy Sheehy, Bridgewater College, USA;
Kristen Dieffenbach, WVU - Coaching and Performance Science, USA

Coaches play a vital role in helping athletes and sport organizations achieve their full potential and reach their designated objectives (De Klerk & Surujlal, 2014). With the push for enhancing the quality of the coaching profession (ICCE, 2014), the goals of enhancing athletic potential and meeting organizational objectives are being evaluated more formally through the provision of feedback to coaches. In evaluating whether or not a coach has been effective in their performance, previous research has indicated that feedback is typically provided by sources extrinsic to the coach, such as athletes, administrators, and peers (Nash, Sproule, & Horton, 2017). However, there is a dearth of literature on coaches' self-evaluation of their effectiveness and perceptions of success. Reflective practice is posited to drive the learning of coaches and facilitate continued improvements in coach performance (Rynne, Mallett, & Rabjohns, 2017). Therefore, examining a high performance coach's own evaluation of their performance effectiveness may provide insight into the reflective practice of coaches who have created personalized strategies for feedback and evaluation over time to enhance their quality of preparation and practice.

The current study examined the perceptions of eight high performance coaches from different sports and countries. All coaches participated in a semi-structured interview and thematic analysis was conducted. The results elicited themes pertaining to how these coaches assess their own performance as a coach (i.e., performance outcomes, relationship-building, feedback from others), changes in perceptions of successful performance over time (i.e., change from outcome to process, informal to formal feedback), and influences on their perceptions of success as a coach (i.e., mentors, research, upbringing, athletes). Practical implications emphasize the importance of including reflective practice skill development and feedback strategies in coaching education programs and providing coaches with on-going professional development support for self-examination of their coaching effectiveness within their sport context.

LEC-01E

EXPLORING THE CHARACTERISTICS OF THRIVING IN PROFESSIONAL SPORTS COMPETITION: COACHES' AND PLAYERS' PERSPECTIVES

Daniel Brown, University of Portsmouth, UK;
Pieter Kruger, North West University, South Africa;
Michael Passaportis, University of Portsmouth, UK

The topic of thriving continues to receive increasing attention from sports scholars and practitioners wanting to protect and promote athlete welfare alongside supporting performance enhancement. However, to date, researchers have adopted differing interpretations of thriving suggesting that greater clarity is needed on what it means to thrive and how these experiences manifest in sports competition. The purpose of this presentation is to discuss the findings from two studies that explored the characteristics of thriving in professional rugby union players across a multinational sample. In the first study, 10 coaches from two professional rugby clubs (one based in South Africa and one based in Ireland) were asked to identify players who they considered to have thrived in each of eight consecutive matches and then to describe the characteristics that led them to select those individuals. In the second study, an exploratory sequential mixed-methods research design was used to compare the experiences of players who thrived with those who did not. Players from an English professional rugby club completed quantitative assessments of their in-match functioning following two matches, with these scores then used to purposefully sample 10 players (thriving, $n = 6$; non-thriving, $n = 4$) to take part in an interview. Inductive content analysis conducted on the coach data resulted in five themes for characteristics of thriving (i.e., acumen, attitude, mental state, physical contribution, and technical proficiency) and one context theme against which the characteristics were judged. From the player data, differences were described in thriving and non-thriving players' expressions of shared codes (e.g., body language, mistakes) and in their experiences of significant negative events throughout the match. Collectively, the findings from these studies provide novel insight into what it means to thrive in sports competition and offer a framework that may be used to identify thriving performers in the future.

LEC-01F

"I WAS SLEEPING, LIKE, ONE HOUR A NIGHT": AN EMPIRICAL STUDY OF REST IN COLLEGE COACHES

David Eccles, Florida State University, USA;
Thomas Gretton, Florida State University, USA;
Nate Harris, Florida State University, USA

The purpose of this study was to better understand the psychology of rest in coaches. The limited research available on burnout in coaches indicates a higher incidence of this syndrome in coaches than athletes due to high workloads and pressures to deliver success with few opportunities for rest. A qualitative design was employed: 20 head or assistant head coaches in various sports at US NCAA D1 universities were interviewed about meanings and experiences of rest. A thematic analysis of interview data was undertaken. Data were interpreted deductively using a recently proposed model of rest in athletes (Eccles & Kazmier, 2019) and, given that this population comprised coaches (i.e., not athletes), an inductive approach was also employed to identify rest-related concepts unique to coaches. Coaches consider that they obtain rest by

engaging in both sleeping and wakeful resting. Wakeful resting involves various resting experiences including time spent not thinking about one's work or "switching-off". Switching-off is facilitated by engaging in activities (e.g., family time) that promote a focus on a non-work-related subject. Switching-off is also facilitated by avoiding environmental cues serving as reminders of one's work, which include networked devices (e.g., phones) and physical and social environments (e.g., training facilities). The desire to switch off leads coaches to employ various strategies to this end, some of which have far-reaching consequences for their coaching practices. For example, coaches report attempts to recruit relatively self-reliant athletes to reduce the frequency with which athletes turn to coaches, particularly on rest days, to troubleshoot problems. This study provides a foundation for deriving principles and strategies that help coaches obtain the rest they need and avoid burnout. Consultants should consider integrating these principles and strategies into the education programs they provide for coaches and their sport organizations.

LEC-01G

THE USE OF SPORT PSYCHOLOGY TECHNIQUES IN COLLEGIATE STRENGTH AND CONDITIONING

*Adam Feit, Springfield College, USA;
Jasmin Hutchinson, Springfield College, USA*

A coach supports and facilitates the learning of skills, tasks, or concepts through effective instruction (Gilbert & Baldis, 2014). Strength and conditioning coaches (SCCs) are a specific group of coaches that educate and train athletes in proper fitness and weight training methods to enhance qualities such as strength, power, speed, agility, flexibility, and conditioning (Magnusen & Rhea, 2009; NSCA, 2017). SCCs are in unique positions to provide social, emotional, and physical support to athletes (Radcliffe, Comfort, & Fawcett, 2016). The inclusion of sport psychology techniques within strength and conditioning settings may be beneficial to optimally prepare athletes for enhanced performance (Fletcher, 2018; Mellalieu & Shearer, 2012; Radcliffe et al., 2016).

In this study, SCCs (N = 364) were surveyed to examine the use of psychological skills (imagery, self-confidence, arousal regulation, stress and anxiety management, self-talk, concentration ability, mental preparation, relaxation ability, goal setting, and motivation) within collegiate strength and conditioning. SCCs completed a demographic questionnaire, a survey examining the use of psychological skills, and answered questions regarding perceived barriers to coaching psychological skills with athletes. The top three skills used by SCCs included self-confidence, motivation, and goal setting strategies. No significant differences were found between male and female coaches in the frequency of use of psychological skills. SCCs who felt content knowledge was not a barrier toward the use of psychological skills scored significantly higher in the use of all psychological skills except self-confidence. No significant mean differences were found between coaches who listed lack of time as a barrier to coaching psychological skills with their athletes and those who did not. Advanced coaches with 10 or more years of coaching experience coached self-talk skills more than novice coaches with less than four years of coaching experience. Future research will explore how SCCs can bridge the gap between the science and application of sport psychology.

LEC-01H

USING PODCASTS FOR COACH PROFESSIONAL DEVELOPMENT

*Kim Ferner, Southern Illinois University Edwardsville, USA;
Lindsay Ross-Stewart, Southern Illinois University
Edwardsville, USA*

Coach education is essential to successful sport experiences for both coaches and athletes alike (e.g., Villalon & Martin, 2020; Falcao, Bloom & Gilbert, 2012). Sport psychology professionals have highlighted the need for coaches to be considered as performers (e.g., Cropley, Thelwell, Mallett & Dieffenbach, 2020; Thelwell, Weston, Greenlees, 2010; Sheehy, Dieffenbach & Reed, 2018) who have several pressures and expectations put on them from various, often competing sources (e.g., Cropley et al, 2020; Hamilton & LaVoi, 2020). Recognizing that coaching is a high-pressure job in which many people have little coach education and instead are in their positions based on "in job training" it is imperative that coaches are offered ongoing professional development opportunities (e.g., Sheehy, Zizzi, Dieffenbach & Sharp, 2020; Cushion, Armour & Jones 2012). Although there is a need for coach education, many coaches cite lack of time (e.g., Ross-Stewart, 2017; Winchester, Colver, Camire, 2012; Gilbert, Gallimore, Trudel, 2009) as a barrier to professional development. Therefore, there is a need to find innovative ways to engage coaches in the learning process and to help them think critically about the decision and choices they are making as coaches. This lecture will focus on an ongoing coach education program that used podcasts, which minimized coach time, while maximizing learning outcomes in NCAA University Head Coaches Professional Development Program. Podcasts are easy to digest, allowing coaches to listen to them on the road recruiting, or even while completing the general tasks of their day. Coaches were given the opportunity to choose the podcasts that were listened to in the sessions, which helped with feelings of autonomy toward their own learning. This lecture will highlight the strengths of the program, the coach's responses to the program, as well as the challenges that occurred throughout the coach education program.

LEC-02: Collegiate Sport

LEC-02A

"A DOUBLE-EDGED SWORD": INTERNATIONAL STUDENT ATHLETES' PERCEPTIONS OF THE IMPACT OF THE NCAA EXPERIENCE ON THEIR SUCCESS POST-GRADUATION

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

In 2015-2016, 10.6% of NCAA Division I athletes originated from outside the United States (NCAA, 2018). 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). Enhanced future career status is listed as a primary reason for their decision to compete and study in the United States (Green, 2005; Popp, Hums, & Greenwell, 2009). Unfortunately, the widespread belief that employers place enhanced

value on former student-athletes is not strongly supported (Argent & Robinson, 2005). The purpose of this study was to address an identified gap in the international student-athlete literature; specifically, to examine international student-athletes' perceptions of the impact of the NCAA experience on their success post-graduation. Qualitative interviews were conducted with 12 female and 11 male athletes (mean age = 32.8 years) who had graduated a minimum of five years ago from 16 academic institutions representing eight sports. Positive themes extracted from the data included development of global thinking and life skills. Negative themes included poor preparation for non-sport careers, lack of academic goal setting, and ineffective career advising. Recommendations will be highlighted for future international student-athletes, practitioners, and university administrators.

LEC-02B

BASIC PSYCHOLOGICAL NEED SATISFACTION OF NCAA STUDENT-ATHLETES: A LONGITUDINAL, PERSON-ORIENTED INVESTIGATION

Daniel Leyhr, University of Tuebingen, Germany;
Johannes Raabe, West Virginia University, USA;
Lauren McHenry, University of Tennessee, USA;
Tucker Readdy, University of Wyoming, USA;
Tara Ryan, Penn State Altoona, USA; L
oran Grant, University of Tennessee, USA;
Oliver Höner, University of Tübingen, Germany

Given the physical, psychological, and social demands National Collegiate Athletic Association (NCAA) student-athletes are confronted with in their sport, nurturing their psychosocial wellness is paramount. According to self-determination theory (Ryan & Deci, 2017), the degree to which individuals' three basic psychological needs of autonomy, competence, and relatedness are satisfied determines the quality of motivation with which they engage in a behavior and, in turn, associated cognitive, affective, and behavioral outcomes. To date, research on basic psychological need satisfaction in sport has almost exclusively been conducted employing a variable-centered perspective in which average fulfillment scores are computed across the respective samples. In contrast, using a person-oriented approach (Bergman & Magnuson, 1997) allows insight into different profiles of need fulfillment among participants as well as potential combinations in the satisfaction of the three needs (e.g., high in one and low in the other two). Therefore, the purpose of this longitudinal study was to investigate NCAA student-athletes' fulfillment of autonomy, competence, and relatedness using a person-oriented approach. Data was collected at two separate time points (t1 and t2) with a sample of N=180 NCAA Division I, II, and III student-athletes from various sports. Using the Linking of Clusters after removal of a Residue (LICUR) method (Bergman, Magnusson, & El-Khoury, 2003), similar patterns of need fulfillment were found at both time points; these four groupings were labeled as 'Low,' 'Moderately Low,' 'Moderate,' and 'High.' The profiles were structurally and individually stable from t1 to t2. There were significant differences in participants' cluster affiliation based on their academic standing ($p < .05$), but not their competitive level. The findings highlight nuanced differences in participants' need fulfillment as well as relationships to important outcomes (i.e., burnout, well-being, and performance). Practical implications for mental performance consultants include the use of more individualized approaches to nurture athletes' basic psychological needs.

LEC-02C

BEING MINDFUL OF PERFECTIONISM AND PERFORMANCE AMONG ATHLETES IN A JUDGED SPORT

Erika Van Dyke, West Virginia University, USA;
Sam Zizzi, West Virginia University, USA;
Aaron Metzger, West Virginia University, USA

Mindfulness and perfectionism literature in sport has expanded greatly in recent years (e.g., Hill, Mallinson-Howard, & Jowett, 2018; Noetel, Ciarrochi, Van Zanden, & Lonsdale, 2017). However, little research has integrated mindfulness and perfectionism, particularly within sports where athletes are judged on performance to a standard of perfection. The current study had two primary aims: (1) to explore profiles of mindfulness and perfectionism among intercollegiate gymnasts through a person-centered approach, and (2) to analyze differences in competitive performance across the resulting profiles. The analytic sample consisted of 244 gymnasts representing NCAA Division I, II, and III institutions. Gymnasts completed sport-specific self-report measures of mindfulness (AMQ; Zhang, Chung, & Si, 2017) and perfectionism (Sport-MPS-2; Gotwals & Dunn, 2009). Competitive performance records (i.e., national qualifying scores) were then gathered for participating gymnasts. Cluster analyses revealed three profiles: (1) moderate mindfulness, high perfectionism; (2) low mindfulness, low/moderate perfectionism; and (3) high mindfulness, very low perfectionism. Intercollegiate gymnasts with national qualifying scores were represented across three distinct profiles, suggesting that more than one profile of characteristics may be adaptive for reaching high level performance. Performance differences were not statistically observed across the three profiles, although exploratory pairwise comparisons indicated potential performance differences between profiles with maximum variation on vault and bars. Gymnasts with a high mindfulness profile performed more favorably on vault, whereas gymnasts with a high perfectionism profile performed more favorably on bars. In the current sample, self-reported perfectionism appeared more predictive of objective performance than did self-reported mindfulness across three of the four competitive events. Small to moderate effect size estimates provided some evidence that perfectionism may be adaptive for collegiate gymnastics performance. Future research exploring determinants of performance while integrating mental health concurrently could provide further understanding of whether the characteristics that facilitate performance align with those that facilitate wellbeing.

LEC-02D

COLLEGIATE SPORT CLUB ATHLETES' PERCEPTIONS OF THE CLIMATE ON THEIR TEAMS AND INDICES OF THEIR PSYCHOLOGICAL WELL-BEING

Chelsi Scott, University of Kansas, USA;
Mary Fry, University of Kansas, USA;
Hannah Weingartner, University of Kansas, USA;
Troy Wineinger, University of Kansas, USA

Collegiate recreational sport participation, including competitive sport clubs, has been recognized as an activity that may enhance students' well-being, reduce stress, and improve overall happiness (Forrester, 2015). However, strategies to foster these positive outcomes in collegiate sport

club teams has not been examined in the sport psychology literature. Within the sport domain, athletes' perceptions of a caring and task-involving climate (CTI) are associated with feelings of vitality (Reinboth & Duda, 2006), hope, happiness, and decreased feelings of depression and anxiety (Brown et al., 2013; Brown & Fry, 2014). The purpose of this study was to utilize Achievement Goal Perspective Theory and a Caring Framework (AGPT/CF) to investigate the relationship between university sport club athletes' perceptions of the climate (caring, task, ego) on their teams to indices of their psychological well-being. The officers and coaches (N= 90) of the sport club teams (N=31) participated in a Positive Coaching Alliance (PCA) Triple-Impact Competitor (TIC) workshop at the beginning of their season. Based on research employing AGPT/CF, the TIC workshop has athletes focus on their effort and improvement as a gauge of success, and emphasizes that all individuals associated with the team should be treated with kindness and respect in order to make themselves, their team, and the game better. Athletes also received weekly emails throughout their seasons to reinforce PCA concepts. Club sport athletes (N=129) then volunteered to complete an end-of-the-year survey that included climate, self-kindness, hope, and happiness measures. Athletes' perceptions of a CTI were associated with them reporting greater self-kindness, hope and happiness in their lives. While sport club participation has marked positive outcomes for athletes, these outcomes are not necessarily inherent with participation. Rather, motivational climate interventions aimed at increasing perceptions of a CTI climate among sport club participants may help foster desired outcomes such as greater psychological well-being.

LEC-02E

DETERMINING INTERVENTION COMPONENTS FOR A PHYSICAL ACTIVITY PROGRAM DESIGNED FOR FORMER DIVISION I COLLEGE ATHLETES: A QUALITATIVE APPROACH

Paula-Marie Ferrara, The University of Tennessee, Knoxville, USA; Rebecca Zakrajsek, University of Tennessee, USA; Morgan Eckenrod, University of Southern Mississippi, USA; Cory Beaumont, The University of Tennessee, Knoxville, USA; Kelley Strohacker, The University of Tennessee, Knoxville, USA

Research reveals that former collegiate athletes (FCAs) exhibit physical and mental health declines later in life (Kerr et al., 2014; Simon & Docherty, 2013; 2017), which may be exacerbated by physical inactivity following retirement from sport. Despite past sports training, FCAs are as active (Reifsteck et al., 2013; Simon & Docherty, 2013; Sorenson et al., 2015) or less active than non-athlete alumni, with some not meeting the current Physical Activity (PA) Guidelines for Americans (Reifsteck et al., 2016; Simon & Docherty, 2017). Researchers suggest promoting PA in FCAs to prevent future health concerns, such as increased body fat, decreased function, and depression (Reifsteck et al., 2016; Russell, et al., 2018; Simon & Docherty, 2013). Prior to intervention development for this population, a deeper understanding of FCAs' experiences with PA post-retirement, and what program characteristics they consider effective, is warranted. Seventeen inactive, former National Collegiate Athletic Association (NCAA) Division I (DI) athletes participated in semi-structured interviews exploring their PA experiences after retirement and perceptions of effective program characteristics. Using Consensual Qualitative Research procedures (Hill et al., 2012), five domains were

constructed: (a) rationale for choosing forms of PA; (b) post-sport perception shift; (c) factors affecting PA adherence; (d) coach-directed program to recreate the DI experience; and (e) technology utilization. Challenges to performing PA included the refocusing of life after college sport, time constraints, physical limitations, and resource availability. Participants also highlighted aversions to PA connected to negative college training experiences (e.g., running as punishment). Participants believed utilizing a coach figure who provides regular feedback and individualized workouts, recreates the accountability of a team, and utilizes technology to track progress would be effective in helping meet their PA goals. The presentation will expand on these results in relation to next phases of developing a PA program for transitioning college athletes.

LEC-02F

EXPLORING ATHLETIC IDENTITY'S EFFECT ON SHAME PRONENESS IN COLLEGIATE ATHLETES

Mario Fontana, The College at Brockport, USA

Athletic identity has been a useful tool when trying to explore how athletes deal with emotions. High athletic identity has been associated with anger, aggressiveness, compulsive behavior, and stress (Visek, Watson, Hurst, Maxwell, & Harris, 2011; Turton, Goodwin, & Meyer, 2017; Keunchul, Kang, & Kim, 2017). However, research is limited on Athletic Identity's relationship to another important self-conscious emotion, shame. The purpose of this study was to explore athletic identity's relationship with shame proneness based on Fontana and Fry's (2017) initial work with the Shame in Sport Questionnaire (SSQ). Division III athletes (N=261; 161 males; 20.02 years old) in the Northeast were surveyed using the SSQ, the Perceived Motivational Climate in Sport Questionnaire (PMCSQ; Seifriz, Duda, & Chi, 1992) and the Athletic Identity Measurement Scale (AIMS; Brewer & Cornelius, 2001). It was revealed via structural equation modeling (RMSEA: .06; SRMR: .07) that athletic identity mediated proneness to process shame (shame based on effort and preparation) when athletes perceived caring and task-involving motivational climates. Additionally, athletic identity also mediated proneness to result shame (shame based on outcomes) when perceiving ego-involving motivational climates. This research suggests that athletes who highly identify with their sport are likely to have more intense proneness to shame and further adds to literature suggesting that caring and task-involving climates are critical to positive athlete experience, and that athletes are less likely to be prone to shame when they are focused on things that are within their control.

LEC-02G

PRESENTATION WITHDRAWN

LEC-02H

THE RELATIONSHIP BETWEEN WELL-BEING, MENTAL TOUGHNESS, AND COACH-CREATED MOTIVATIONAL CLIMATE WITHIN COLLEGE ATHLETICS

*Robert Harmison, James Madison University, USA;
Chad Doerr, University of Nebraska, USA;
Gregg Henriques, James Madison University, USA;
Chris Hulleman, University of Virginia, USA*

A model of performance excellence recently was proposed that considers the complimentary roles that well-being and mental toughness play in achieving high-level performance in sport (Harmison, Doerr, & Cusak, 2017; Harmison & Henriques, 2019). In sum, the model hypothesizes that well-being influences performance excellence directly through athletes' optimal psychological and biological functioning and indirectly via the role well-being plays in the development of mentally tough cognitions and affects through processes such as self-acceptance, environmental mastery, and personal growth. Similarly, mental toughness is hypothesized to impact performance excellence directly via the display of mentally tough behaviors (e.g., doing the "little things" necessary for success) as well as indirectly through the influence that mentally tough cognitions and affects have on athletes' well-being (e.g., experiencing higher levels of positive emotions). Furthermore, environmental factors, such as the coach-created motivational climate surrounding athletes, are hypothesized to play a moderating role in the relationship between well-being, mental toughness, and performance excellence.

This study examined the relationship between female college student-athletes' self-ratings of well-being, self-ratings of mental toughness, and perceptions of the coach-created motivational climate. One hundred and two NCAA Division I female student-athletes completed the Henriques-10 Well-Being screen, Mental Toughness in Sport Questionnaire, and Perceived Motivational Climate in Sport Questionnaire-2 over the course of an academic year. Linear regression analyses revealed that mental toughness scores at the beginning of the academic year predicted well-being scores at the end of the academic year. However, the effect of female athletes' mental toughness on their well-being was found to be dependent on their perceptions of the coach-created motivational climate. That is, mentally tough female athletes reported relatively higher levels of well-being compared to less mentally tough athletes only if they perceived a low ego-involving coach-created motivational climate. Implications of these results for practice and future research will be discussed.

LEC-02I

THE WEEKS, MONTHS, YEARS AFTER THE FINAL GAME: ATHLETE RETIREMENT OF CANADIAN STUDENT-ATHLETE

*Melissa Pare, Wilfrid Laurier University, Canada;
Jill Tracey, Wilfrid Laurier University, Canada*

According to the National Collegiate Athletic Association (NCAA), 98% of student-athletes will retire from upon during and/or after their collegiate career (2015) from one of four causes (i.e., eligibility, deselection, injury, or choice) and this number is even higher in Canadian student-athletes. Athlete retirement has been widely studied across professional and elite athletes using multiple theoretical models (Schlossberg, 1981;

Stambulova, 1997; Taylor & Ogilvie, 1994), however student-athletes' experiences are not widely studied. Furthermore, U SPORTS does not currently have programs or services dedicate to support student-athletes through retirement. The purpose of this cross-sectional qualitative study was to explore athlete retirement of Canadian student-athletes across different phases of the transition process. Semi-structured interviews in conjunction with descriptive questionnaires (e.g., demographics questionnaire, AIMS; Brewer et al., 1993, and PASS-Q; Freeman et al., 2011) were conducted cross-sectionally with 20 current and former student-athletes within one of four stages of retirement (i.e., current players, retiring players, transitioning players, and former players). Data analysis included a two phase eight step deductive and inductive content analysis process (Roller & Lavrakas, 2015). Many factors contribute to student-athletes' responses to retirement across all phases of retirement. Similar to professional athletes, student-athletes' unidimensional identity and isolated social circles can serve as barriers to health identity adaptation and quality of transition. Student-athletes have factors specific to the dualistic nature of collegiate athletes (e.g., 5th year and athletic and academic balance). Resources such as retirement planning and time and barriers such as lack of appropriate support influence the transition process. Student-athletes suggested a variety of coach and institutional led interventions to assist through the retirement process, such as coach-initiated conversation and transferrable skills workshops. With such a large number of student-athletes retiring from sport across Canadian institutions, it is important appropriate resources are established to prepare and support student-athletes for retirement.

LEC-02J

TRAINING OF PERCEPTUAL COGNITIVE SKILLS USING 360° VIDEOS IN VOLLEYBALL ATHLETES

*Tara Stillwell, Ithaca College, USA;
Sebastian Harenberg, Ithaca College, USA;
Justine Vosloo, Ithaca College, USA*

With the rapid advancement of technology, the training of perceptual cognitive skills via computerized methods in athletes has received increased attention. New devices permit the display of highly realistic visual scenes in immersive contexts (e.g., 3D visualization, virtual reality). While the availability of products to train perceptual cognitive skills increased drastically, evidence of its effectiveness is still developing (see Harris et al., 2018; Zentgraf et al., 2017). According to Hadlow et al.'s (2018) Modified Perceptual Training Framework (MPTF), the effectiveness of perceptual training may be dependent on targeted perceptual function, stimulus correspondence, and response correspondence to the targeted athletic activity. As such, the training with general cognitive training tools (e.g., light systems) should be less effective compared to immersive (e.g., virtual reality) modalities. Hence, the purpose of the present study was to compare the training of perceptual skills with immersive training (i.e., 360° video) to general cognitive modalities (i.e., Neurotracker, Fitlights). Thirteen female NCAA Division III volleyball athletes in this counterbalanced study. The groups were assigned to an immersive or general training group. The intervention was switched between groups at the midpoint of the study. Outcomes were measures of near (i.e., Stroop, Trails B) and far transfer (i.e., decision-making videos). Repeated measures ANOVAs revealed a significant interaction effect for the far transfer task ($F_{2,22}=4.25$, $p=.03$, partial eta square=.28), indicating that immersive training was more

effective to improve decision making. No significant differences in near transfer between the groups were found. The results provide further support for Hadlow's MPTF. Implications and future research direction will be discussed.

LEC-02K

UNDERSTANDING THE DUAL ROLE OF NCAA STUDENT-ATHLETES FROM A MOTIVATIONAL PERSPECTIVE: A MIXED-METHODS INVESTIGATION

*Johannes Raabe, West Virginia University, USA;
Tucker Readdy, University of Wyoming, USA;
Lauren McHenry, University of Tennessee, USA;
Daniel Leyhr, University of Tuebingen, Germany;
Tara Ryan, Penn State Altoona, USA;
Loran Grant, University of Tennessee, USA*

National Collegiate Athletic Association (NCAA) student-athletes must continuously cope with the difficulties of being a college student (e.g., meeting academic standards) while managing the rigorous, nearly year-round demands associated with performing at an elite level in their sport (e.g., extensive training schedules; Watt & Moore, 2001). To foster positive experiences in this unique achievement context, it is essential to consider psychological processes in both the academic and sport setting as well as their potential interaction. Accordingly, the purpose of this study was to investigate the cross-contextual motivation of collegiate student-athletes. Specifically, a person-oriented (Bergman & Magnuson, 1997), mixed-methods design was utilized to explore NCAA student-athletes' basic psychological need satisfaction (autonomy, competence, and relatedness; Ryan & Deci, 2017) in academics and sport. Quantitative data was collected with a sample of N=237 NCAA Division I, II, and III student-athletes from various sports. A cluster analysis revealed four distinct patterns for individuals' basic psychological need satisfaction in each context: 'Low,' 'Moderately Low,' 'Moderate,' and 'High'. To gain an in-depth understanding of these profiles as well as any cross-contextual effects, semi-structured interviews were conducted with a sub-sample of n=12 student-athletes representing all four clusters. Reflexive thematic analysis (Braun & Clarke, 2019) of the qualitative data revealed four themes: (a) global factors sensitized student-athletes to the experience of basic psychological needs, (b) contextual factors determined fluctuations in student-athletes' need fulfillment, (c) student-athletes perceived interaction effects in the satisfaction of the three basic psychological needs, and (d) student-athletes' sport participation had a cross-contextual influence on their need fulfillment in academics. The findings help to gain a more comprehensive understanding of NCAA student-athletes' motivation across the achievement domains of academics and sport. Practical implications will be discussed, including how mental performance consultants can help coaches and academic counselors in the development of optimal motivational climates for student-athletes.

LEC-03: Consulting & Interventions

LEC-03A

A RANDOMIZED CONTROLLED PILOT STUDY OF MINDFULNESS-BASED INTERVENTION (MSPE) AND PSYCHOLOGICAL SKILLS TRAINING WITH COLLEGIATE TRACK AND FIELD ATHLETES

*Thomas Minkler, West Virginia University, USA;
Megan Hut, Catholic University of America, USA;
Carol Glass, The Catholic University of America, USA*

Third-wave mindfulness- and acceptance-based interventions have received interest and empirical support in recent years in the clinical literature (Baer, 2006). Although mindfulness-based interventions have been applied in athlete populations with greater frequency, literature reviews have called for more methodologically rigorous research to investigate their effectiveness for athletes in comparison to active controls (Noetel et al., 2018; Sappington and Longshore, 2015). The present study was the first to compare Mindful Sport Performance Enhancement (MSPE) to more traditional Psychological Skills Training (PST), using a randomized controlled design.

Using block randomization stratified by gender, 32 members of an NCAA Division III Track and Field team were assigned to either a 6-week MSPE training or a 6-week PST group. The MSPE group followed the 6-week manualized protocol described by Kaufman, Glass, and Pineau (2018), and the PST group received training in progressive muscle relaxation, positive self-talk, and imagery (Suinn, 1986). Measures of flow, anxiety, mindfulness, emotion regulation, and self-rated satisfaction with sport performance were completed both before and after each intervention. Ten male athletes and 14 female athletes with an average age of 19.58 filled out both pre- and post-program assessments (MSPE = 15; PST = 9).

A series of 2 x 2 factorial Analyses of Variance revealed a significant interaction between group and time, $F(1, 21) = 6.74, p = .02$, on the measure of self-rated satisfaction with physical sport performance; only the MSPE group showed a significant increase. Main effects for time showed that athletes saw significant reductions in overall sport anxiety, somatic anxiety and sport-related worry, suggesting both interventions were similarly beneficial. Groups also did not differ on their post-program ratings of the success of the training. Issues of attrition and implications of these findings for sport psychology practice will be discussed.

LEC-03B

CONSULTING WITH GAME OFFICIALS: EMPIRICAL AND EXPERIENTIAL KNOWLEDGE

*Shelby Anderson, UNC Greensboro, USA;
Hannah Bennett, Augusta University, USA;
Megan Buning, Augusta University, USA*

Game officials are a critical part of the sport domain. Despite their crucial position in sport, leagues are indicating a current shortage of individuals willing to take on this role (Branch, 2019; Thayer, 2018). Previous research indicates this may be due to the stressors this population faces. For example, 42% of referees indicated frequent abuse from players, coaches, and fans (Ridinger et al., 2017). Additionally, game officials

have indicated fear of failure, fear of physical harm, time pressures, and interpersonal conflict as their biggest sources of stress (Rainey, 1995; Voight, 2009). While the literature is clear that these individuals face many stressors from their role within sport, there is little empirical or applied evidence to describe the specific needs of this unique population. One approach to overcome these challenges is through mental performance training (MPT). The purpose of the current study was to understand what MPT softball umpires were interested in learning to help alleviate some of their current challenges. After gaining IRB approval, researchers began group consulting with collegiate softball umpires. NCAA softball umpires ($n = 55$) completed weekly consulting sessions with the authors. The umpires were asked to decide, as a group, what they were most interested in learning to overcome their officiating stressors. Of the 15 groups, there was some homogeneity in the MPT interests. The groups chose to work on refocusing ($n = 7$), overcoming self-doubt ($n = 5$), emotional control ($n = 1$), memory recall ($n = 1$), and non-verbal communication ($n = 1$). The purpose of this presentation is to share empirical and experiential evidence to illustrate the distinctive needs of game officials. In doing so, the presenters will provide practical advice, grounded in empirical evidence and experiential knowledge for other consultants who wish to engage in meaningful work with this population.

LEC-03C

COUNTRY ROADS TAKE US HOME: ATHLETE MUSIC USE AND IMPLICATIONS FOR SPORT PSYCHOLOGY PRACTITIONERS

Seth Swary, West Virginia University, USA;
Sam Zizzi, West Virginia University, USA

As music continues to permeate throughout the world of sport, researchers in the field of sport, exercise, and performance Psychology (SEPP; Bishop et al., 2007; Gabana et al., 2019; Karageorghis et al., 2018; Terry, 2020) have begun to recognize the potential role of music for psychological preparation, execution, and recovery. The uses and effects of music listening on individual athletes and exercisers, such as emotion regulation (Lane, Davis, & Devonport, 2011), association/dissociation (Gabana et al., 2019), and performance enhancement (Terry, et al., 2020) are well supported by SEPP researchers. Few, however, have examined the use of music across differing athletic contexts (e.g., in the athletic training room, during practice) and the effects at a group level. The lecturer will thus present a study intended to extend current literature on the relationship between music and sport to better understand the manner in which team sport athletes use music for themselves and for their teams' cohesion and performance. A total of 176 collegiate athletes participating in a team sport completed a questionnaire addressing their use of music individually and as a team within various contexts, as well as their reasons for music use and perceived effects.

An analysis of reported music listening habits offers support for proposed effects on athletic teams (Karageorghis et al., 2019), as well as offers insight into how, why, and for what team sport athletes use music. Results of the questionnaires are compared to previous studies on athlete music use (Laukka & Quick, 2011) and presented through graphs and tables to display the context and relative motivations for team sport athlete music use. The lecturer will then discuss the implications of the study, including potential applications in mental skills training and injury rehabilitation.

LEC-03D

FAIL BETTER: A BRIEF SELF-COMPASSION INTERVENTION WITH NCAA STUDENT-ATHLETES

Ashley Kuchar, University of Texas at Austin, USA

Student-athletes often believe that self-criticism is necessary to improve their game and avoid complacency, but this response can lead to anxiety and stress. Research shows that self-compassion is a healthier way to respond to mistakes. Although there are many benefits of self-compassion, fear that self-compassion harms performance may discourage athletes from adopting this approach. To date, only two self-compassion experimental studies have been employed within a sport context, one of which followed a true intervention design and included highly self-critical female athletes (Mosewich et al., 2013). In contrast, the present intervention was designed for a broader athlete population, and is the first to adapt the Mindful Self-Compassion (MSC; Neff & Germer, 2013) program for athletes, making a significant contribution to the literature. In order to help concepts of self-compassion to resonate with athletes, a systematic approach (Rosenzweig et al., 2019) was taken to adapt MSC for athletes, resulting in several critical modifications: (1) language: rooted in an understanding of the unique toughness of athletic culture (e.g., changing words such as "compassion" to "wisdom & encouragement"), (2) context-specificity: focused on effectively coping with difficult sport specific situations such as making mistakes, (3) making connections to sport psychology principles such as positive self-talk and visualization practices, (4) duration: one 75 minute initial session and five subsequent 30 minute sessions rather than eight 2 ½ hour sessions, and (5) utilizing a simple daily practice to increase overall team buy-in and effectiveness. Specific elements of the program focus on athletes' fear of self-compassion, ability to cope with failure, perceived sport performance, and overall well-being. While a randomized field experiment to determine the efficacy of the MSC for athletes is in progress, this presentation will focus primarily on the content modifications and delivery of the program for an athletic population.

LEC-03E

MEASUREMENT AND INTERPRETATION OF OVERCONFORMITY TO THE SPORT ETHIC IN COMPETITIVE ATHLETES

Stephen Hebard, Prevention Strategies, USA;
Erin Reifsteck, University of North Carolina at Greensboro, USA;
Jeff Milroy, University of North Carolina at Greensboro, USA

The purpose of our research was to develop a valid and reliable instrument to capture overconformity to the sport ethic among NCAA student-athletes. The sport ethic (Hughes and Coakley, 1991) is comprised of four norms used as critical evaluation standards by athletes and stakeholders in sport that represent proof of being a "real athlete." Sacrificing despite consequences, striving for distinction, accepting risks/playing through pain, and refusing to accept limits, are beliefs internalized during critical periods of competitive athletes' identity formation. A commitment to the sport ethic serves as the basis of acceptance among coaches, teammates, peers, and self. Athletes who "push through pain" and "win at all costs" are rewarded with an enhanced status (captaincy, playing time, awards, etc.) and positive feedback despite consequences. Athletes whose identity is exclusively tied to sport may be most likely to engage in their sport to an

extent that jeopardizes their health (Brewer, 1993; 2001). In fact, it has been hypothesized that physical and mental health consequences (Brewer, 1993; Johns, 1998), participation in risk-taking behaviors (Miller, 2008), and drug use to diminish pain and return to play (Coakley, 2015; Ford et al., 2018) are potential consequences.

To capture this phenomenon, we developed the Measure of Overconformity to the Sport Ethic (MOOSE) via sampling of over 5,000 student-athletes across more than 50 NCAA-affiliated athletics programs. In this presentation, the research team will describe our methods, present the factor analysis, and disseminate the MOOSE and interpretation guidelines to audience members. We will use this presentation to: a) enhance cultural competence regarding how overconformity to the sport ethic impacts athlete health and behavior; b) advocate for the translation of science into practice via survey interpretation when working with athletes; and c) seek future collaborations with skilled researchers and practitioners from a variety of backgrounds and lived experiences.

LEC-03F

MPCS PERCEPTIONS OF AND EXPERIENCES WITH SERVICE DELIVERY IN PROFESSIONAL BASEBALL

Matthew Jones, University of Tennessee, Knoxville, USA;
Rebecca Zakrajsek, University of Tennessee, USA;
Lauren McHenry, University of Tennessee, USA;
Sara Erdner, USA

Professional philosophy and the working alliance between consultant and client have been consistently identified by researchers as foundational to effective mental performance service delivery (Perna et al., 2005; Poczwadowski & Sherman, 2011). Mental performance consultants (MPCs), especially those embedded within organizations, work in complex environments that can exert major influence on their service delivery process (see Hardy, Jones, & Gould, 1996). While researchers have recognized the need to consider the context of service delivery (Poczwadowski & Sherman, 2011), there has been minimal investigation into how context influences the foundations of consulting. Today, MPCs are employed by and deliver services throughout 27 of 30 major league baseball organizations (Nightingale, 2018) making professional baseball a setting worthy of exploring the intersection of context, professional philosophy, and working alliance. Therefore, Consensual Qualitative Research (CQR; Hill, 2012) was used to explore this intersection through semi-structured interviews with 13 MPCs (10 males, three females) who have worked in professional baseball. Five domains were constructed: (a) Context of Baseball, (b) Intersection of Cultures, (c) Long-game Philosophy of Establishing Value of MPC Services, (d) Cultivating Trust in the Working Alliance, and (e) Personal and Situational Factors that Influence Receptivity to and Delivery of MPC Services. MPCs discussed how unique factors about the context (e.g., limited player privacy) and cultural considerations (e.g., nationality, language, gendered norms) influenced their philosophy of service delivery. MPCs emphasized trust as critical and focused on the development of working alliances in their first few years with an affiliation. This included building the trust of multiple stakeholders (coaches, support staff, scouts, front office) in the MPC's services. Client and MPC characteristics, organizational support, and agents also influenced MPCs' process of service delivery. Based on these findings, practical implications for MPCs working in and with elite sport organizations will be discussed.

LEC-03G

RED HEAD/BLUE HEAD: A CASE STUDY OF THE CORTICAL CORRELATES OF SUCCESS AND FAILURE IN ICE HOCKEY SHOOTING

Sommer Christie, McGill University, Canada;
Penny Werthner, University of Calgary, Canada

The New Zealand All Blacks rugby team uses the concept of red head/blue head. Blue head is used to describe a calm, controlled and focused state and red head is used to describe an anxious, overwhelmed, unfocused and emotional state. The All Blacks use these cues to help identify best performance states and to help them re-focus if they find themselves in a "red head" state. This case study, exploring the differences in cortical activity between successful and unsuccessful shots on net in ice hockey, supports the construct of red head/blue head quantitatively. Prior to successful shots on net, event-related synchronization and event-related desynchronization (ERD/ERS) electroencephalographic (EEG) patterns reveal significant widespread increases in theta, alpha (low and high) sensorimotor rhythm (SMR), and beta 1 EEG bandwidths. These bandwidths are associated with a calm, focused, and efficient brain. Also prior to successful shots, ERD/ERS patterns reveal significant widespread decrease in the beta 3 EEG band which is associated with rumination and anxiety. In sum, the EEG results of this study support the concept of red head/blue head, as well as the research on psychomotor efficiency (e.g., Hatfield & Hillman, 2001; 2007) and neural efficiency (e.g., Babiloni et al., 2008) in sport, by confirming that a calm and focused mind is best for successful performance in ice hockey shooting.

LEC-03H

THE RELATIONSHIP BETWEEN RESEARCH AND PRACTICE IN APPLIED SPORT AND EXERCISE PSYCHOLOGY IN THE UK

Marie Winter, University of Essex, UK

Over the past 40 years, there has been a development in the abundance of empirical examinations of psychological skills interventions within sport and exercise psychology. However, there is much disagreement between Sport Psychologists regarding the usefulness of the literature in informing the practice of applied sport and exercise psychology practitioners (Winter, 2015; Martin et al, 2005; Weinberg and Cromar, 1994; Greenspan and Feltz, 1989). The purpose of this study was to understand the process practitioners follow in the design and implementation of interventions, considering what influences their decisions during the process and to propose future research that may facilitate a practitioner's ability to translate research into practice within applied sport and exercise psychology. The study comprised of semi-structured interviews with early career (no more than three years post-accreditation) and experienced (at least ten years post-accreditation) sport and exercise psychology practitioners. A constructivist grounded theory approach was adopted inline with the constructivist and interpretivist philosophical underpinnings of the study.

By exploring the opinions and experiences of either BPS or HCPC accredited sport and exercise psychology practitioners in the UK, the study highlights the current difference of views between practitioners regarding the role and usefulness of the sport and exercise psychology literature in informing their

applied practice. A lecture would therefore be beneficial in the dissemination of these research findings as it is more than likely that this is not an issue experienced only in the UK. The chance to present on, and discuss, the relationship between research and practice of sport and exercise psychology in the UK could lead to the identification and development of future solutions that may help to strengthen the relationship between research and practice in applied sport and exercise psychology across cultures.

LEC-03I

“THERE’S SOMETHING IN THE AIR...” USING NATURE IN APPLIED SPORT PSYCHOLOGY

Andrew Friesen, Pennsylvania State University, USA

A variety of stressors have been reported in sport, both within, and outside the context of regular training and competition (e.g., Fletcher, Hanton, Mellalieu, & Neil, 2010; Hanton, Fletcher & Coughlan, 2007; Sarkar & Fletcher, 2014). As such, sport psychology consultants have been sought out to help athletes regain perspective and refresh their engagement and motivation to their sport. One channel that some consultants have used is to recommend or facilitate an athlete’s time in natural environments. The biophilia hypothesis suggests that people have a natural affinity to affiliate with natural surroundings (Kellert & Wilson, 1993). Since its inception, there has been increased empirical support for the tenets that spending time in nature can produce beneficial (re)vitalizing effects (e.g., Britton, Kindermann, Domegan, & Carlin, 2018). However, there has been little study of the biophilia hypothesis and associated principles within high-performance sport. Therefore, the purpose of this research project was to explore sport psychology consultants’ usage of natural settings as an intervention tool when working with athletes. Five experienced practitioners with experience in national sport governing body high-performance programs were interviewed. The focus of the interviews included the practitioners’ own lived experiences as to the beneficial effects of nature and stories of how their athletes have also benefited from “prescribed” time in nature. Results highlight beliefs concerning the beneficial qualities of nature, the details as to what these interventions entailed, and beneficial effects observed in the athletes afterward. Additionally, results indicate that time in nature might present a suitable environment to learn many psychological skills that transfer into sport and exercise domains. Applied implications and future research directions are presented.

LEC-03J

WHERE CAN GRADUATE TRAINING IN SPORT PSYCHOLOGY TAKE YOU: TRACKING THE TRAINING AND CAREERS OF GRADUATES OF ADVANCED DEGREE PROGRAMS IN SPORT PSYCHOLOGY

*Carrie Scherzer, Mount Royal University, Canada;
Alan Kornspan, University of Akron, USA*

In recent years, scholars have been tracking the training and career paths of graduates from sport psychology programs (Williams & Krane, 2015). Initially, Waite and Pettit (1993) surveyed sport psychology professionals who earned doctoral degrees between 1984 and 1989. Then, Andersen, Williams, Aldridge, and Taylor (1997) and Williams and Scherzer (2003) analyzed the career paths those who graduated from graduate

programs in sport psychology between 1990 and 1999. The purpose of the present study was to examine the training and career paths of sport psychology graduates from the next three, five-year cohorts (i.e., 2000-2005, 2005-2010, and 2010-2015). Participants included 215 sport psychology master’s and doctoral graduates who were recruited via e-mails to graduate program training directors and postings to the SPORTPSY and APA division 47 Listservs. Graduates completed an online survey about their education and employment history, as well as specific experiences in sport psychology. Sport psychology graduates (131 = doctoral; 84 = masters) reported details of their educational training and employment after graduation.

Almost 30% (n = 24) of the master’s level graduates are currently working as mental performance coaches with sport organizations (n = 16; 19%) or the military (n = 8; 9.5%). Several (n = 16; 19%) of the master’s level graduates are enrolled in graduate programs and another 13.1% (n = 11) are employed as faculty and staff at the university level. In contrast, more than half of the doctoral level graduates (n = 73; 55.7%) are working as university faculty, with others (n = 10; 7.6%) employed as university administrators. More than one-fifth of the doctoral graduates are working as mental performance coaches or sport psychologists (n = 29; 22.1%). Overall, 24.6% (n = 53) of the sample of 215 sport psychology graduates are working as mental performance coaches or sport psychologists in applied settings.

LEC-04: Diversity/Social Justice

LEC-04A

EXAMINING THE INTERPLAY OF RACE AND GENDER IN THE ATHLETIC ARENA: AN INVESTIGATION OF DISCRIMINATION IN SPORT

*Victoria Bradshaw, John F. Kennedy University, USA;
Gily Meir, John F. Kennedy University, USA*

Race and gender are recognized for the central role that the two identities play in the overall experiences of collegiate athletes (Beamon, 2014; Lawrence 2010; Withycombe, 2011). Lacking is an understanding of the everyday discrimination experienced by student-athletes in collegiate level programs, specifically in relation to ethno-racial and gender identities. The purpose of this study was to examine the interaction of gender and race with the experiences of everyday discrimination amongst collegiate athletes. College athletes from all over the United States (N=83) were asked to complete a brief demographic questionnaire, the Sexual Identity Scale (SIS; Stern, Barak, & Gould, 1987), the Cross Ethnic-Racial Identity Scale (CERIS-A; Worrell, Mendoza-Denton, & Wang 2019), and the Everyday Discrimination Scale (EDS; Williams, Jackson, & Anderson, 1997). A 2 (Male/Female) X 2 (White/Minority) ANOVA analysis was conducted to assess whether differences exist regarding the experiences of everyday discrimination between these groups and if an interaction between the factors accounts for experiences of everyday discrimination. A main effect for race was revealed; as expected, student-athletes who identify with a racial minority experience higher levels of everyday discrimination. In addition, an interaction between gender and race was also uncovered; specifically, female student-athletes who racially identify with a minority group experienced more discrimination than their male counterparts. However, these

differences were not present for male and female student-athletes who racially identified as White. These findings highlight an area applied practitioners should know when working with these populations in order to enhance their cultural competency and efficacy when working with athletes.

LEC-04B

INTERNATIONALIZING AT HOME: AN INNOVATIVE APPLICATION OF THE COLLABORATIVE ONLINE INTERNATIONAL LEARNING FRAMEWORK IN SPORT PSYCHOLOGY

*Dana Voelker, West Virginia University, USA;
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Sean Bulger, West Virginia University, USA*

Diversity and inclusion are strategic priorities within sport psychology training and education and among the stated values of the Association for Applied Sport Psychology. Despite this emphasis, opportunities for global learning are often limited to learning about, versus experiencing, intercultural exchange, which greatly limits students' ability and willingness to work effectively with diverse populations. Study abroad trips, for example, are cost-prohibitive, reaching only 10% of U.S. graduates (NAFSA, 2018). Academic innovations are gravely needed to provide more students with rich international experiences that advance the field. Collaborative Online International Learning (COIL; SUNY, 2020) is an accessible, cost-effective solution to strengthen global learning within sport psychology training and education. Based upon the concept of virtual mobility, COIL is an instructional design framework that integrates digital technology into established learning processes to allow students and instructors from different countries to collaborate. The purpose of this presentation is to share the instructor and student experience of an interdisciplinary COIL course led in partnership between universities in the U.S. and Brazil. Graduate students ($n = 20$) enrolled in a U.S. sport psychology course and Brazilian sport physiology course collaborated across a semester via synchronous and asynchronous technologies to solve culturally-woven sport performance cases using problem-based learning strategies. Through their experiential exchange, students navigated differences in culture and language to discuss diverse perspectives on common sport performance issues. Students who were evaluated demonstrated statistically significant improvements in intercultural effectiveness at the end of the course, as compared to the beginning, and qualitative changes in global competence, empathy, and curiosity. Instructor experiences regarding course design, technological supports, and implementation successes and challenges will be discussed. In sharing empirical data and practical experiences, audience members will garner a foundational understanding of the COIL framework as a feasible, innovative mechanism for improving diversity and inclusion in the field.

LEC-04C

USING THE LARRY NASSAR CASE TO CREATE A COACH EDUCATION MODULE TO PROMPT SOCIAL CHANGE

Leslee Fisher, University of Tennessee, USA

The purpose of this presentation is to demonstrate how case study methodology (Yin, 2015), an advocacy practice and policy model (APPM; Monds-Watson, 2013), and

new directions in feminist theory (Ahmed, 2017; Toffoletti, Thorpe, & Francombe-Webb, 2018) can be utilized by sport psychology professionals to educate coaches about sexual misconduct. Case studies are useful for both research (Yin, 2015) and teaching purposes (e.g., Boston University Center for Teaching and Learning, 2019) because they provide a potential framework for analyses of "real-world" problems. The APPM (Monds-Watson, 2013) provides guidance on moving from analysis to action; in particular, advocacy is about education, negotiation, and persuasion (Monds-Watson, 2013). Feminist theorists like Ahmed (2017) and Toffoletti, Thorpe, and Francombe-Webb (2018) push us to consider how the embodied experiences of female athletes and feminine subjectivities can unsettle and disrupt normative assumptions about the way that sport should be conducted. The case of Larry Nassar is utilized because of the amount of reporting available to analyze (USA Today, 2019); this includes female athlete survivor voices (e.g., Carr, 2019; Denhollander, 2019). It is important for sport psychology professionals to help coaches wrestle with such questions as (a) do I know the definitions of sexual misconduct? (b) do I understand the warning signs a female athlete might be displaying if she is being abused by significant other in sport? (c) when do I have to report abuse to authorities? and (d) do I know how to intervene on the athlete's behalf? (e.g., Kerr & Stirling, 2019) if we are to increase the likelihood of creating systemic change.

LEC-04D

"WE WERE STUCK": A CASE STUDY EXPLORING THE MORAL DILEMMAS OF ATHLETES AND PARENTS FROM A TEAM WITH AN EMOTIONALLY ABUSIVE COACH

*Lindsey Miossi, University of Tennessee, Knoxville, USA;
Leslee Fisher, University of Tennessee, USA;
Abigail Smith, University of Tennessee, Knoxville, USA*

Student-athletes often believe that self-criticism is necessary to improve their game and avoid complacency, but this response can lead to anxiety and stress. Research shows that self-compassion is a healthier way to respond to mistakes. Although there are many benefits of self-compassion, fear that self-compassion harms performance may discourage athletes from adopting this approach. To date, only two self-compassion experimental studies have been employed within a sport context, one of which followed a true intervention design and included highly self-critical female athletes (Mosewich et al., 2013). In contrast, the present intervention was designed for a broader athlete population, and is the first to adapt the Mindful Self-Compassion (MSC; Neff & Germer, 2013) program for athletes, making a significant contribution to the literature. In order to help concepts of self-compassion to resonate with athletes, a systematic approach (Rosenzweig et al., 2019) was taken to adapt MSC for athletes, resulting in several critical modifications: (1) language: rooted in an understanding of the unique toughness of athletic culture (e.g., changing words such as "compassion" to "wisdom & encouragement"), (2) context-specificity: focused on effectively coping with difficult sport specific situations such as making mistakes, (3) making connections to sport psychology principles such as positive self-talk and visualization practices, (4) duration: one 75 minute initial session and five subsequent 30 minute sessions rather than eight 2 ½ hour sessions, and (5) utilizing a simple daily practice to increase overall team buy-in and effectiveness. Specific elements of the program focus on athletes' fear of self-compassion, ability to cope with failure, perceived sport performance, and overall well-being. While a randomized

field experiment to determine the efficacy of the MSC for athletes is in progress, this presentation will focus primarily on the content modifications and delivery of the program for an athletic population.

LEC-05: Exercise/Health/Fitness

LEC-05A

PHYSICAL ACTIVITY AND MINDFULNESS INTERVENTIONS FOR UNIVERSITY STUDENTS WITH AUTISM SPECTRUM DISORDER

Jacob Jensen, California State University-Northridge, USA

This program consisted of an 8-week physical activity and mindfulness program, Into Fitness Together (iFIT-M), with a group of 10 university students diagnosed with Autism Spectrum Disorder (ASD), one of the most common neurodevelopmental disorders. The purposes of the program were to assess participants' openness to and the effectiveness of mindfulness interventions and to determine the impact of mindfulness and physical activity on ASD students' overall health and well-being (McPartland, Rechow, & Volkmar, 2012). Using a modification of the Mindfulness Sport Performance Enhancement (MSPE) program (Kaufman, Glass, & Pineau, 2017), the researcher-practitioner led students through eight 30-minute mindfulness sessions at the conclusion of a 45-minute physical activity program. Two experienced trainers conducted the physical activity program, incorporating strength, cardio, core, and stretching into the workouts. Following each workout, the practitioner conducted a 30-minute mindfulness session that included an overall discussion and education about mindfulness with weekly exercises involving breathing techniques, sitting and walking meditation, body scans, relaxation techniques, and yoga. Participants were then encouraged to incorporate the mindfulness practices into their physical activity and daily lives as students. The practitioner reviewed and discussed mindfulness for the first 5-10 minutes of each subsequent session, encouraging students to incorporate a specific mindfulness practice into their workout for the day. At the start of the program, the researcher led a focus group assessing participants' knowledge and openness to mindfulness, as well as overall impressions of mindfulness. A focus group was then conducted at the end of the program, as well as a post-program questionnaire with participants providing feedback on the different mindfulness exercises. Overall, participants indicated that the mindfulness interventions helped to reduce their anxiety and be more present during their workouts, increasing the overall impact of the physical activity and supporting the benefits of this program and its unique population.

LEC-05B

POST-TRAUMATIC GROWTH THROUGH EXERCISE AND ANIMAL THERAPY

*Lisa Miller, American Military University, USA;
Stephen Juare, American Military University, USA;
Sharon Flowers, American Military University, USA*

Exercise combined with animal therapy was examined as an intervention for greater growth in psychological well-being for post-traumatic stress disorder (PTSD). In the current study,

veterans using exercise with animal therapy were compared to veterans using traditional therapy. The purpose of the study was to document those experiences of healing and growth in post active-duty veterans, what is called Post-Traumatic Growth (PTG), through the intervention of exercise with a service animal. The research explored how veterans coped positively and moved forward from military related trauma through the partnership of exercise and the human-animal bond. Preliminary research indicated a lack of quantitative study on this subject matter; however, anecdotal evidence illustrated significant benefits from this exercise therapy strategy. One important goal of this research project was to expand the understanding of beneficial exercise therapy and awareness of a need for additional funding of service animal training. Participants included veterans who have been diagnosed with PTSD for at least two years. The participants were volunteers responding to a recruitment brochure sent through email by military contacts, social media, and service organizations. The exact number of volunteers was 100 at the time. Ages ranged from 22-60 with both male and female veterans with a diversity of backgrounds. A mixed methodology of quantitative and qualitative collection of data was enacted. Results indicated that the exercise with a service animal group reported increases in personal growth and psychological well-being. Qualitative data provided by veterans with service animals further supported the meaningfulness of this exercise combined with the human-animal bond and the crucial need for continued research. Veterans reported statements regarding life changing connection to nature and to the service animal through time spent exercising together. In conclusion, exercise therapy combined with animal therapy provided significant psychological benefits for post traumatic growth.

LEC-05C

SOCIAL INFLUENCES IN ULTRA RUNNING

*Brian Harman, De Montfort University, UK;
Céline Kosirnik, University of Lausanne, Switzerland;
Roberta Antonini Philippe, University of Lausanne, Switzerland*

Ultra-running's psychological and physiological dimensions have been widely studied (Knechtle & Nikolaidis, 2018; McCormick, Meijen & Marcora, 2015). However, the social dimensions of ultra-racing have been largely overlooked. This study aims to identify the different types of social interactions that occur during a multi-day, ultra-race. It also seeks to understand how these social interactions influence ultra-runners' race experience. Athletes competing in Britain's "Spine Race" were recruited for the current study. The Spine Race is widely regarded as one of the world's toughest endurance races. Twelve male runners aged between 32 and 66 years ($M = 50$; $SD = 10.01$) followed the qualitative protocol designed for the study. Specifically, each participant completed a modified version of the Day Reconstruction Method instrument (Kahneman Krueger, Schkade, Schwarz & Stone, 2004) and underwent a post-race, self-confrontation interview. Participants were asked to recall and reconstruct their memories about (a) their actions, (b) their thoughts and (c) their feelings during the race. The results show that social interactions and interpersonal relationships are common in ultra-races. Different groups of people influence a racers' motivation and goal achievement: fellow racers, volunteers, medics, friends and family, and even the general public. The resulting social interactions and relationships can occur before, during and after the race in both online and offline

environments. These social influences have a powerful influence on the athlete's race experience. The majority of social interactions reported by runners had a positive effect on their race experience and often led to interpersonal relationships. Ultra-runners should be mindful of the impact that social interactions can have in shaping their race experience. The findings undermine the commonly held perception that ultra-running is a solitary sport. The results also provide evidence that social interactions are a fundamental component of multi-day endurance events.

LEC-05D

SOUTHERN CHARM: HOW TO COMBAT THE OBESITY EPIDEMIC IN THE SOUTHERN UNITED STATES THROUGH BEHAVIOR CHANGE AND PUBLIC HEALTH PROGRAMMING

Kimberly Shaffer, Barry University, USA;
Sarah King, Clemson University, USA

When the obesity epidemic was identified in 1999, several behavioral and environmental determinants of obesity were recognized (Koplan & Dietz, 1999), but few population-based interventions had been developed. Therefore, the Centers for Disease Control and Prevention (CDC) adopted several targets for obesity prevention based on empirical data from observational studies (Centers for Disease Control and Prevention, 2004). Increasing physical activity, fruit and vegetable intake, and reducing TV viewing were the initial targets. However, despite efforts to control the new found epidemic, the 11 states associated with the "Bible Belt" (Texas, Oklahoma, Arkansas, Louisiana, Mississippi, Alabama, Tennessee, Kentucky, Georgia, South Carolina, and North Carolina) have all been on a steady 30-year rise in obesity, cardiovascular disease, and hypertension (United Health Foundation, 2018). These obesity rates jump even higher (39%) when looking at households with a median income less than \$50,000.

A team at Clemson University is implementing several healthy behavior interventions within 16 counties in the state of South Carolina, particularly focusing on individuals that qualify for the federal Supplemental Nutrition Assistance Program (SNAP). Using positive psychology, the team has been able to serve over 1 million SC residents and implement 66 different policies, systems, or environmental changes to support active living and healthy lifestyle changes. Programs such as Cooking Matters (CM), and Walk With Ease (WWE), have been implemented and significantly increased fruit & vegetable consumption, choosing healthy foods on a budget, reading nutrition labels, and allowing families to not run out of food before the month ends. Recommendations for how to create sustainable healthy behavior modifications will be discussed, along with sharing data on the over 250 participants in the CM and WWE programs.

LEC-06: Injury/Rehabilitation

LEC-06A

ATHLETES' EXPERIENCES OF LEAVING SPORT DUE TO SPINAL CORD INJURY: A MULTIPLE CASE STUDY EXAMINATION

Derek Zike, UW Milwaukee, USA;
Robin Vealey, Miami University, USA;
Monna Arvinen-Barrow, University of Wisconsin - Milwaukee, USA

Leaving sport can be a difficult process for an athlete when the transition happens due to a spinal cord injury (SCI). The purpose of this study was to explore athletes' experiences of transition from sport due to SCI. More specifically, the study aimed to (a) identify and analyze patterns related to what is happening (and not) in individuals' transitions from sport due to SCI; (b) identify plausible relationships between what is happening (and not) in terms of the factors related to adaptation to transition, available resources, and the quality of adaptation to athletic retirement; and (c) document and describe what is happening in a particular transition for individuals. Three athletes who had left able-bodied competitive sport due to SCI took part in this study. In a mixed-method multiple case study design, the participants completed the Athletic Identity Measurement Scale, Social Support Questionnaire-6, and Satisfaction with Life Scale before one-on-one semi-structured interviews. The results from the inventories, and the thematic analysis (Braun & Clarke, 2006) of the interviews revealed that participants experienced a variety of cognitive, emotional, social, and behavioral influences during the transition process. These responses contributed to the outcome related appraisals of the post-SCI transition. Self-identity, adaptive sport participation, and shared social reality were found to be common factors influencing transition. A separate cross-case analysis revealed eight common themes across the participant experiences: (a) time, (b) independence, (c) mentoring, (d) sport developmental experiences, (e) career pursuit, (f) attentional focus, (g) adaptive sport involvement, and (h) relationships with friends. The results also support the Conceptual Model of Adaptation to Career Transition (Taylor & Ogilvie, 1994), and will be discussed in relation to theory, existing literature, and applied implications aimed for practitioners working with athletes who have transitioned out of sport due to SCI.

LEC-06B

EXPLORING THE RELATIONSHIP BETWEEN STRESS-RELATED GROWTH AND BASIC PSYCHOLOGICAL NEEDS FOLLOWING ATHLETIC INJURIES

Samantha MacDonald, USA;
Linda Keeler, Western Washington University, USA;
Jessyca Arthur-Cameselle, Western Washington University, USA;
Melissa D'Eloia, Western Washington University, USA

One positive psychological consequence after athletic injury is stress-related growth (SRG). SRG is positive change experienced after undergoing something stressful (Tedeschi & Calhoun, 2004). Athletes have reported growth and positive consequences after injury including: renewed perspective, better appreciation of life, enhanced motivation, increased passion, enhanced performance, increased sport confidence, and an increased ability to empathize (Podlog & Ecklund, 2006; Udry et al., 1997; Wadey et al., 2011). Researchers have applied the self-determination theory (SDT; Ryan &

Deci, 2000) as a possible explanation for SRG after injury (Podlog & Ecklund, 2005), exploring basic psychological need satisfaction in the rehabilitation setting (Wadey et al., 2015). The aim of the present study was to investigate the relationships between both general psychological need frustration and satisfaction to SRG in athletes and explore sources from which needs were satisfied while injured. Using stratified random sampling, SRG and need satisfaction and frustration were measured in 93 competitive adult athletes who suffered lower limb injuries within the past 5 years. Multiple regression analyses did not result in statistically significant relationships between SRG, need fulfillment ($R^2 = .053$, $p = .444$), need frustration ($R^2 = .071$, $p = .260$), and injury severity, which was contrary to most previous findings. Further, athletes reported eight sources of need satisfaction while injured, yet only 46% reported satisfaction of all three needs and 12% reported no needs satisfied while injured. Many athletes (76%) indicated sport as a source of relatedness need satisfaction, but less often a source for competence (23%) and autonomy (17%) need satisfaction. These findings imply that the relationship between SRG and SDT may be complex and may depend on where the source of need satisfaction and frustration originate.

LEC-06C

INVESTIGATING THE PSYCHOLOGY OF PAIN AND INJURY IN A SAMPLE OF COLLEGIATE CLUB-SPORT ATHLETES

*Mike Hamberger, University of Maryland, USA;
Stephen R. McDaniel, University of Maryland, USA*

The U.S Centers for Disease Control and Prevention (CDC) views sport-related injuries (SRIs) in young people as a public health issue, calling for research to inform treatment and prevention. While the body of work in sport psychology on SRIs has grown (e.g., Ivansson et al., 2015), much of it focuses on relatively small populations (i.e., elite athletes), similar to the literature in athletic training. Consequently, Beidler et al. (2018) argue that a fruitful avenue for SRI research would be to examine the growing number of collegiate club-sport athletes, who compete against peers at other schools. One relevant line of psychological inquiry pertains to how sport normalizes certain behaviors, such as playing through pain and injury. For example, the Risk, Pain, and Injury Questionnaire (RPIQ; Nixon, 1993) examines three related areas of attitude formation: perceived Toughness, athletic Identity, and Pressure from coaches/teammates. Weinberg et al. (2013) utilize the revised 13-item RPIQ to examine SRIs in college intramural athletes, while suggesting that future studies apply the inventory to participants at various levels of competition.

This study responds to the above calls for SRI research using a cross-sectional design, where collegiate club-sport athletes ($N = 346$; 51% female) completed a two-phase online survey. Among the key findings, confirmatory factor analysis results support the psychometrics of the abbreviated RPIQ. MANOVA results indicate male respondents report significantly higher mean scores on two RPIQ subscales (Toughness and Identity), with those constructs significantly negatively related to responses for a multi-item pain sensitivity measure, irrespective of gender. Significant relationships are also found between RPIQ subscales and retrospective self-reports on lifetime SRI incidents, including: playing through injuries, exacerbating injury, and incurring a new injury. RPIQ-related findings will be discussed in terms of its potential as a screening tool and to inform public health campaigns targeting young athletes concerning SRIs.

LEC-06D

MULTIDISCIPLINARY APPROACH TO ACL RECONSTRUCTION REHABILITATION

Peter Lucchio, Hartford Hospital - Bone & Joint Institute, USA

Anterior cruciate ligament reconstruction (i.e., ACLR) is one of the most common orthopedic procedures completed on athletes with about 100,000 procedures completed each year (Griffin 2000, Hawkins 2001, Bradley 2002). Studies have indicated that 29 percent of all ACLR patients will suffer a secondary ACL tear (Paterno 2010). Recently, there has been a focus on research that establishes effective return to sport (RTS) criteria, but there is a gap in our understanding of the role of collaborative care (i.e., orthopedics, nutrition, and psychological support) with respect to the rehabilitation process. The aim of this lecture is to present evidence-based concepts and interventions in an effort to assist behavioral health providers in developing a framework to assist athletes in recovering from ACL surgery. From the realm of orthopedics/rehabilitation, foundational information on assessment and care trajectory of ACL rehabilitation will be discussed. Dietary considerations will be included so as behavioral health providers can have educated discussions about health behaviors regarding recovery. Similarly, psychosocial factors impacting recovery from ACL injury (i.e., confidence, motivation, expectations, grief, and psychological response to pain) will be addressed as well as means of intervention (i.e., collaborative care, psycho-education [therapeutic neuroscience education] cognitive-behavioral therapy, supportive psychotherapy, and acceptance and commitment therapy) will be included (Podlog & Eklund, 2007).

LEC-06E

THE HUNGRY AND INJURED FEMALE SOCCER PLAYER: A NARRATIVE STUDY EXPLORING THE IMPACT OF INJURY ON ELITE FOOTBALLERS' EATING PRACTICES

*Carly Perry, University of Central Lancashire, UK;
Anthony Papatomas, Loughborough University, UK*

Research indicates that elite female athletes, compared to elite male athletes, show an increased risk for disordered eating and body image concerns, and this risk might be heightened during transitional periods (e.g. retirement, injury). However, there is a dearth of research exploring this phenomenon. In this study, we analyzed elite female soccer players' stories of serious injury with a focus on the impact on eating practices. We asked the footballers' what changes in their eating behaviours occurred and how they made sense of these changes. We conducted loosely structured interviews with 13 elite female footballers (20-27 yrs/ $M=21.9$ yrs) who had experienced an anterior cruciate ligament (ACL) rupture. They played at NCAA D1-level or in the Championship league. Following the verbatim transcription of over 11 hours of data, we conducted a narrative analysis of structure and content.

The findings indicate that injury is a time-period when female footballers are vulnerable to disordered eating behaviours and poor body image. We attribute this to a disruption in their sport performance narrative; this is the dominant storyline in elite sport whereby success and achievement lead to feelings of self-worth and self-identity (McGannon & McMahan 2019). As a result of this disruption, footballers hyper-controlled their eating behaviours and suffered from a fuelling or starving

dichotomy. Despite the footballers' known importance of nutrition for rehabilitation, they often chose self-starvation to show their athletic commitment and maintain their ideal body. Subsequently, self-starvation became a symbol of both a good athlete (narrative alignment) and bad athlete (narrative misalignment); a tension with severe psychological consequences. Support teams should provide seriously injured athletes with healthy strategies and guidance to minimize the psychological distress that occurs from narrative disruption. More broadly, well-intentioned advice on "food as fuel" may contribute to athlete disordered eating during times when less fuel is required.

LEC-06F

WORKING WITH CONCUSSED ATHLETES: MENTAL PERFORMANCE CONSULTANTS' NAVIGATION OF THE INVISIBLE INJURY

*Cassandra Seguin, University of Ottawa, Canada;
Diane Culver, University of Ottawa, Canada*

As complex injuries, concussions may impact athletes on a variety of dimensions, including emotional, social, and psychological aspects of being. While the vast majority of interventions concerning concussion recovery have originated from the health-care setting to help address management and return-to-sport/return-to-learn strategies, mental performance consultants (MPCs) are in an optimal position to address a crucial element that has been largely overlooked: psychosocial support. While psychosocial aspects of concussions have started to gain attention (e.g., Bloom & Caron, 2019), little research is available to directly inform the role that MPCs can play in concussion recovery. As such, the purpose of this phenomenological study was to learn about the experiences of MPCs who have worked with concussed elite athletes. More specifically, this exploration of the lived experiences of MPCs who have worked in this domain could help advance consulting practices in providing psychosocial support to concussed athletes and deepen our understanding of the MPC's role within the athlete's support team. Through three focus group interviews, nine experienced MPCs discussed what they are currently doing to support their concussed athletes; the challenges they have faced working in concussion support; and how professional development, research, and practical tools could be developed to help improve psychosocial support strategies. Through explorations of their own lived experiences, MPCs shared what they have experienced in this psychosocially supportive role, their perceptions of athletes' needs, as well as how MPCs have navigated this unique consulting challenge. Findings from the subsequent inductive thematic analysis of focus group transcripts, member reflections, and the primary researcher's journal entries will be presented and discussed. Specifically, the practical and theoretical sources of knowledge MPCs use, common approaches to effective support, and suggestions for future research and interventions will be presented.

LEC-07: Mental Health

LEC-07A

EXAMINATION OF AN ETIOLOGICAL MODEL OF DISORDERED EATING IN A MIXED SPORT SAMPLE OF FEMALE COLLEGIATE ATHLETES

*Tess Palmateer, University of North Texas, USA;
Kaleb Cusack, University of North Texas, USA;
Trent Petrie, University of North Texas, USA*

Petrie and Greenleaf's (2007; 2012) model posits that psychosocial factors (e.g., sport pressures, internalization, body dissatisfaction) directly and indirectly lead to the development of ED/DE in female athletes. Research supports specific factors within the model as correlates of ED/DEs (e.g., Petrie et al., 2009) as well as longitudinal predictors (e.g., Anderson et al., 2012). However, only one study has examined the model in its entirety, finding that the proposed factors combine to account for 55-58% of the variance in female collegiate swimmers' and gymnasts' bulimic symptoms. The purpose of our study was to again test the Petrie and Greenleaf (2007; 2012) model in its entirety, but do so in a mixed-sport sample of female athletes.

Participants were 172 female collegiate athletes (Mage = 19.29 years; 75.6% Caucasian) representing 14 sports. Data collection took approximately 30 minutes and was done as part of a larger, intervention study funded by the NCAA (see Voelker et al., 2019). Participants completed measures of sport-specific and general sociocultural pressures, internalization, body satisfaction, negative affect, dietary restraint, and disordered eating.

Through SEM, we determined that the Petrie and Greenleaf model fit the data well (CFI = .95, PCLOSE < .01, RMSEA = .078). As hypothesized, all structural pathways were significant and in the expected directions (p 's < .05), with the exception of sport pressure to body satisfaction ($p = .759$) and negative affect to disordered eating ($p = .517$). Standardized regression weights for significant negative pathways ranged from $-.13$ to $-.99$ and $.17$ to $.51$ for positive pathways.

Our study extends support for the model to athletes who are not just in lean/aesthetic sports, suggesting that these sociocultural factors have relevance in understanding (and possibly explaining) all female athletes' experiences with body image concerns and disordered eating.

LEC-07B

GRIEF IN SPORTS

*Jana Fogaca, Get Ahead Mental Performance, USA;
Illene Cupit, University of Wisconsin-Green Bay, USA;
Matthew Gonzalez, West Virginia University, USA;
Emily Doran, University of Wisconsin-Green Bay, USA;
Makenzie VandenElzen, University of Wisconsin-Green Bay, USA*

The death of a teammate, coach, or staff member can have serious negative effects on the mental health of athletic team members. This presentation aims to report the results of a survey completed by members of athletic teams who have experienced the death of a team member. Among the 40 participants were: head coaches, athletes, and other support

staff. The survey included questions about the deceased, the circumstance of the death, if specific bereavement coping strategies were deployed as well as if they were perceived as helpful, media involvement, and participants' demographics. Twenty-four (60%) of the participants indicated that an athlete had died; 14 (39%) said death was due to an unexpected accident. Only 6 (15%) organizations had a bereavement policy in place for the case of a death on the team. Thirteen (32.5%) of the participants reported that they had to play within a week of the death and 14 (35%) of the respondents reported that the team felt stressed by the media involvement. The most helpful strategies to cope with the death were: holding a team meeting, attending the funeral, performing rituals to honor the dead, and speaking with a mental health professional. A few participants suggested that negative psychological consequences also manifested after the death, such as: long-lasting mental health issues and increase in depression and in substance abuse among team members. Given the paucity of information about grief in sport, support services and coping strategies, the present study also proposes the development of a resource guide for these situations based on the suggestions of survey respondents. Resources to help teams and organizations guide team members through the bereavement process have the potential to promote resiliency in the face of such losses.

LEC-07C

LEVERAGING YOUR RESOURCES: DEVELOPING AN ATHLETIC DEPARTMENT EATING DISORDER POLICY

Jennifer Farrell, University of North Carolina at Greensboro, USA

Collegiate athletes are at increased risk for eating disorders compared with non-athletes (Reardon, Hainline, Aron, et al., 2019) and unique features of both the athlete mindset and the pressure of the sport environment have been shown to relate to risks for eating pathology, body dissatisfaction, and compulsive exercise (Martinsen & Sundgot-Borgen, 2013). Early identification and timely intervention are essential yet often delayed in athletes for many reasons, including low awareness of perceived risk inside the culture of sport (Thompson & Sherman, 2014) and lack of knowledge about when and how to refer athletes for treatment. As a result, according to recent NCAA Mental Health Best Practices (2016), athletics departments are encouraged to develop a policy and protocol specifically for student-athletes with eating disorders. However, this can prove challenging, specifically for athletic departments that have limited resources and personnel. Therefore the purpose of this presentation is to provide strategies for developing a policy and protocol in order to effectively identify, manage, and refer athletes with eating disorders for evaluation and treatment. The presenter will discuss issues to consider when developing a policy with limited resources, strategies for identifying a team of professionals to provide interdisciplinary care, ethical concerns, and challenges related to the implementation of the policy and protocol.

LEC-07D

MENTAL WELLNESS OF COACHES AND SUPPORT STAFF SURROUNDING OLYMPIC GAMES

Christopher DeWolfe, Dalhousie University; Canadian Sport Centre Atlantic, Canada;
Lori Dithurbide, Dalhousie University; Canadian Sport Centre Atlantic, Canada

Coaches and support staff experience many stressors associated with their roles. Being involved in major sporting events, such as the Olympic Games, is a known stressor. Previous research has found the post-Olympic period to be a particularly difficult time for athletes, leading to depression-like symptoms (Howells & Lucassen, 2018). The impact of major sporting events on coaches' and support staffs' psychological well-being is relatively unknown. In line with recent calls for research on the psychological well-being of coaches (Cropley, Thelwell, Mallett, & Dieffenhach, 2020) the purpose of this study was to examine the well-being of coaches and support staff throughout participation in the Olympic Games and to identify potential supports that may be implemented by mental performance consultants. Coaches and support staff who attended the Olympic Games completed semi-structured interviews and visual timelines to describe their well-being throughout the Olympic Games. Themes and timelines were generated that reflect the participants' well-being experience. Participants described the Olympic experience as a "rollercoaster ride" of emotions, including feelings of excitement, task-focus, shame, and uncertainty. The post-Olympic period was a time of particular difficulty with respect to psychological well-being. This was in part due to the reduced job demands that limited connection with the team and allowed participants to process their experience. Suggestions to improve the well-being for individuals who attend the Olympics were identified. These include a) normalizing the psychological challenges associated with participation, b) developing a clear values system, and c) designing a proactive mental skills program for coaches and staff. Overall, this study addresses a significant gap in both research and applied settings to understand the psychological well-being of coaches and support staff through Olympic participation. With these results, mental performance consultants can be proactive when preparing coaches and support staff for the psychological demands of participating in the Olympic Games.

LEC-07E

PROMOTING ATHLETES' MENTAL HEALTH: INFOGRAPHIC DESIGN AND CONTENT RECOMMENDATIONS FOR SPORT PSYCHOLOGY CONSULTANTS

Irene Muir, University of Windsor, Canada;
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Sport participation accompanies multiple risk factors (e.g., overtraining, injury) and sport-related stressors (e.g., maintaining optimal weight, frequent travelling) that can increase athletes' susceptibility to mental illness (Hughes & Leavey, 2012). Consequently, the application of mental health promotion strategies is vital for this population (Schinke et al., 2018). Infographics are a promotional tool that can be used to visually convey complex information (Dunlap & Lowenthal, 2016). In the domains of healthcare and education, infographics have been used to enhance comprehension and recall (Goodyear-Smith et al., 2008; Noh et al., 2015),

showing promise for their utility in the sport domain. Due to their sport expertise and knowledge, sport psychology consultants (SPC) are a viable source for delivering mental health infographics to athletes. This presentation will draw on the literature in healthcare and education to provide SPC with recommendations for designing effective infographics to promote mental health in elite and student-athletes. Specifically, recommendations regarding visual design (i.e., action-oriented title, appropriate use of colour, situational qualities) and the use of graphic elements (e.g., isotype arrays, flow chart, hub and spokes diagram) will be provided with accompanying examples. Furthermore, content design recommendations specific to athletes' mental health will be discussed (e.g., prevalence and symptoms of mental illness, sport-related stressors, coping strategies). This content will be supplemented with tips on how to effectively implement mental health infographics in the sport environment.

LEC-07F

THE EFFECT OF CONCUSSIONS ON COLLEGIATE ATHLETES' SUSCEPTIBILITY TO BURNOUT

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The first purpose of this study was to determine if a history of concussions increases collegiate athletes' susceptibility to burnout over the course of an athletic season. The second purpose was to determine whether a trend in burnout scores exists for all athletes over the course of the season. Concussion symptoms, similar to burnout, include fatigue, poor sleep patterns, mood changes and irritability. Symptoms persisting for an extended period can be a unique stressor that increases an athlete's susceptibility to burnout (McCrea, et al., 2013; Broglio, Pontifex, O'Connor, & Hillman, 2009). There is no research examining the long-term effects of concussions on the susceptibility of burnout in collegiate athletes. In addition, more research is needed to determine trends in burnout over the course of the season in order to provide intervention support for athletes. Twenty-six female college-age athletes (17 concussion history, 9 no concussion history) from a variety of collegiate sports completed the Athlete Burnout Questionnaire (ABQ; Raedeke & Smith, 2001) during four points of the season (pre-season, twice mid-season, and post-season). Separate 2 (Concussion group) x 4 (Time) mixed-design ANOVAs revealed a significant interaction for the Reduced Sense of Accomplishment ABQ subscale – interestingly, the no concussion history group that reported greater reductions in sense of accomplishment over the season. There were no significant differences between the Concussion groups among the ABQ subscale scores. However, there were significant differences in the three ABQ subscales over time. Follow-up analyses revealed highest burnout scores during the middle of the season. Separate one-way repeated measures ANOVAs revealed significant differences in the three ABQ subscales over time. Follow-up analysis revealed that athletes felt more symptoms of burnout during the middle of the season. Future research should explore the impact of early season interventions in reducing athletes' experiences of burnout.

LEC-07G

THE IMPLEMENTATION AND EVALUATION OF A BODY IMAGE INTERVENTION FOR YOUTH FEMALE SOCCER PLAYERS

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Intervention programs targeting body image at an early age can aid in the prevention of health consequences associated with negative body image (Stice et al., 2001). Given athletes may experience weight-related pressure from teammates and coaches (Sabiston & Brunet, 2016), intervention programs for youth athletes are essential. The purpose of this study was to examine the effectiveness of a body image intervention on youth female athletes' body image perceptions. The Body Project (Stice et al., 2006), developed for university women, was adapted to meet the needs of a youth athlete population. Participants included 33 female soccer players between 11-14 years of age ($M = 12.58$, $SD = 1.09$). During the 4-week intervention, participants attended weekly educational workshops aimed to challenge societal pressure to achieve a sport-specific body ideal. Participants completed measures at pre- and post-intervention to assess thin-ideal internalization and pressures (SATAQ 4-R; Schaefer et al., 2017), body esteem (BESAA; Mendelson et al., 2001), functional and aesthetic body image (EIS; Abbott & Barber, 2009), fat teasing (Fat Teasing While Playing Sport Scale; Slater & Tiggemann, 2011), and fat talk (FTQ; Royal et al., 2013). Significant improvements at post-intervention were reported for thin-ideal internalization ($p = .012$), body satisfaction ($p = .007$), fat teasing ($p = .026$), and fat talk ($p = .006$). Additionally, focus groups were conducted at 1-week post-intervention to gather participants' perceptions of the intervention. Participants were satisfied with the intervention because they were able to share body-related thoughts, practice scenarios to challenge societal pressures, and enhance team cohesion. Moreover, participants provided applied recommendations for future intervention implementation, including intervention implementation before practice, shorter and more frequent sessions, additional hands-on activities, and full team involvement for each session. These findings support the efficacy of this intervention in promoting body image in female youth soccer athletes.

LEC-07H

UNDERREPORTING OF DEPRESSIVE SYMPTOMS: DOES THE WAY MEASURES ARE ADMINISTERED MATTER?

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Depression is a highly prevalent mental health condition. About one in three collegiate students may experience clinically relevant levels of depressive symptoms (Sarokhani et al., 2013). Despite evidence that physical activity can be a protective factor, depressive symptoms in athletic populations are common. Yet, estimations of the prevalence of such symptoms in athletes vary greatly in the literature (1.1% - 32.3%). The variability in prevalence may be dependent on

the methods used during data collection. While some studies employed anonymized administrations of depression scales, others assessed depressive symptoms as part of an identified pre-season screening. It is presently unknown whether the method of depressive symptom screening may matter when examining prevalence levels. This was the purpose of the present review. Articles were included from a recent systematic review (Golding et al., 2020) and by manual search of various data bases (e.g., PubMed). In total, 19 articles (11 anonymous, 8 non-anonymous) met the inclusion criteria. For anonymized studies, the combined sample size was 3338 with a weighted prevalence mean of 21.89%. The non-anonymized studies showed a combined sample size of 2351 and a weighted prevalence mean of 17.67%. The large variability of prevalence results should be noted, as more than half of studies in both categories showed values outside of the 95% confidence intervals of the standard error around the mean. The findings indicate that the non-anonymized administration of depression assessments may yield lower prevalence results. This may be due to underreporting, which has been indicated in various other populations (e.g., first responders, Harenberg et al., 2018). This information is particularly relevant for clinical practitioners treating mental health disorders with athletes as well as CMPCs or athletic trainers who may be involved in the screening and referral process.

LEC-08: Non-Sport Performance Applications

LEC-08A

CONCEPTUALIZING PSYCHOLOGICAL PERFORMANCE ENHANCEMENT IN A MUSIC DOMAIN

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Contrary to sport, the study of performance enhancement in music is at an earlier stage of development (Hays, 2012). Due to the limited amount of music performance enhancement research, practitioners frequently utilize sport as a template to inform research and the use of applied interventions with musicians (Hays, 2012). While sport provides an evidence-based framework for studying performance enhancement, musicians have unique performance considerations that differ from athletes. These divergences in domains are not well understood (Pecen, Collins, & MacNamara, 2016), highlighting the need to explore psychological and psychosocial aspects of music performance. Utilizing the McLeroy framework (McLeroy, Bibeau, Steckler & Glanz, 1988), the purpose of this research was to conceptualize psychological performance enhancement (PPE) in a music domain. This purpose was achieved by way of two studies as part of an explanatory sequential mixed methods design (Creswell & Plano Clark, 2011). Study 1 (N = 442) used descriptive surveys to identify musicians' psychosocial responses to performance, the psychological skills and strategies that musicians use during practice/rehearsal and performance, and the professionals specialized in performance enhancement with whom musicians have worked. Building upon Study 1, Study 2 (N = 13) utilized interpretative phenomenological analysis (IPA; Smith, Flowers, & Larkin, 2009) to deeply explore musicians' lived experiences of psychological performance enhancement. The results from

descriptive and inferential statistical analyses and the IPA revealed that the psychological skills musicians employ may not appropriately address their psychosocial responses and performance demands. Furthermore, musicians' performance needs are limited by the psychological skills training (PST) model of practice (Hardy, Jones, & Gould, 1996), as musicians seem to benefit from more mindfulness-and-acceptance models of performance enhancement (Gardner & Moore, 2007) that consider the well-being of the performer and the environmental context. Implications for practitioners looking to develop contextually appropriate PPE interventions for musicians will be discussed.

LEC-08B

CONSERVATORY MUSICIANS' TEMPORAL ORGANIZATION AND SELF-REGULATION PROCESSES IN PREPARING FOR A MUSIC EXAM

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Conservatory musicians could be compared to young elite athletes in terms of competencies they should develop to perform at their highest level: setting goal, coping with pressure, developing planning and organizational skills or promoting the quality of their practice rather than the quantity (Pecen et al., 2016). However, a recent study showed that these competencies are still lacking among musicians and highlighted the importance to learn how to organize the preparation period of a performance (Pecen et al., 2018). The purpose of this study was to identify and analyze the context-specific temporal organization and self-regulation efforts' conservatory musicians employ during their preparation period leading up to a music exam. Self-regulation strategies often comprise concentration, goal-selection, planning, self-evaluation, and rest/reflective activity (Miksza, 2015; McPherson et al., 2017, 2019). Planning skills seem to be underexploited by conservatory musicians.

Thirteen conservatory musicians from the Australian University Conservatorium, aged between 19 and 21 years old (M = 19.6; SD = 0.76), participated in the study. This research was approved by the Human Research Ethics Committee of The University of Melbourne. All musicians, through an elicitation interview, were asked to recall and reconstruct their preparation period leading up to a music exam. By exploring conservatory musicians' experiences and skills, work phases were identified pointing out potential mental preparation techniques to accompany them: Phase 1) Choosing a piece and helping musicians by developing a training plan; Phase 2) Piece discovery and guiding musicians in the construction of goal settings; Phase 3) Piece interpretation and working on the regulation of their emotions; Phase 4) Performance preparation and preparing them to cope with the stress and pressure of this situation. This lecture will highlight the importance of mental preparation to perform at the highest level as a musician and will allow discussions on implications for musicians and teachers.

LEC-08C

PRESENTATION WITHDRAWN

LEC-08D

INFLUENCE OF CALL VOLUME ON PERCEPTIONS OF STRESS AND RECOVERY IN ACTIVE-DUTY FIREFIGHTERS

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Kyle Ebersole, University of Wisconsin Milwaukee, USA;
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Researchers examining the influence of training load dose response on stress and recovery report that among athletes, increases in acute training load are accompanied by increases in stress and decreases in recovery (Bourdon et al., 2017). While these findings are meaningful because they explicitly link training load to risk of injury in sport athletes (van der Does et al., 2017), they are also meaningful because of the potential implications for tactical athletes (i.e., firefighters) whose under recovered state can have fatal consequences (Peterson, 2016). Thus, in order to develop recovery-specific interventions for firefighters, the purpose of the current study was to examine how acute training load dose (i.e., call volume) influences their perceptions of recovery and stress. Active-duty firefighters (13 male, 3 female) completed the 8-item Short Recovery and Stress Scale (SRSS; Nassi et al., 2017) pre- and post-shift over three months. Separate Z-scores were computed for firefighters who experienced 12 or more calls (i.e., high call volume) and fewer than 12 calls (i.e., low call volume) in a 24-hour shift. Wilcoxon signed rank tests revealed that high call volume firefighters were significantly less recovered overall ($Z = -2.375, p = .018$), physically ($Z = -3.467, p = .001$), mentally ($Z = -3.421, p = .001$), and emotionally ($Z = -3.154, p = .002$) post-shift, and the low call volume firefighters were significantly less recovered physically ($Z = -2.20, p = .028$), mentally ($Z = -2.208, p = .027$), and emotionally ($Z = -3.086, p = .002$) post-shift, albeit more recovered than the high call volume firefighters. There were no significant main effects for the stress-related items among either the high or low call volume firefighters. Findings suggest in order to optimize firefighter health and well-being, practitioners should monitor call volume and implement appropriate physical, mental, and/or emotional recovery interventions.

LEC-09: Research Design

LEC-09A

CONTROLLED BREATHING RATES ALTER MOTOR PERFORMANCE

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Breathing interventions improve performance in sport-specific settings and show promise for enhancing performance outside of sport (Morgan & Mora, 2017). Several studies report that breathing rate affects response planning during cognitive performance tasks (Paul & Garg, 2012). However, the effects of breathing rate on motor planning are unclear. Speed, accuracy, and consistency are critical for effectively performing motor actions in competitive sport settings (Nuri, 2013). Mechanistic changes of breathing rate on movement efficiency and effectiveness warrant further research because they modulate physiological arousal,

which contributes to alterations in motor planning, execution, and ensuing sport performance. We sought to determine how various frequencies of paced-breathing affected performance of a discrete motor skill. Healthy participants ($N=47$) performed a memory-guided force pulse targeted at 10% of their maximum voluntary contraction while breathing at metronome-paced slow, normal, and fast frequencies. During each breathing condition, heart rate variability (HRV) was measured. Following each breathing condition, participants provided subjective ratings of arousal, hindrance, and dyspnea. Results indicated that fast breathing reduced reaction time ($p<.05$) and increased ratings of arousal ($p<.001$), hindrance ($p<.001$), and dyspnea ($p<.001$) relative to slow and normal breathing. In contrast, slow breathing increased reaction time, and levels of hindrance and dyspnea were similar to normal breathing. Breathing frequency did not differentially impact accuracy ($p>.05$) or variability ($p>.05$) across conditions. Findings provide evidence that breathing frequency affects fundamental movement parameters, potentially mediated by arousal. By assessing the impact of breathing rate on motor performance, we inform the contribution of breathing interventions as antecedent-focused emotion regulation strategies in the Process Model of Emotion Regulation (Gross, 2015). Future research should further determine contributions of breathing interventions for performance enhancement based on varying sport specific goals and emotional contexts.

LEC-09B

MEASURING MINDFULNESS: FINDINGS AND SUGGESTIONS FOR SPORT RESEARCH AND PRACTICE

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Megan Hut, Catholic University of America, USA;
Hannah Thomas, Catholic University, USA;
Caroline Weppner, The Catholic University of America, USA*

Because methodologically rigorous studies of mindfulness-based interventions for athletes are needed to support their use in applied practice (Noetel et al., 2018; Sappington & Longshore, 2015), it is crucial that reliable and valid measures of mindfulness be included. Such assessment can enhance research by demonstrating that interventions lead to theorized change, and elucidate mediating or moderating pathways to improvements in multiple domains such as health, affect, flow, and performance. Additionally, recent books emphasize the importance of assessment in applied sport psychology (e.g., Taylor, 2018; Tenenbaum et al., 2012).

As a response to requests for recommendations on what measures to use, the intent of this talk is to make suggestions for best practice in the assessment of mindfulness in sport, based on findings from the empirical literature and our program of research on mindfulness for college athletes. These suggestions will assist researchers in designing more rigorous studies, as well as help mental performance consultants and sport psychologists who wish to document the success of mindfulness interventions or provide feedback to athletes.

The available measures of trait/dispositional mindfulness, state mindfulness, and sport-specific mindfulness will first briefly be reviewed. A number of specific issues will then be addressed, such as (a) the reliability and validity of measures used in research on mindfulness and sport; (b) the relationship

between general measures of mindfulness and those that are specific to sport contexts; (c) the use of trait/dispositional scales vs. state measures of mindfulness; and (d) how measures of mindfulness are related to other constructs of interest (e.g., flow, sport anxiety). To further benefit both sport researchers and those who use mindfulness with their clients, a handout will be provided with names and references for these mindfulness questionnaires, and suggestions will be offered for measures to use in future research and practice.

LEC-09C

SHARED ZONES OF OPTIMAL FUNCTIONING (SZOF): A NEW FRAMEWORK TO CAPTURE PEAK PERFORMANCE, MOMENTUM, AND LEADER-FOLLOWER DICHOTOMY IN TEAM SETTINGS

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The Shared Zones of Optimal Functioning (SZOF; Filho, in press) is an adaptation and expansion of the probabilistic approach used to estimate athletes' Individual Zones of Optimal Functioning (see Flett, 2015; Kamata, Tenenbaum, & Hanin, 2002). In other words, the SZOF framework is a probabilistic framework aimed at describing and explaining optimal and sub-optimal performance in team settings. In theory, the SZOF framework can be used to (a) generate probabilistic curves to capture optimal and sub-optimal performance experiences in teams, (b) track "good" and "bad" team momentum through the analysis of within-team performance fluctuations, and (c) estimate within-team psycho-physiological synchrony and leader-follower dynamics (i.e., leader-follower dichotomy; shared-leadership). To test the above-mentioned theoretical tenets, three skilled jugglers (1 male and 2 females) were assembled into three different dyadic teams (i.e., J1-J2; J1-J3; J2-J3) and asked to juggle for 60 trials, while having their performance (i.e., total time in secs juggling), affective states (Affect Grid; see Russell, Weiss, & Mendelsohn, 1989), and attentional levels (i.e., association-dissociation continuum; see Basevitch et al., 2011) recorded. Ordinal logistic regression curves, frequency counts, and cross-correlation analyses revealed that each dyadic team exhibited unique affective and attentional states linked to optimal performance, team momentum patterns, and leader-follower dynamics. Collectively, these results provide initial support for the SZOF framework validity in capturing peak performance experiences, momentum performance fluctuations, and the direction of leadership (i.e., who leads and who follows) within teams. Practitioners should develop team-specific interventions and shared bio-neurofeedback protocols to increase the probability of optimal performance, good team momentum, and effective leadership in team settings.

LEC-09D

THE DEVELOPMENT AND VALIDATION OF AN IN-COMPETITION EMOTION MEASURE: THE BRIEF IN-COMPETITION EMOTION SCALE

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Psychometric testing is frequently utilised as an assessment approach in applied sport psychology to gain a systematic understanding of athletes' presenting issues and to inform

intervention strategies (Gardner, 2019). Nevertheless, there is a need for more concise and practical sport-specific psychometric measures that are both reliable and valid (Horvath & Rothlin, 2018). This research outlines the four-study development and validation procedure of the Brief In-Competition Emotion (BICE) scale, a concise psychometric scale that allows researchers and practitioners to quickly and accurately assess athletes' subjective in-competition emotions. In Study 1, 11 sport psychology professionals assessed the in-competition content validity of 39 emotion adjectives taken from an item pool used in the development of the Sport Emotion Questionnaire (Jones, Lane, Bray, Uphill & Catlin, 2005). Subsequent sumscores and content validity ratio analyses led to the removal of nine items. In Study 2, the remaining 30 items were assessed by 402 university athletes who provided data regarding their in-competition emotions. The findings from reliability and confirmatory factor analysis procedures informed the development of a ten item BICE scale which met model fit statistic thresholds. The BICE scale was shown to assess emotion on five composite factors: anger, anxiety, excitement, dejection and happiness. In Study 3 (N=106), the BICE scale demonstrated adequate concurrent validity when compared with the Positive and Negative Affect Scale (Watson, Clark, & Tellegen, 1988) and the Brunel Mood Scale (Terry, Lane, Lane, & Keohane, 1999). A fourth study, which sampled high-level amateur athletes, provided support for the BICE scale's predictive validity and scale reliability. The BICE scale provides a brief, valid and reliable instrument for use across a variety of sports, as an indicator of athletes' subjective in-competition emotional states. Consequently, the BICE scale offers a unique and potentially valuable tool for practitioners working in applied practice.

LEC-10: Tactical Populations

LEC-10A

EXPLORING A BIOFEEDBACK PROTOCOL FOR VOCAL CORD DYSFUNCTION WITH SERVICE MEMBERS

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Vocal Cord Dysfunction (VCD) is characterized by laryngeal hyper-responsiveness, with inappropriate closure of the vocal folds during inhalation and/or exhalation (Marcinow et al., 2014). High levels of sympathetic arousal and muscle tightness in the upper body likely contribute to the involuntary adduction of the vocal cords (Banez and Culbert, 2005). For military personnel, delayed diagnosis can impede participation in organized activities, incite unnecessary reprimanded and beliefs that the service member is faking their symptoms as well as amplify medical-related anxiety. Additionally, for military personnel who are required to run a specific distance within a certain time period, VCD may negatively impact their ability to perform at levels deemed acceptable by superiors. This can potentially lead to additional complications, such as diminished career opportunities and limited career advancement. The consequences of failing a physical fitness test can also contribute to performance anxiety, which in turn may lead to a worsened symptom presentation.

The authors will discuss a six session, biofeedback-assisted self-regulation protocol they have implemented with service members that have proven effective with this population. The protocol, which incorporates diaphragmatic breathing, progressive muscle relaxation, guided imagery and cognitive

restructuring, has been used to assist service members with increasing symptom management of their VCD as evidenced by scores on the Vocal Cord Dysfunction Questionnaire (Fowler, 2015). In two separate research studies, Olin & Westhoff (2018) and Richards-Mauze & Banez (2014) supported implementation of protocols that incorporate goal setting, diaphragmatic breathing, mental rehearsal and cognitive restructuring for athletes with VCD. This protocol has also led to improved run times by the service members who had experienced an increase in run scores on their physical fitness test. Findings highlight the need for empirical guidelines of performance psychology interventions to improve our understanding of VCD as few quantitative studies have looked at long-term prognosis.

LEC-10B

"I COULD SMELL ROAST PORK AND I KNEW I WAS ON FIRE": BRITISH SOLDIERS' EXPERIENCES OF MORTAL PERIL IN COMBAT

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Peter Jensen, New Mexico State University, USA*

Tactical populations face life-threatening situations, most notably combat, that include extreme levels of acute, in situ stress. A core responsibility of the 200-plus Mental Performance Consultants (MPCs) working for the United States Army, is to build psychological resilience and improve performance within these potentially deadly environments. Although these MPCs have resources (e.g., Blank, Garza, & Wade, 2014) to translate sport psychology for work with soldiers, scant literature addresses preparation for the severe stress of life-threatening performance settings. Mortal peril is one aspect of performance that MPCs may not understand, and this could limit their consulting effectiveness. The importance of MPC sport-specific understanding is well established (e.g., Ravizza, 1988; Wrisberg et al., 2009) and in a similar vein the present study will potentially enhance MPC comprehension of life-threatening tactical environments, by investigating the experience of soldiers encountering mortal peril in combat. Semi-structured interviews, using Interpretative Phenomenological Analysis (IPA), were conducted with eight British Paratroopers, specifically chosen on the basis of their psychological well-being after encountering deadly events in combat. Subsequent analysis revealed five super-ordinate themes (with sub-themes), two of which characterized the in situ experience of mortal peril: Tempering the Sword and Riding the Emotional Storm. The results suggest death was encountered as embodied physical and psychological disconnection, within a distorted temporal world. They illuminate how this was managed, then psychologically overcome through intra and interpersonal reconnection. The presentation will discuss how the results are consistent with, as well as extend, sport psychology consulting models, tailored for military populations. Consulting implications include understanding of experiential specifics of life-threatening tactical environments, familiarity with soldier conceptualization of extreme stress, and insights into performance-sustaining coping strategies, reported by participants during these encounters with mortal peril.

LEC-10C

PERFORMANCE PSYCHOLOGY WITH MILITARY PERSONNEL, LAW ENFORCEMENT OFFICERS, AND FIREFIGHTERS: A SYSTEMATIC REVIEW OF RESEARCH ON MENTAL QUALITIES AND TECHNIQUES

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While applied sport psychology services have traditionally been provided in athletic settings, there has been a trend towards a more general application across different performance domains (Gould, 2002) and, in particular, with tactical populations (i.e., military, law enforcement, and firefighters; e.g., Zinsser, Perkins, Gervais, & Burbelo, 2004). For mental performance consultants who work with military personnel, law enforcement officers, and firefighters, it is valuable to consistently reflect on clients' cognition, affect, and behavior from a scientific perspective to inform their practice (Jones & Mehr, 2007). Accordingly, the purpose of the current study was to systematically review the existing research on mental qualities and techniques in tactical populations. This systematic review was conducted according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Moher, Liberti, Tetzlaff, & Altman, 2009). After searching relevant databases and removing duplicates, 6,883 potentially pertinent articles were found. These were subsequently screened by two independent reviewers based on predefined inclusion criteria. This systematic screening process helped to identify 36 relevant articles that were retained for further analysis. In those included studies, researchers provided information regarding the antecedents, mediators, and consequences of 12 different mental qualities and techniques, along with 40 other variables. Overall, the reviewed findings highlight the benefits of developing mental qualities and techniques among military personnel, law enforcement officers, and firefighters as they have been shown to nurture a range of positive cognitive, affective, and behavioral outcomes (e.g., less anxiety, higher well-being, and better performance). Nevertheless, the review also highlights limitations (e.g., sample size) that need to be addressed in future research to gain a more comprehensive understanding of these psychological constructs. This presentation will provide empirical evidence to inform the delivery of applied performance psychology to tactical populations and allow for an effective use of the scientist-practitioner approach to service provision.

LEC-10D

"THE BULLET PUNCHED HIM IN THE FOREHEAD": EXPLORING THE STRESSORS ENCOUNTERED BY SOLDIERS IN CLOSE COMBAT

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While much research has been devoted to understanding the stress of athletes during competition, limited studies have explored the stress experienced by tactical populations in their most demanding and consequential performance setting, that of close combat. The US Department of Defense (2018) defines close combat as small teams fighting on the ground

within sight of the opposing force and is characterized by extreme violence and lethality. Such fighting is considered the most mentally stressful performance environment for the military (Roper, 2018). Given the well-known impact of stress on performance and that over 100,000 members of the US military have close combat as a primary occupational role, the purpose of the current study was to understand and illustrate stressors encountered in close combat. Faced with the challenge of access and willingness to share details about close combat directly in interviews, we sampled eight autobiographies that recounted in depth the experiences of soldiers writing about participation in war that included close combat. Results from Thematic Analysis revealed five general dimensions of stressors, which were labelled: life threatening, losing comrades, witnessing horror, confused chaos, and enduring frayed nerves. It was concluded that close combat can include extreme acute stress from multiple sources of persistent danger, some of which are demands not replicable in training settings. The findings describe individuals managing deep personal loss amidst unrelenting and severely distracting performance conditions. This presentation will outline the implications for Mental Performance Consultants who work with the military, focussing on the importance of developing awareness about stressors that might be faced in future close combat situations and the possible impacts to performance from such stressors. Additionally, the discussion will consider mental skills training to address close combat demands that cannot be replicated in military training environments.

LEC-11: Youth Sport

LEC-11A

PRESENTATION WITHDRAWN

LEC-11B

IS THIS EVIDENCE-BASED? HOW PSYCHOLOGICAL SKILLS ARE DISSEMINATED BY A YOUTH SPORT ORGANIZATION

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Krista Chandler, University of Windsor, Canada;
Patti Millar, University of Windsor, Canada;
Todd Loughhead, University of Windsor, Canada

Many youth sport organizations disseminate information online to their members. The Ontario Minor Hockey Association (OMHA), which serves over 100,000 youth players across 225 associations in Ontario, Canada (OMHA, 2020), is one such organization that provides its members information, often times on how to improve sport performance through the use of psychological skills training (PST). However, the extent to which this content is based on research and translated into applied practice is largely unknown. Therefore, the purpose of the current study was to examine PST-related content disseminated by the OMHA. Specifically, we sought to examine whether PST-related content was evidence-based and to determine which psychological skills were presented. Articles produced by the OMHA were downloaded electronically through the OMHA's website and included articles that were published in the year 2019 (N= 204). A content analysis was used to identify articles which presented content related

to PST (Cope et al., 2011) and to examine if this content aligned with current evidence-based literature (Dozois et al., 2014). Additionally, a thematic analysis was used to develop, construct, and generate commonalities in the data related to PST (Braun & Clarke, 2006). Of the articles (n =16) that presented content on PST, five (31%) aligned with empirical-based evidence, while 11 (69%) were incongruent with current research findings. Further, the most common psychological skills presented were related to attention control, emotion regulation, goal setting, and the development of routines. Given the vast reach of the OMHA, strategies to improve the quality of information related to PST should be considered.

LEC-11C

THE IMPACT OF A BRIEF PSYCHOLOGICAL SKILLS TRAINING INTERVENTION ON YOUTH ATHLETES' PSYCHOPHYSIOLOGICAL RESPONSES TO PERFORMANCE STRESS ELICITED BY AN EGO-INVOLVING CLIMATE

Candace Hogue, Penn State University, Harrisburg, USA

Achievement Goal Theory (Nicholls, 1989) researchers have shown that an ego-involving climate elicits concerning psychological and physiological stress responses in youth. For instance, when instructors in physical activity-based achievement settings pit participants against one another, praise the more talented athletes, emphasize winning, and punish mistakes, this has been shown to elicit a coordinated, maladaptive stress response in youth including feelings of shame and self-consciousness, as well as a rise in cortisol (Hogue, Fry, Fry, 2017). Dysregulated cortisol compromises well-being and athletic performance, and, unfortunately, athletes do not always have control over the motivational climate they're exposed to. Researchers have yet to investigate whether psychological skills training (PST) with youth can buffer these concerning psychophysiological stress responses to an ego-involving climate. This experimental investigation examined whether a 20 minute PST session that promotes an adaptive view of stress and encourages athletes to have a more task-oriented approach toward achievement, prior to exposure to an ego-involving climate, buffers young athletes maladaptive stress responses (N = 72; Mage = 16 y.o.). Athletes who took part in this PST session responded with a rise in a protective neurosteroid, DHEA-s, after exposure to an ego-involving climate, suggesting physiological thriving as a result of the PST session. In contrast, athletes in a control group responded with a rise in salivary cortisol and reported experiencing more negative affect compared to the PST group. Female athletes in the control group reported greater perceived demands than the females in the PST group. There were no differences between male athletes in perceived demands or between groups in their experience of shame and humiliation or perceived coping resources. The results suggest this type of brief PST session can elicit a protective physiological response to an ego-involving climate, but it does not necessarily protect young athletes against maladaptive psychosocial stress responses.

PANELS

PAN-01

BEST PRACTICES OF THE CMPC ROLE IN THE REHABILITATION PROCESS OF ELITE ATHLETES

Kellen Lee, San Francisco Giants, USA;
Oscar Gutierrez, Cleveland Indians, USA;
Francisco Rodriguez, San Francisco Giants, USA;
Martin Rasumoff, Cleveland Indians, USA

After sustaining an injury, the return to play process can be challenging for an athlete. Podlog et al. (2015) state that psychological readiness after an athlete sustains an injury is a dynamic, complex and multi-dimensional process. Sports medicine professionals acknowledge the importance and integration of psychological skills into the rehabilitation process but, generally, lack the training or knowledge of how to integrate effectively (Hamson-Utley et al., 2008). The collaboration between sport psychology and sports medicine professionals has shown to impact the physical rehabilitation process for athletes (Miller & Munroe-Chandler, 2018). With regards to sport psychology skills integration in the context of physical rehabilitation, multiple factors should be considered including the type of injury, amount of expected time until return to play, the athletes' previous medical history, and the athletes' previous knowledge of sport psychology techniques.

In this panel, four sport psychology/mental skills training professionals will share specific strategies implemented with athletes returning to play from an injury. The four panelists have experience providing mental skills services in professional baseball, the military, and other elite athletes. The panelists will facilitate the discussion amongst themselves. Panelists will share how they have systematically integrated mental skills into the physical rehabilitation process, collaborated with sports medicine professionals, navigated the challenges, and lessons learned about the importance of the psychological aspects of sport injury. Anonymous, yet, real athlete case studies will be discussed by the panelists to demonstrate how sport psychology techniques were applied to athletes with an injury. Attendees will leave with an understanding of how to effectively provide sport psychology services to athletes who are in the physical rehabilitation process. Attendees will also have an opportunity to ask the panelists specific questions about the psychological aspects of the return to play process.

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PAN-02

BEYOND TECHNIQUE! BRINGING YOUR TRUE YOU INTO CONSULTING

Tim Herzog, Reaching Ahead Counseling and Mental Performance, USA;
Jack Lesyk, Ohio Center for Sport Psychology, USA;
Kristina Reihl, Private Practice, USA;
Michael Griffith, USA;
Kate F. Hays, The Performing Edge, Canada

The practices of mental performance consultation and/or counseling athletes can be centered on mental skills training or provision of a deeper therapeutic experience (Herzog & Hays, 2012). Either way, in absorbing a client's sense of urgency, and in an effort to provide clients something of value, consultation can feel like it has everything to do with technique. In actuality, it has more to do with a positive alliance and relationship factors, than those seemingly more concrete factors (Petipas, Giges, & Danish, 1999).

Strong initial pull to help and/or to stay away may either reflect good instincts or may also be a cue for introspection and/or consultation before proceeding or referring (Holt & Streat, 2001). For the self-aware practitioner, "countertransference" can help inform when to accept certain cases or projects and when to stay clear (Winstone & Gervis, 2006). Knowing when to self-disclose and engaging in appropriate levels of disclosure (e.g., "what sport I did/do" versus "losses I've experienced") can be make for very effective consulting, but requires careful examination of the practitioner's goals and a process of self-reflection (Windsor, Barker, & McCarthy, 2011; Knowles, Gilbourne, Tomlinson, & Anderson, 2007). Self-awareness is also key to maintaining appropriate professional boundaries and ensuring the provision of ethical practice, simultaneously maintaining professionalism while also honoring one's own experience.

This panel, comprised of four practitioners whom all deeply value authenticity and ethical practice, plus pragmatic concerns such as expedient/ cost-effective service provision, ranging in experience from 5 to 35 years, will share anecdote and theory based considerations in deciding when to embrace versus avoid self-disclosure. The panel will also expand upon their own decision-making processes associated with having one's own experience guide the way for greater empathy and the all-important therapeutic alliance, regardless of whether or not self-disclosure actually occurs (Martin, Garske, & Davis, 2000).

PAN-03

BUILDING SPORT PSYCHOLOGY BEYOND YOU: DEVELOPING & IMPLEMENTING INNOVATIVE PROGRAMMING IN NCAA ATHLETIC DEPARTMENTS

Cory Shaffer, Amplos, USA;
Katherine McLean Nichols, Synergy Performance, USA;
Kimberly Shaffer, Barry University, USA

Research supports the need for performance-related applied sport psychology services in collegiate athletics (Connole, Watson, Shannon, Wrisberg, Etzel & Schimmel, 2014; Kornspan & Duve, 2006; Wilson, Gilbert, Gilbert & Sailor, 2009; Wrisberg, Withycombe, Simpson, Loberg & Reed, 2012). While these integrated sport psychology services continue to grow in NCAA programs, current research shows only 24-53%

of Division 1 programs utilize sport psychology professionals (SPPs) (Zakrajsek, Martin, & Wrisberg, 2015). With such limited numbers, it is important for these SPPs to collaboratively establish innovative programs with other athletics staff that can exist and provide performance impact beyond the SPPs alone. The purpose of this panel is to provide insight into research-supported comprehensive, integrated sport psychology programming that has been implemented within NCAA Athletic Departments. Examples of programming the presenters will discuss include performance team meetings (Cruickshank, Collins, and Minten, 2013; Fletcher & Wagstaff, 2009; Friesen & Orlick, 2010, 2011; McCalla & Fitzpatrick, 2016, Poczwardowski & Sherman, 2011; Poczwardowski et al., 2004; Reid, Stewart, & Thorne, 2004), an injured student-athlete protocol (Mankad, Gordon, & Wallman, 2009; Tracey, 2003), a sleep protocol (Cruickshank, Collins, and Minten, 2013), coach development roundtables (Friesen & Orlick, 2010; Giges et al., 2004), incoming freshmen peak performance training (e.g., Connole et al., 2014, etc.), and research collaboration on meditation utilization and benefits with app-based mindfulness pioneer, Headspace (Bennike, Wieghorst, & Kirk, 2017; Bostock et al., 2019; Yang et al., 2018). Attendees will hear from a panel of SPPs in various roles within NCAA Athletic Departments and leave with practical ideas on how to develop similar programs and create additional impact within their respective roles.

PAN-04

COACHES AS DRIVERS AND INTEGRATORS OF SPORT PSYCHOLOGY SERVICES: LEVERAGING PERSONAL EXPERIENCES IN SPORT PSYCHOLOGY, AND UNIVERSITY RESOURCES, WHILE LEADING DIVISION I TEAMS

Adrianna Napoletano, Penn State University, USA;
Carl Ohlson, The Pennsylvania State University, USA;
Rob Cooper, Penn State University, USA;
Sarah Brown, Penn State University, USA;
Mark Pavlik, Penn State University, USA

Many sport psychology researchers have explored effective approaches of successful coaches (Gould et al, 1999; Voight & Carroll, 2006; Wang & Straub, 2012; Wrisberg, 1990; Yukelson & Rose, 2014). This presentation fits within Cote and Gilbert's (2009) definition of coaching effectiveness which is "The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts." Personal experiences in leveraging these types of knowledge in order to know, understand, and develop athletes and teams will be discussed. Recommendations for mental performance consultants regarding how to further develop the coach as the behavioral change agent will also be highlighted, including ways consultants can support the coach and the team concurrently.

AASP has occasionally brought coaches and mental performance consultants together to talk about successful collaborations, it is less common to hear seasoned and young coaches join together in conversation about the positive impact they've experienced from past contact with sport psychology and current impact working with mental performance consultants as they coach. Current head coaches have agreed to share their stories regarding their engagement with sport psychology throughout their lives, and how these experiences shaped how they integrate available university services. The

coaches will discuss how sport psychology influenced their personal performances as athletes and coaches, as well as their strategies and philosophies about building championship thinking habits within a culture of excellence. Specific examples of approaches to, and benefits of, getting to understand athletes on a deep level will be shared, including effects on group dynamics and team cohesion beyond individual development. Two consultants will guide the conversation and highlight an approach that starts with the head coach as the primary and strategic partner in efforts to drive excellence throughout their teams.

PAN-05

DAVID AND GOLIATH - THE PSYCHOLOGY OF THE FAVORITE AND THE UNDERDOG IN OLYMPIC TEAM SPORTS

Peter Haberl, USOC, USA;
Traci Statler, Cal State Fullerton, USA;
Brian Alexander, AthleteMentalSkillsCoach.com, USA;
Véronique Richard, Cirque de Soleil, Canada

Olympic team sport history is rife with memorable competitions between favorites and underdogs (e.g. Turco 1999, Ryan 2017). The greatest sports moment of the last century, classic David vs. Goliath encounter, was when a team of underdog American college kids upset the mighty favorites, the Soviet Union, who were going for their fifth consecutive Olympic Gold medal at the 1980 Winter Olympic Games. US Coach Herb Brooks certainly took the psychology of the underdog very much to heart in the preparation of his team (Coffey 2005). While Haberl (2009) has written about the psychology of the Olympic favorite in general, there is unfortunately a dearth of information on the psychology of the favorite and the underdog in Olympic team sports. Yet many consultants working with team sports will find themselves in just this position of needing to prepare their teams to maximize their performance within these respective role expectations. Gladwell (2013), in revisiting the biblical story of David and Goliath, has pointed out that Giants are indeed beatable. This panel will compare and contrast the approaches taken by four applied sport psychology consultants at various stages in their professional careers (from early to late) who found themselves working with teams who were in the role of favorite and the underdog going into the Olympic Games. Switching back and forth between favorites and underdogs (from a team going for its third consecutive gold medal, to a team who has never medaled, to a team who is a perennial favorite but hasn't won the big one, and a team who last medaled in 2008) consultants will share their team's unique situations, how their consulting philosophy (Aoyagi & Poczwardowski 2012) shaped their interventions and obstacles and challenges encountered.

PAN-06

EFFECTIVE MENTORING: A REVIEW AND DISCUSSION OF THE NEW CMPC MENTOR GUIDELINES

Jack Lesyk, Ohio Center for Sport Psychology, USA;
Damien Clement, West Virginia University, USA;
Charles Maher, Cleveland Indians, USA;
Brandonn Harris, Georgia Southern University, USA

Since its inception in 1992 an intensive mentored experience has been a major requirement for AASP certification. Despite its importance, little or no guidelines have historically been

provided to mentors. During the past year the Certification Council has prepared and released, for the first time, a detailed and comprehensive set of guidelines for CMPC mentors. The proposed panel will be comprised of the authors of these guidelines, all of whom have extensive mentoring experience, who will present a summary and clarification of the guidelines and will respond to questions from attendees. Topics will include but will not be limited to: (a) definition of mentorship, (b) purpose of mentoring, (c) difference between mentorship and supervision, (d) expectations of the mentor and mentee, (e) cultural and ethnic awareness of mentor and mentee, (f) appropriate and inappropriate mentored experience hours, (g) record keeping, (h) developing an agenda to guide the mentoring sessions, and (i) evaluation of the mentoring process.

The content of the guidelines and of this session were derived from the twenty-eight years of AASP's experiences with mentoring, research and experientially-informed practices in mentoring, as well as common mentorship questions that have been submitted to the Certification Council since the inception of the new CPMC program in 2017.

PAN-07

EVALUATING THE ATHLETE'S AND COACH'S NEEDS: PRELIMINARY STAGE IN BUILDING SPORT PSYCHOLOGY SERVICES FOR USATF ATHLETES FOR THE NEXT OLYMPIC CYCLE

Lennie Waite, Waite Performance Strategies LLC, USA;
Anne Shadle, USA;
Brian Zuleger, Adams State University, USA;
Christopher Stanley, Florida State University, USA

Sport Psychology (SP) services have gained popularity with coaches and athletes, demonstrating positive performance outcomes from mental training (e.g., Montgomery, Ross, Perry & Hansen, 2018; Thelwell, Greenless, & Weston, 2006; Veale, 2009). Regardless, many athletes may not explore or seek out SP services that are readily available for them (Manier, Curry, Sommers-Flanagan, & Walsh, 2001). However, research suggests that when athletes do use SP services, they see great benefit from the services (e.g., Haberl & McCann, 2012; McGuire & Balague, 1992; McCann, 2008). The value of SP services rest in the ability of the providers to address the unique needs of the athletes and coaches (Taylor, 1995). Members of the USA Track & Field (USATF) SP sub-committee used multiple methods (i.e., surveys, interviews, focus group) to clarify the specific SP service needs of elite athletes preparing for the Olympic Trials/Games. Responses from 74 athlete surveys, 15 interviews and one focus group identified preferred needs, delivery, and communication methods. Through this panel, key personnel involved in data collection and delivery of SP services to USATF athletes and coaches share results from this study, designing of services based off of the results, and provide an update of SP services for the Tokyo Olympic Games. Panelists highlight why (or why not) athletes engage in SP services, what they are looking to gain, and how USATF can improve a service model reach athletes and coaches in effective ways. Additionally, panelists give specific consideration to the diversity of the sport of track and field, from an experience, event group, and ethnicity perspective. This study has the potential to impact applied SP by providing a better understanding of elite athlete and coach knowledge and needs. Furthermore, this study may guide future SP research to drive evidence-based practice within the scientist-practitioner model.

PAN-08

"GOT FEEL": DEVELOPING A COMPETENCY MODEL FOR PROFESSIONAL BASEBALL

Ben Freakley, Toronto Blue Jays, USA;
Rafael Dubois, Toronto Blue Jays, USA;
Robert DiBernardo, Toronto Blue Jays, USA;
John Lannan, Toronto Blue Jays, USA;
James Van Ostrand, Toronto Blue Jays, USA;
Andres Galvez, Toronto Blue Jays, USA;
Angus Mugford, Toronto Blue Jays, USA

Professional Major League Baseball in North America (MLB) has undergone a significant increase in full time employed sport psychology practitioners over the last 10 years. This growth is largely in part to the legacy of consultants like Ravizza, Dorfman and Maher, and increased value proposition to front office executives that recognize the impact on an increasing emphasis on player development, talent acquisition, and mental health among many other factors.

This session is sharing perspective from an MLB franchise that built a mental performance department from nothing to a team of six full time practitioners over a period of four years. The process of change involved identifying the organizational needs and establishment of a competency-based model to develop the department. The result was a "The Five-Tool Coach" model, which considered the practitioner's intrapersonal and interpersonal skills, then more broadly, to an understanding of the professional baseball ecosystem (Krebs, 2009). The model consists of five domains: 1. "Feel" (Lemisiou, 2018), 2. Relationships (Ioannidou & Konstantikaki, 2008), 3. Knowledge (Epstein & Hundert, 2002), 4. Approach (Poczwadowski, Sherman, & Ravizza, 2004), 5. Get better (Dweck, 2006; Zaichkowsky, 2006).

Professional sport is a highly dynamic, highly pressurized industry, where absence of trust and prevalence of lack of job security can threaten the necessary conditions for effective work for mental performance coaches (MPC's). Covey & Merrill (2018) developed a framework defining trust through aspects of character and competence, which provides a context for developing this team's principles of work and an important evolution in the development of trust and utilization of services. In this session, the process of developing this model will be discussed, as well as context of integrating into a highly inter-disciplinary staff environment, and how a competency model has impacted hiring, staff development, measuring program effectiveness and developing an integrated player development system.

PAN-09

HOW DOES SHE DO IT? WOMEN IN ACADEMIA SHARE THEIR UNIQUE STORIES ABOUT FINDING THEIR WAY IN SPORT PSYCHOLOGY

Kimberly Shaffer, Barry University, USA; Gily Meir, John F. Kennedy University, USA;
Jasmin Hutchinson, Springfield College, USA;
Elizabeth Mullin, Springfield College, USA;
Rebecca Zakrajsek, University of Tennessee, USA

Women in academia, and in the field of sport psychology specifically, successfully manage multifaceted roles and responsibilities, yet continue to face hurdles regarding their desire to balance their work and non-work domains (Ely et

al., 2011; Loeffen, 2016; Place & Varderman-Winter, 2018; Tessens, White, & Web, 2011). Maintaining work-life balance can be complex and challenging for women in academia; this topic will be examined by identifying and understanding some common developmental hurdles that arise alongside the path of professional growth (Guillaume & Pochic, 2009; Kalysh, Kulik, & Perera, 2016; Loeffen, 2016). The aim of this panel is to empower others in navigating challenges such as: the ever-present glass ceiling, pay inequity, greater expectations to care for others, and the potential for motherhood. This panel will present the unique stories of five accomplished women working in Sport & Exercise Psychology academia from different institutions in the United States. Panelists will reflect upon an existing model for achieving work-life balance for mental performance consultants (Waumsley et al., 2010), which describes the interconnected relationship between organization (i.e., planning and preparation), practice (i.e., supervision, reflective practice), and leisure time (i.e., defined and separated time from work). In conjunction, panelists will explore the unique context of sport psychology and the distinct challenges to personal and ethical boundaries that potentially strain or affect their professional quality of life (Quartiroli & Etzel, 2012; Stapleton et al., 2010). Through this panel the goal is to emphasize that there is no straight path or simple answer to establishing oneself and progressing as a woman in this field. However, through positive mentoring, panelists will highlight the importance of engaging holistically in a variety of individualized activities focused on fostering well-being (Quartiroli et al 2019).

PAN-10

I AM WOMAN, HEAR ME “ROAR”: FEMALE-IDENTIFIED SPORT PSYCHOLOGY PROVIDERS’ EXPERIENCES OF NAVIGATING MALE-DOMINATED ATHLETIC DEPARTMENTS IN A LEAD ROLE

Rachel Walker, University of Colorado-Boulder, USA;
Dayna Charbonneau, West Virginia University, USA;
Nicole Linen, Auburn University - Athletics, USA;
Cassandra Pasquariello, University of Wisconsin-Madison, USA;
Dolores Christensen, University of Oklahoma, Psychological Resources for OU Student-Athletes (PROS), USA;
Angel Brutus, Mississippi State University, USA

Research has shown that women and people of color are significantly more likely to experience discrimination in sport psychology service delivery (McCarver, Anderson, Vosloo, & Harenberg, 2019; Roper, 2008), and McCarver and colleagues (2019) assert that CMPC’s remain a homogenous group of white, heterosexual, and able-bodied practitioners. Sport continues to be male-dominated which is highlighted by salary disparity across gender (Travers, 2008), women underrepresented in coaching roles in the NCAA (Lapchick, 2018), and women needing to navigate a system infused with sexism (Fisher, 2019) and gender discrimination (Barrett, 2015) in order to practice sport psychology. Given the continued disparity in experiences across gender and other marginalized identities in sport, the purpose of this panel is to share the lived experiences of female-identified providers and practitioners of color conducting sport psychology and mental health services in elite collegiate athletics departments across the USA. Panelists will reflect on experienced microaggressions, gender and other cultural stereotypes, safety and inclusion, and comfort level with assertiveness and advocacy as female-identified persons in male-dominated sport settings.

Five female-identified sport psychology providers with diverse identities and backgrounds, from five different institutions, will share their experiences gaining access to and navigating male-dominated athletics departments. One additional provider in a similar setting and Director role will serve as the moderator of the panel. Three panelists serve as the Director of services in their respective athletics departments, and two other panelists serve as the sole female-identified provider on a sport psychology team which has a male-identified Director of services. Unique considerations regarding salary negotiation, family and childcare, and work-life balance will be discussed.

Recommendations will be made for other female-identified sport psychology professionals interested in working within and navigating male-dominated sport spaces. Panelists will share resources that have helped them feel more empowered and able to thrive in these environments.

PAN-11

MAKING WEIGHT 2020: RISKS AND REWARDS

Jenny Conviser, Ascend Consultation in Health Care, USA;
Sharon Chirban, Amplify Wellness & Performance, LLC, USA;
Caitlyn Hauff, University of South Alabama, USA;
Christine Selby, Husson University, USA;
Michele Kerulis, Northwestern University, USA;
Riley Nickols, McCallum Place, USA

Escalating rates of Feeding and Eating Disorders (FEDs) among athletes of diverse age, gender and ethnicity, continue to pose risk to health and sport performance. FEDs have the second highest mortality rate of all mental illnesses, with a 10% estimated mortality rate for Anorexia (Chesney, Goodwin & Fazel, 2014).

Highest FED rates are found in sports with; 1) weight classes such as wrestling, rowing and boxing, 2) a required body related aesthetic such as diving, gymnastics, and skating (24%), and 3) anti-gravity performances such as cross country running (24%) and track and field (17%). Among elite athletes in weight sensitive sports, 94% report dieting and use of extreme weight control measures (Chatterton & Petrie, 2013; Sundgot-Borgen et al., 2013). Less, but substantial FED risk (16%), appears in ball sports (Sundgot-Borgen & Torstveit, 2014). Females having FEDs (41.5 %) and participating in aesthetic sports (Mongrain, Masson, Bégin, & Lamarche, 2018) are 8 times more likely to suffer one or more injuries (Jankowski, 2012). Males with anorexia have the highest risk of premature death (Mond et al. 2014). Medical complications of FEDs are the cause of premature death among some, but not all, with suicide risk estimates of one in five (Arcelus, Mitchell, Wales, Nielsen, 2011). Unfortunately, FEDs do not remit after leaving sport but continue into adolescence and adulthood (Neumark-Sztainer, 2011) posing serious health risk and threatening health related quality of life (Styer & Conviser, 2014).

Panelists are certified (CMPC) and represent various spheres of sport and FED experience including professional teams, collegiate athletics, national governing agencies, individual consultation, research, and teaching. Participants will hear expert opinions regarding, risks of weight change, reducing FEDs, meeting the demands of sport, preserving health and promoting optimal performance. Participants are encouraged to identify and share strategies for improving safety within the greater sport culture.

PAN-12

MENTAL PERFORMANCE IN HIGH SCHOOLS: AN OPPORTUNITY FOR IMPACT

Mark Cheney, Faith Lutheran MS & HS, USA;
Ben Ehrlich, Blythewood High School, USA;
Lindsey Hamilton, IMG Academy, USA;
Danielle DeLisio, Infinity Mental Performance, USA;
Arlene Bauer, SAIC, USA

High school sport is ever growing, most recently reaching nearly 8 million student-athlete participants in the 2017-2018 school year (NFHS News, 2018). At the high school level, sport participation has been associated with academic achievement (Lumpkin & Favor, 2012), life skill development (Forneris, Camiré, & Trudel, 2012), and prosocial behavior (Clark, Camiré, Wade, & Cairney, 2015). Furthermore, acknowledged leaders in sport and physical activity, such as The National Association for Sport and Physical Education (NASPE) and SHAPE America, promote mental training in sport. The National Standards for Sports Coaches (NSSC) advocates that coaches should incorporate mental skills (e.g., goal-setting, self-talk) into training plans (SHAPE America, 2018). While this standard exists, it is not required to implement any mental skills training in high school sports (Gilbert, 2017), creating the opportunity to meet that standard.

The objective of this panel is to share unique perspectives of MPCs working with high school youth and best practices of how to engage all stakeholders (i.e. coaches, teachers, staff, administration, parents) in the high school environment. It brings together five professional MPCs with in-depth experience of integration in the high school setting, including public, private, and boarding schools. Key areas of emphasis will include: (1) strategies of gaining entry at the high school level, (2) developmental considerations for working with the youth population, (3) integration within the full high school experience (e.g., academics, athletics, arts), (4) working with coaches, teachers, staff, and parents, and (5) logistical considerations of the working environment.

The panel will share their highlights, challenges, and lessons learned from the integration of services within a high school setting. Attendees will learn best practices of teaching performance and sport psychology at the high school level, and receive field-tested resources, techniques, and activities that are immediately applicable. Time for discussion will also be included.

PAN-13

MENTAL SKILLS TRAINING IN THE MILITARY: INTEGRATING CURRENT PRACTICES INTO CARE FOR REINTEGRATING VETERANS

Sarah Shue, Richard L. Roudebush VA Medical Center, USA;
Jayme Brosmer, Department of Veterans Affairs, USA;
Joe Stonecypher, Magellan Federal, USA

Exiting the military and reintegrating into civilian life is an experience that veterans frequently describe as challenging (e.g., Sayer et al., 2015; Orazem et al., 2017). It has been argued that mental skills training (MST) conducted among military personnel for performance purposes are generally related to optimal human functioning (Hammermeister et. al., 2010) and

it is reasonable to expect that MST could help mentally prepare veterans for the difficult experience of reacquainting with civilian life. However, while consultants (i.e., Master Resilience Trainers) are explicitly charged with leading MST among active duty personnel, these positions do not exist outside of the military. Therefore, while MST could improve the transition experience for veterans, it is unclear how to effectively conduct this type of training beyond the military environment. To address the disconnect of MST provided for active duty personnel and veterans, it is important that professionals working with veterans and interested in implementing MST first understand the purpose of and strategies for conducting MST. Doing so better informs care and programs designed for reintegrating veterans and could positively impact veterans' well-being as they navigate their reintegration.

Three panelists will engage in a facilitated discussion regarding 1) the objective of MST in the military, 2) challenges and barriers (existing and anticipated) to conducting MST, 3) strategies for overcoming these issues, and 4) considerations for implementing MST for veterans. The panel will consist of a Master Resilience Trainer-Performance Expert (MRT-PE) for the US Army, and a clinician and researcher who work within a veteran population. During the discussion, panelists will share the nature of their work and lessons learned from working with their respective populations. The panel will be moderated by a consultant with experience in training active duty military. Attendees will have the opportunity to interact with the panel throughout the discussion.

PAN-14

MIND OVER LABOR: USING MENTAL SKILLS THROUGH PREGNANCY, LABOR, AND POST-PARTUM

Lindsey Greviskes, University of Wisconsin-Whitewater, USA;
Jenna Fuchs, The Mental Clutch, LLC, USA;
Joan Steidinger, Dr. Joan Steidinger, USA;
Tanya Prewitt-White, University of Illinois-Chicago, USA;
Lindsey Hamilton, IMG Academy, USA

Current literature on pregnancy among athletes has mostly outlined athletic performance and physical activity while pregnant (Kardel, 2005; Beilock, Feltz, Pivarnik, 2013; Connolly, et al., 2016; Prewitt-White, Miossi, Spirov, 2019). In the past decades, women are becoming more physically active and involved in competitive sports, especially throughout pregnancy (Kardel, 2005). Women must overcome the misconceptions, often supported and suggested by well-meaning medical professionals, of what would be beneficial physical activity during pregnancy, labor, delivery and postpartum recovery (Prewitt-White, et al., 2019; Connolly, et al., 2016). While every person has different experiences during pregnancy and childbirth, women often experience difficulties during both pregnancy and labor, such as pain/discomfort, anxiety, body image issues, low self-esteem or self-efficacy, and other negative emotions or cognitions (ACOG, 2019). Additionally, when studying women who CrossFit while pregnant, Prewitt-White and colleagues (2018) found that post-partum women were seeking support and community throughout pregnancy and into parenthood and also struggled with overcoming judgment and stereotypes of pregnant mothers. With all of the struggles cited by pregnant athletes in the literature, it seems that the use of mental skills during pregnancy, labor, and post-partum may be beneficial

to athletes. Additionally, while it is apparent that athletes may benefit from using mental skills, there may also be unexplored benefits to the general population during pregnancy and beyond. The panelists will highlight how pregnancy and labor can be viewed as a performance and explain why women should be empowered to feel like athletes, regardless of whether they identify as one, throughout this experience. Panelists will be asked to share their experiences using mental skills personally or with expecting mothers throughout pregnancy, labor, and into post-partum. Panelists will provide suggestions for practitioners working with pregnant female-athletes as well as how these mental skills could be expanded to non-athlete expecting mothers.

PAN-15

MINDFULNESS AND BIOFEEDBACK: CONTRADICTIONARY OR COMPLEMENTARY?

Tim Herzog, Reaching Ahead Counseling and Mental Performance, USA;
Keith Kaufman, Keith A. Kaufman, Ph.D., PLLC, USA;
Margaret Dupee, Good To Great, USA;
Timothy Pineau, Private Practice, USA;
Kristine Eiring, UW-Madison Athletic Dept, USA;
Craig Cypher, University of Rochester Medical Center, USA

Mindfulness is about “accepting and letting go,” whereas biofeedback is about “controlling” experience, right? Not so fast... Anyone who has engaged biofeedback knows that working to “control” or suppress physiological or psychophysiological reactions to stress often backfires, causing “ironic processes of mental control” (Wegner, 1994) that trigger a dysregulating sympathetic nervous system response (e.g., skin conductance or sweat; Wegner et al., 1997). Theory and research suggest that both mindfulness (Kaufman, Glass, & Arnkoff, 2009; Tang, Holzel, et al., 2015) and biofeedback (Dupee et al., 2016) enhance awareness and self-regulation ability. With similar objectives, both types of interventions promote awareness of and choice regarding processes of the body, the mind, and how they interact. Instead of emphasizing control over inner experience, a mindful approach to biofeedback can help spur change through nonjudgmental awareness and acceptance (Khazan, 2015). A nascent line of research has begun to suggest that mindfulness and biofeedback can be combined synergistically to enhance performance (Khazan, 2013), but there is need for further investigation to more fully understand the implications of this union (Edwards, 2011). For instance, how is mindfulness practice improved with incorporation of biofeedback, how is biofeedback training improved by incorporating principles of mindfulness, and are there any contraindications to this integration? This panel will include experts seasoned in the science and delivery of mindfulness and/or biofeedback interventions with athletes, and involve discussion of how these techniques are unique, compatible, and could be integrated to boost their respective benefit to sport performance. The discussion will be guided by a moderator who has utilized technology extensively in his own practice. Ample time will be allotted for attendees to engage the panel and contribute their personal views on this topic.

PAN-16

NAVIGATING THE MENTAL HEALTH REFERRAL PROCESS: THE WHAT, WHEN, AND HOW

Lindsey Hamilton, IMG Academy, USA;
Hillary Cauthen, Texas Optimal Performance & Psychological Services, USA;
Taylor Stutzman, IMG Academy, USA

Mental health in sport has recently become a prominent topic of conversation, due in large part to courageous athletes who have been willing to publicize their mental health difficulties. This has also been reinforced by large sport organizations mandating access to mental health resources for their players (e.g., NBA, NFL, NCAA). Because mental health symptoms can manifest in ways that impair sport performance (Reardon et al., 2019), it's likely that mental performance consultants (MPCs) will work with an athlete in need of mental health support (Tod & Andersen, 2015). However, not all MPCs have been trained in issues related to mental health difficulties, and for those who haven't, diagnosing such difficulties lie beyond the scope of competencies for ethical mental performance consultant practice (Association for Applied Sport Psychology, 2019). Given the lack of training that MPCs may have received on mental health training and the high likelihood that MPCs will work with an athlete in need of mental health support, this panel aims to discuss the process and considerations for referring athletes for mental health support. Specific learning objectives include (1) how to determine if an athlete needs a clinical referral, (2) how to effectively navigate the referral conversation with the athlete in the moment, (3) how to build out a meaningful referral network, and (4) how to navigate the ongoing relationship with the athlete during and following a mental health referral.

The panel is comprised of 3 CMPCs in full-time applied mental performance consulting roles, and one of whom is a licensed psychologist. Panelists will share their experiences in working with athletes with mental health challenges and how they facilitated the referral process. Attendees will receive a step-by-step demonstration of working with an athlete in the moment, and learn best practices from the panelists' experience. Time for discussion will also be included.

PAN-17

OPEN TO CHANGE: CAREER-SPANNED INSIGHTS INTO PROFESSIONAL PHILOSOPHY FROM PROFESSIONAL PRACTICE AND RESEARCH PERSPECTIVES

Artur Poczwardowski, University of Denver, USA;
Natalia Stambulova, Halmstad University, USA;
Peter Haberl, USOC, USA;
Mark Aoyagi, University of Denver, USA;
Brooke Lamphere, University of Denver, USA

The ‘why’, ‘what’ and ‘how’ in sport and performance psychology (SPP) professional activity are largely grounded in one’s professional philosophy and are subjects to ongoing evolution and growth across a career span (Poczwardowski, Sherman, & Ravizza, 2004). Henriksen and colleagues (2020) have recently asserted that some practitioners’ “personal and professional experiences... stimulated them to change perspectives and start working in a fundamentally different way” (p. 9). Whether such “shifts” are results of significant events or incremental accumulations, and whether they come as fundamental modifications or rather are of a fine-tuned

nature, these changes in professional philosophy visibly shape one's daily professional activities. These reconfigurations in approach to professional practice and applied research can involve core values, theoretical paradigms, consulting models or methodological approaches, intervention goals and techniques, and types of research problems. From a practical standpoint, sharing authentic and reflective self-narratives by SPP professionals significantly adds to the growth of the profession; and is particularly well positioned to address the issues of professional philosophy. The purpose of this panel is to provide the attendees with four in-depth introspective accounts illustrating antecedents to, and the content and consequences of, such philosophical shifts in professional practice and applied research. The panel is composed to achieve gender balance, represent a whole career span (early, mid, and late stages), and provide international perspectives. After an overview of the structure of professional philosophy from the moderator, the following areas will be explored by the panelists: (a) impactful experiences and events, (b) examples of substantial modifications versus fine-tuned adjustments, and (c) benefits of changes, and case illustrations. As a bridge to the interaction with the audience, the panel will also address career challenges and opportunities in relation to the cultivation of growth mindset as an essential career tool in ever changing SPP professional contexts.

PAN-18

OVERCOMING THE MENTAL TRAINING PARADOX: A COLLEGE TEAM'S EXPERIENCE OF EMBEDDING A FULL-TIME CMPC AT THE COACHING LEVEL

Cody Sohn, Boise State University Athletics, USA;
Corey Ihmels, Boise State University Athletics, USA;
Gavin O'Neal, Boise State University Athletics, USA;
Tyler Smith, Boise State University Athletics, USA

Kaufman, Glass and Pineau (2018) suggest there is a mental training paradox that supports scientific evidence of the value of mental performance training yet fails to invest in full-time systematic instruction by qualified experts. While studies suggest that between 37 and 53% of NCAA institutions provide some form of sport psychology access, the terms of employment vary widely with most access being part-time consultation for individual sports (Voight & Callaghan, 2001). Other studies reported access to sport psychology services at one third (Hayden et. al 2013 and Wrisberg et. al 2012) with only 7% of athletic departments employing full-time qualified experts, lending credence to the paradox. (Voight & Callaghan, 2001).

This four-member panel of staff/coaches from a Division-1 track/ field/cross- country team presents a unique applied model that seeks to overcome the mental training paradox and prioritize mental performance training and practice. An assistant coach, who is also a Certified Mental Performance Consultant (CMPC), moderates the panel which explores how to overcome institutional barriers and build a supportive culture for mental training. Attendees will learn: (1) how/why systematic embedded mental performance training produces results; (2) how to insert mental training into a seasonal schedule; (3) strategies for addressing knowledge gaps in athletes/staff; (4) how to address typical distrust issues; and (5) strategic forecasts for the future role of mental performance training at the collegiate level (Kaufman, Glass and Pineau, 2018, Bermiller & Wrisberg, 2011).

The science-practitioner model presented integrates sport psychology concepts/programming into a holistic collegiate training plan that develops athletes into competent practitioners of mental performance skills. Expanding the field of applied sport psychology requires understanding challenges and opportunities for CMPCs in full-time coaching roles and how to combine sport psychology with physical and technical aspects of training.

PAN-19

PART-TIME PLAYERS: MANAGING DUAL ROLES ON CAMPUS IN ACADEMIA AND SPORT

Jennifer Farrell, University of North Carolina at Greensboro, USA;
Marc Cormier, University of Kentucky, USA;
Rhea A. Merck, University of South Carolina, USA;
Aaron Goodson, Mississippi State University, USA

NCAA legislation mandating access to mental health resources and services for intercollegiate athletes has led to significantly increased interest and activity among member schools in implementing the recommendations (NCAA, 2019). Despite the increased focus on student-athlete mental health, many colleges and universities still struggle to establish sufficient support structures within the athletics department (Way, Coker-Cranney, & Watson, 2020). As a result, institutions are seeking creative ways to utilize existing on-campus resources to meet the mental health and mental performance demands of student-athletes. One model of service has been to develop joint positions between athletics and academic units (e.g. kinesiology, psychology, counseling, social work). These hybrid positions allow for an increased awareness of services and decrease in stigma, while expanding the scope of mental health and mental performance services, including preventative strategies. Perhaps most importantly, from an administrative standpoint, hybrid positions allow for a cost-effective method to provide student-athletes with direct access to sport psychology and mental health services. Thus, the purpose of this panel is to provide an opportunity to share lessons learned and unique experiences from three sport psychology professionals who share time between their athletic and academic roles.

Students, early career professionals and experienced professionals will gain valuable insight as it relates to establishing this particular model of service, balancing time demands, setting boundaries, ethical issues and advantages of integrating services across campus departments.

PAN-20

PAYING IT FORWARD: BEST PRACTICES FOR THE DEVELOPMENT AND IMPLEMENTATION OF SUCCESSFUL COMMUNITY OUTREACH PROGRAMS

Ashley Samson, California State University, Northridge, USA;
Amber Shipherd, Texas A&M University - Kingsville / Next Level Mind Consulting, USA;
Brad Conn, USA

One of the missions of AASP, and a challenge within the sport psychology field as a whole, is connecting with the public so that we might educate individuals about what sport psychology is, how it can help performance and well-being in athletics, and provide information to those seeking sport psychology services. Within AASP, the Community Outreach

Committee (COC) is tasked with promoting those endeavors by both providing grant opportunities for members to establish sustainable community outreach initiatives in the community and to collect data on the effectiveness of those initiatives. As AASP's strategic plan calls for greater community partnerships and public involvement for the organization, individual members will greatly benefit from information on how to successfully establish community partnerships and impact communities at a grass-roots level. Consequently, the purpose of this panel is to share the process of developing and implementing such initiatives and to provide strategies and "best practices" for those who are interested in applying for the COC Grant and delivering their own community outreach initiatives. Members of the COC grant review committee and past grant winners will discuss what makes a successful grant application in addition to critical components of a successful community outreach program. Key topics will include: identifying and connecting to key stakeholders, conducting a needs assessment for target audiences, organization of programming content, program execution, and reflections/evaluations of community outreach programs. Attendees will learn from experienced scientist-practitioners and COC grant committee members about how to a) develop and implement their own community outreach initiatives, and b) enhance the quality of their own future AASP COC grants.

PAN-21

PROVE YOUR WORTH! AN INSIDE LOOK TO THE DEVELOPMENT AND IMPLEMENTATION OF A DATA DRIVEN MENTAL SKILLS PROGRAM IN A HIGH SECURITY ENVIRONMENT

*Chang-Hyun Ko, SAIC, USA; Ashley Fryer, SAIC, USA;
Siana Sylvester, HigherEchelon, Inc., USA;
Trent Bosley, TSA, USA;
Noelle Menendez, HigherEchelon, Inc., USA*

In the past 10 years there has been tremendous growth in the acceptance and utilization of sport psychology services across various performance domains. From individual clients to sport teams, business organizations, and government populations the integration of sport psychology is promising (Weir, 2018). Professionals providing sport psychology services in a non-licensed role hold various titles but generally serve as trainers or coaches of mental skills. As a trainer or coach of mental skills, the benefits include adoption that is more widespread and more receptivity (Weir, 2018) but a challenge is an increased accountability in measuring the effectiveness of an applied sport psychology practice (Anderson et al. 2002; Lane, 2012; Smith, 1989). The need for quantitative data supporting training effectiveness is even greater working with government organizations when the return on investment must be substantiated.

In this panel, five professionals will discuss the process of building a data-driven mental skills program from the ground up and implementation of the program in multiple sites across the country. From various perspectives, ranging from ground-level execution to program management and leadership from the government organization the panelists will discuss lessons learned and best practices in creating such a program. The panelists will provide their experiences in the collaborative and integrated approach, from the initial needs assessment to the quasi-experimental design and the mental skills intervention. One of the professionals will serve as moderator for the panel and attendees will have the opportunity to ask questions.

PAN-22

THE FUTURE OF SPORT PSYCHOLOGY IN THE MILITARY? EMBEDDED PERFORMANCE EXPERTS

*Ashley Baskerville, Magellan Federal, USA;
Jean- Marc Charles, Magellan Federal, USA;
Kevin Hoppey, Magellan Federal, USA;
Ashley Herrell, Magellan Federal, USA*

The success of the US Military has always depended on the tactical knowledge and skill proficiency of our Service Members; today's Army knows that enhanced cognitive and emotional skills are tantamount (Hite, 2008). Embedded Performance Experts (EPEs) represent the Army's pioneering effort to ensure that Soldiers are mentally tough, focused, and confident, all while being able to regulate their energy to the optimal level for any performance so they can thrive under threat. EPEs attend training meetings, and training events, to integrate tailored mental performance conditioning into everyday tactical operations. EPEs act as the mental performance consultant to leadership on how to enhance performance by coaching and leveraging mental skills, which ultimately increases the readiness and resilience of soldiers. EPEs are a unit resource, embedded with the Soldiers they serve, to promote readiness and resilience of the force.

In this panel, four of the Army's first EPEs will discuss their role in increasing the efficiency of 5,000 Soldiers as they transition and prepare for deployment. These EPEs will share their experience in advising leadership on leveraging mental skill, as well as in training the Soldiers who will be in the fight. Panelists will explore how to build rapport, gain buy-in, translate sport psychology to the military, and customize training for the subsets of this unique population.

PAN-23

TRANSFORMING CULTURE: AN EMBEDDED APPROACH TO PERFORMANCE PSYCHOLOGY WITHIN THE U.S. ARMY

*Brittany Prijatel, Magellan Federal, USA;
Petra Kowalski, Magellan Federal, USA;
Elecia Kruse, Magellan Federal, USA;
Lloyd Scharneck, Magellan Federal, USA;
Sean Swallen, Magellan Federal, USA*

There is a rising tide in the understanding that culture, leadership, and sense of belonging have a significant impact on the performance and resilience of teams. (Bell, et al., 2013; Markus et al., 1996; Mitrovic, et al., 2019; Shakespeare-Finch & Daley, 2017). To address this, Performance Experts (PEs) working with the U.S. Army have traditionally approached improving performance and resilience from an individual skills-based approach. However, Orlick and Partington (1987) noted the benefit of continual and integrated training versus one-time training. Specifically, athletes indicated increased ratings of trust and effectiveness of the sport psychology consultant. Recently, a different approach to implementation is being piloted by PE teams to increase the impact of mental skills training, while also establishing more consistent contact and mentorship with Soldiers and key leaders. Furthermore, a clearer understanding of the leadership's influence on culture emerged, which guided the work of the PEs towards research-based leadership coaching and training interventions. Our team focused on using PEs as a conduit to leverage a values

congruence approach amongst the leadership echelons through a self-determined lens. Organismic Integration Theory (Ryan, 1995), a sub theory of Self-Determination Theory (SDT), states that autonomous internalization, adapting the beliefs and values of others, is essential for functioning optimally within an organization or culture. A valued aligned culture paves a path for many high-performance outcomes such as satisfaction, commitment, involvement, organizational optimism, and adaptability (Cable & Judge, 1996; Chao et al., 1994; Harris & Mossholder, 1996; Lee & Mowday, 1987).

In this panel, three embedded PEs within in combat arms unit will talk about their process of integration into the unit, challenges & benefits, ethical considerations, and the adoption of research based tools to enhance values congruence, culture, and performance.

PAN-24

TRANSNATIONAL CAREERS IN SPORT PSYCHOLOGY: MIGRATING PROFESSIONALS AND RECEIVING ENVIRONMENTS - IT TAKES TWO TO TANGO

Artur Poczwardowski, University of Denver, USA;
Natalia Stambulova, Halmstad University, Sweden;
Stiliani "Ani" Chroni, Inland Norway University of Applied Sciences, Norway;
Robert Book, University of Southern Denmark, Denmark

With the international expansion of sport psychology, many professionals are moving abroad to advance their careers. Inevitably, they have to go through cultural-professional transitions and cope with a set of related challenges in professional and personal life. Their ability to cope influences not only their careers abroad but also multi-faceted contexts of their receiving environments. Therefore, cultural transitions can be seen as processes of mutual accommodation between a transnational professional and relevant receiving environment (e.g., university, club, federation). In this panel, four transnational early-, middle- and late- career professionals, informed by the holistic developmental (Wylleman, 2019) and ecological (Henriksen & Stambulova, 2017) perspectives as well as cultural sport psychology frameworks (e.g., Ryba, Stambulova, Ronkainen, 2016; Schinke & McGannon, 2014), will reflect on their positive and less positive experiences in receiving environments. After a short introduction by the moderator, the panelists will share reflections around the following questions: (1) What major challenges (e.g., in teaching, supervision, research, applied work, and personal life) did you experience when moving abroad to advance your career? (2) What coping strategies (including your search for support from the receiving environment) worked/not worked for you in the cultural-professional transitions? (3) How do you see the benefits of your professional involvement for your receiving environments? (4) How might the receiving environments better support transnational professionals for their mutual benefit? The lesson to promote is that cultural reflexivity and multicultural competencies are equally important for both the transnational professionals and as a resource within the receiving environments. These conditions together have the potential to foster mutual growth and performance achievements. The panel will engage the audience in the exchange of transnational experiences to invite the diversity of perspectives, and the moderator will summarize the session and offer reflections that will integrate the attendees' voices.

PAN-25

UNDERSTANDING TRAUMA IN THE CONTEXT OF PROFESSIONAL SPORT

Gloria Balague, SportPsych Consulting, USA;
Wendy Borlabi, Chicago Bulls, USA;
Frances Cardenas, Philadelphia Phillies, USA;
Kensa Gunter, Gunter Psychological Services, LLC, USA;
John McCarthy, Boston University, USA;
Val Altieri, Jr., Boston University, USA

Emerson et al. (2009) note, "Trauma exposure is ubiquitous in our society" (p.123). Since sport systems can be considered microcosms of our greater society, then it is important to examine how trauma often presents in the professional sport context. Understanding of trauma's impact on brain development and subsequent behavior of individuals is rapidly evolving (Van der Kolk, 2014; Perry & Szalavitz, 2017). Sport psychology researchers and practitioners are starting to examine the role trauma plays within sport and its long-term consequences to athletes (Whitley, Massey, & Wilkison, 2018). While it is common for athletes to accrue many benefits from sport participation, professional athletes on the other hand, face daunting expectations for performance. What is more, athletes with a history of trauma may have intense reactions when navigating difficult experiences in the form of injury, being "cut," or controlling coaching methods not aligned with trauma-informed practice.

Panelists will share their practice of working with professional athletes with a history of trauma. The panel will share how: 1.) athletes can be mislabeled or viewed negatively by their organization if they are unable to manage performance demands. Difficulty trusting others, a consequence of trauma, is often labeled as "uncoachable," "head case" or "lack of commitment." 2.) additional stressors in the form of "sudden wealth syndrome," unrealistic expectations that the athlete will assume the role of financial provider for family & friends and the resulting emotional toll that these new realities can have on the athlete (Jaffe & Grubman, 2007). 3.) they have supported athletes in thriving in performance while navigating difficult experiences, 4.) they have educated coaches and intervening with families, agents, and other key stakeholders as an important component of offering support. Attendees will gain insights and approaches of those working with this population and will have the opportunity to interact with the panel.

PAN-26

WHAT ACT IS NOT: A CONVERSATION DEMYSTIFYING THE MYTHS OF ACT

Chelsea Wooding, National University, USA;
Jessica Bartley, University of Denver, USA;
Ashley Coker-Cranney, West Virginia University / MindRight Performance Consulting, LLC, USA;
Eddie O'Connor, Mary Free Bed Sports Rehabilitation, USA

Despite the growing popularity of Acceptance and Commitment Therapy (ACT) in sport and performance psychology, there are still many myths about the approach that impede its effectiveness. Designed for the intermediate-level ACT practitioner, the purpose of this panel is to advance the ACT-for-performance discussion beyond an explanation of ACT's history and the hexaflex by deliberately addressing and exploring the potential impact of several common myths about ACT's foundation, core processes, and implementation. ACT

is a third-wave behavioral approach to working with clients that considers the impact of context on the human experience (Hayes, 2016), focusing on concepts such as appreciating internal events as transitory experiences versus absolute realities; accepting versus submitting; changing relationships, not circumstances; and acting even if, instead of waiting for when. Grounded in Functional Contextualism and Relational Frame Theory, ACT focuses on facilitating values-based action, improving psychological flexibility (Harris, 2019; Hayes, 2016). Through ACT, clients learn to lead rich, meaningful lives while acknowledging the inherent pain and suffering inherent in the lived experience (Harris, 2006). ACT's effectiveness in athletic and performance settings includes physical activity promotion (Butryn et al., 2011), treatment of music performance anxiety (Juncos et al., 2017) and sport injury (Mahoney & Hanrahan, 2011), and both mental health and performance enhancement using the adapted MAC approach (Gardner & Moore, 2007; Gross et al., 2016). In true ACT fashion, metaphors, examples, and experiential activities will be used to explore myths including: acceptance is not submission, defusion is not a way to feel better, ACT and CBT are not mutually exclusive, and creative hopelessness is not learned helplessness. Attendees are invited to ask questions and offer additional myths or misunderstandings for discussion. The four-person panel includes practitioners with specific training in and experience using ACT in a variety of settings for a combined 35 years.

gap (Weinberg & Gould, 2019; Keegan, Cotteril, Woolway, Appaneal, & Hutter, 2017). Panelists are one master's graduate and three current doctoral students (one who is CMPC) with a combined 7 years of experience using peer mentorship and student evaluations to develop curriculum based out of the Weinberg & Gould text. Finally, the panel will also address differences in curriculum structure at the R1 and state university levels including standardization.

PAN-27

WORKING THE TRIAD: UTILIZING WEINBERG & GOULD'S FRAMEWORK AS A METHODOLOGY FOR DEVELOPING A HOLISTIC AND ENGAGING CLASS ENVIRONMENT

Frances Cacho, Florida State University, USA;
Carly Block, Florida State University, USA;
Seth Rose, University of Idaho, USA;
Laura Evans, California State University, Fullerton, USA

In many Introduction to Sport Psychology classes, one of the first models taught is Weinberg & Gould's (2019) triad which emphasizes the connectedness of the three main roles within sport and exercise psychology: teaching, research, and consulting. Coleman Griffith was the first in our field to systematically engage in the triad, and many more have done so after him (Vealey, 2006). However, the primary focus of graduate training today tends to emphasize two sides of the triad: consulting and research skills. Although both skillsets are transferable to teaching, many novice instructors in their initial teaching experiences have the same question, "How do I develop and teach an introduction to sport psychology class that is engaging for undergraduate students?" Novice professionals are, thus, challenged with developing their own framework to create a holistic classroom experience. Therefore, the purpose of this panel is to share strategies in applying the original triad to creatively communicate Weinberg & Gould's chapters in a meaningful way (Kozar & Marcketti, 2008). Four instructors will share their unique perspectives on how the cyclical nature of the original triad can be viewed as a bi-directional cycle to provide students with an integrative and engaging classroom environment. Panelists will share how teaching from this lens can simultaneously cultivate their research and consulting skills while also attempting to bridge the often neglected bi-directional research-practitioner

POSTERS

P-01

A CALL FOR COLLABORATION IN THE PROVISION OF HOLISTIC ATHLETE CARE

Lauren McHenry, University of Tennessee, USA;
Lauren Beasley, University of Tennessee, USA;
Rebecca Zakrajsek, University of Tennessee, USA;
Robin Hardin, University of Tennessee, USA

The mission of the Association for Applied Sport Psychology (AASP) includes a focus on “human performance, holistic well-being, and social functioning through education, research & practice, certification, and services” (AASP, 2020). The membership of AASP consists of professionals with different training backgrounds, including certified mental performance consultants (CMPCs), licensed psychologists (LPs), licensed social workers (LSWs), and licensed professional counselors (LPCs), and those with one of the aforementioned licenses and a CMPC credential. To support our mission, some have taken the approach of advocating for professional training pathways that yield a mental health license to fill positions in which a single professional addresses both the mental performance and mental health needs in an athletic population (e.g., Martin, in press). Unfortunately, this approach fosters competition among the different types of professionals within AASP and raises questions about the “best” training path for one professional to “do it all” (Bader & Martin, 2019). The purpose of this lecture is to present an alternative approach. We will examine the distinct theoretical foundations and training pathways of CMPCs, LPs, LSWs, and LPCs. We aim to highlight the unique yet complementary services each type of professional brings to athlete care. We will then identify how each of these professionals can serve a valuable role on an interprofessional team with the goal to provide comprehensive support for athletes’ mental performance and mental health needs. Finally, drawing from literature on interprofessional healthcare teams, we will outline how interprofessional teams are most effectively developed and maintained to meet a common goal. Rather than fostering competition amongst these different types of professionals for the same all-encompassing job, we suggest that we advocate for and collaborate with each other to achieve the same goal. That is: interprofessional teamwork to best support the performance, holistic well-being, and social functioning of our clientele.

P-02

A COMPARISON OF SUBJECTIVE MENTAL FATIGUE FOLLOWING COMPLETION OF THE STROOP TEST AND A TASK DESIGNED TO REPLICATE THE OBSERVATION OF GAME FILM

Anthony Magdaleno, California State University, Fullerton, USA;
Lenny Wiersma, USA;
Kathleen Wilson, California State University, Fullerton, USA;
Joao Barros, California State University, Fullerton, USA

Mental fatigue is defined as a psychobiological state represented by perceptions of tiredness or a lack of energy (Marcora et al., 2009; Pageaux et al., 2014). Researchers have demonstrated that the development of mental fatigue prior to performance may decrease subsequent physical performance,

particularly in endurance tasks (Pageaux & Lepers, 2018; Van Cutsem et al., 2017). However, systematic exposure to preperformance mental fatigue may also train performers to resist the negative effects observed in past research (Staiano et al., 2015). Within this research, the most common tasks used to induce mental fatigue is the Stroop test. However, past researchers (Russell et al., 2019; Smith et al., 2015; Van Cutsem et al., 2017) have also proposed that future research include the development and use of mentally fatiguing tasks of an increased ecological validity to a sport setting. Thus, the purpose of this study was to compare the levels of perceived mental fatigue developed by the traditionally used Stroop test to the levels developed by an ecologically valid, real-world task designed to replicate the observation of game film in soccer. Five male and five female active soccer players were included in a randomized, repeated measures design. On separate visits, each participant completed 35 min of the traditionally used Stroop test and 35 minutes of watching game film, while counting the passes made by each team and deactivating flashing FitLights™. Visual analogue scales were used to record perceived measures of mental fatigue prior to and following each task. A two-way repeated measures ANOVA (2 [time] x 2 [task]) will be used to compare pre-task and post-task subjective mental fatigue across conditions. With data collection for this study nearly complete, an analysis and discussion of results will be presented, particularly with respect to the validity of real-world tasks designed to induce preperformance mental fatigue.

P-03

A CROSS SECTIONAL STUDY OF COLLEGIATE ATHLETES’ STRESS, COPING, AND ADJUSTMENT ACROSS YEARS OF ACADEMIC TRANSITION

Jeffrey Shulze, USA;
Janet Oberle, Saint Louis University, USA;
Jeffrey Gfeller, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA

Introduction: Collegiate student-athletes face several hurdles to manage during their career. Specifically, they must navigate the transition into sports, journey into seniority, and, for most, retirement as they graduate. During these transitions, individual student-athletes will appraise problems and dilemmas differently. These appraisals influence their choices of coping and adjustment (Lazarus & Folkman, 1984; Lazarus, 2000). The purpose of this study is to explore the interrelationships between stress, coping, and adjustment among student-athletes during their years of academic transition.

Method: 86 NCAA Division I collegiate student-athletes from various sports participated in a survey regarding their perceptions of stress, methods of coping, and adjustment regarding their transition into their next academic year or retirement for seniors. Measures included the College Student Athletes Life Stress Scale (CSALSS), a modified Brief COPE (MBCOPE), and the Depression and Anxiety Stress Scale (DASS).

Results: Pearson correlations indicated a significant positive relationship between total scores on CSALSS, MBCOPE, and DASS. Linear regression analyses yielded statistically significant findings, including high CSALSS scores predicting high MBCOPE scores on MBCOPE, ($R^2 = .315$, $p < .001$); high MBCOPE scores predicting high DASS scores ($R^2 = .300$, $p < .001$); high scores on CSALSS specifically predicting various

types of coping (all p-values < .05); and particular forms of coping predicting higher scores of anxiety, depression, and stress (all p-values < .05).

Discussion: Findings further research on the relation of stress, coping, and adjustment among student-athletes during their academic transitions. Specifically, athletes reporting more stress utilized more methods of coping. The methods used to cope in turn influenced their reports of adjustment. These findings have implications when working with collegiate athletes during career transition and can inform interventions.

P-04

A DEVELOPMENT OF A COLLEGE LIFE ADAPTATION PROGRAM FOR FRESHMAN STUDENT-ATHLETES

Sanghuyn Kwon, Yonsei University, South Korea;
Dong Won Yook, Yonsei University, South Korea;
Seong Kwan Cho, Texas A&M International University, USA;
Hun-Hyuk Choi, Kangwon National University, South Korea

Collegiate athletes during the freshman year experience high level of stress and have special difficulties due to a balance between being a student and being an athlete (Petrie & Stoeber, 1997; Tracy & Corlett, 1995; Wilson & Pritchard, 2005). The Challenging Athletic Minds for Personal Success (NCAA, 1998) and the Cooperative Evening Study Group Program (Dudley et al., 1997) programs were provided for student-athletes to improve their college life. However, such useful programs have not been provided for freshman student-athletes in Korea. Thus, the purpose of this study was to develop an effective college life adaptation program for freshmen student-athletes. A total of 160 student-athletes and 5 experts agreed to participate in this study. Four procedures were followed in this study: the needs assessment, the preliminary program development, and the application of the program. For the needs assessment, the in-depth interviews were conducted, and the data were analyzed using an inductive reasoning process. The results of the needs investigation showed seven need factors for college life adaptation and four interruption factors for college life adaptation. Through the meetings with the experts, the preliminary program was developed, and the program consisted of four stages (i.e., the preparation, the college life adaptation, the personality education, and the termination stages). Each stage consisted of three sessions, and each session contained a specific topic (e.g., understanding myself, what a student-athlete is, self-management, goal setting, and time management). The program was provided to nine freshman student-athletes in two months. Results indicated that the program was effective and helped them to understand their roles, have a better sense of responsibility, develop their personality (e.g., the formation of positive interpersonal relationships), and improve their self-esteem. The findings of this study suggest that coaches and mental performance consultant should provide the college life adaptation program for freshman student-athletes to reduce stress and have a better college life.

P-05

A PRELIMINARY INVESTIGATION OF PERFORMANCE BELIEFS IN DIVISION I COLLEGIATE ATHLETES

Bianca Boling, Midwestern University, USA;
Angela Breitmeyer, Midwestern University, USA;
Thomas Virden, Midwestern University, USA;
Martin Turner, Manchester Metropolitan University, USA;
Breanna Naegeli, Grand Canyon University, USA

Although the use of Rational Emotive Behavior Therapy (REBT; Ellis, 1956, 1991) has been empirically supported in its traditional psychotherapeutic application (David et al., 2005; Dryden & David, 2008), researchers have recently begun to examine its efficacy within sport (Turner, 2014; Turner & Barker, 2013; Wood et al., 2017). REBT purports that one's emotional and behavioral consequences (C) are not a direct result of adversity (A), but rather one's beliefs (B) about the adversity; such beliefs can either be rational or irrational (Ellis 1956, 1991). Because goal achievement is important to athletes, teams, coaches, and organizations, REBT has relevance in sport settings. Furthermore, the implementation of REBT with athletes is enhanced through the use of standardized measures, such as the Irrational Performance Beliefs Inventory (iPBI; Turner et al., 2016); however, few such measures exist. Given the paucity of normed, validated assessment tools exploring irrational beliefs in athletes, contributing to the sport psychology literature base in this manner is important.

Thus, the purpose of this study was to obtain normative data for the Cognitive Mediation Beliefs Questionnaire (CMBQ; Turner et al., in prep) utilizing a NCAA Division I student-athlete sample. The CMBQ was developed to assess an athlete's propensity to think in an Adversity-Belief-Consequence (ABC) way, consistent with REBT theory. Those who endorse ABC thinking are more equipped to manage their emotions and behaviors. Furthermore, the CMBQ's relationship to psychological health was explored utilizing the Positive Mental Health (PMH) scale, Emotional Regulation Questionnaire (ERQ), and Affect Reactivity Index (ARI). A confirmatory factor analysis (CFA) will be conducted on collected data to test the validity of the factor-structure proposed within the CMBQ. In this poster presentation, descriptive statistics, preliminary normative data, and relevant psychometric properties will be discussed regarding the relationship between irrational beliefs, sport performance, and psychological health.

P-06

POSTER WITHDRAWN

P-07

A SPORT PSYCHOLOGY LAB PARTNERS WITH THE WOMEN'S INTERSPORT NETWORK (WIN) TO OPTIMIZE YOUNG GIRLS' SPORT CAMP EXPERIENCES

Troy Wineinger, University of Kansas, USA;
Mary Fry, University of Kansas, USA

The Women's Intersport Network (WIN) for Kansas City is a nonprofit organization housed within the Kansas City Sports Commission. WIN's mission is to promote physical activity and empower girls and women through sport. Since 2013, WIN has partnered with a university sport psychology laboratory to enhance the quality of their summer sport camps for young

girls. The purpose of this study was to examine the relationship between the campers' perceptions of the motivational climate to their motivational responses during camp. Girls (N=107; 6-12 year-olds) completed a survey as soon as they arrived at camp on the first day, and again toward the end of the last day. The surveys included measures of climate (caring, task, and ego; post only), effort, enjoyment, liking leaders and campers (post only), and first day camp perceptions (pre only). Results of the pre-survey indicated that the girls typically enjoyed summer camps and have fun learning new sports and game. Of interest, is that campers perceived an extremely high caring and task-involving climate. In addition, they reported high effort, enjoyment, and liking both leaders and campers. Further, 88% of girls indicated that participating in Camp WIN made them desire to be a better person. Although the majority of campers had a great experience, there was some variability in survey responses, suggesting that a few children may not have had an optimal experience. WIN administrators want to maximize every child's sport experience, they value the collaboration with the sport psychology laboratory, and are open to trying new strategies (e.g., augmenting leader training, better emphasizing the WIN mission for all involved in camp). Future directions of this partnership will be discussed, as well as the value of sport psychology professionals building relationships with youth sport organizations.

P-08

A VIRTUAL APPROACH TO MENTAL SKILLS TRAINING FOR COACHES: THE VIRTUAL COACHES EDUCATION PROGRAM (VCEP)

Dabney Skutt, Ball State University, USA;
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Tyra Rucker, Ball State University, USA;
Sarah Ciosek, Ball State University, USA;
Jean-Charles Lebeau, Ball State University, USA

Coach education is critical to improving and upholding quality coaching (Mallett et al., 2009; Davis, 2016). Considering the many demands placed on athletic coaches, online training courses are of great convenience and value for those wanting to improve their coaching competency. Considering this, we developed a web-based psychoeducation training program, titled Virtual Coaches Education Program (VCEP). VCEP is grounded in Bloom's Revised Taxonomy (2001) which aims to provide coaches with evidence-based strategies to develop athletes' mental skills through learning modules (Picciano, 2017). In this study, coaches from various sports and levels completed a web-based survey assessing their experience of mental skills and their willingness to seek an online mental skills training program.

Results revealed that youth coaches reported confidence, concentration, and dealing with performance pressures to be the most important mental skills topics for their sport level. High school coaches indicated that leadership, self-talk, and dealing with performance pressures are the most prevalent topics while college and professional coaches reported confidence, communication, and resilience to be the most frequent mental skills topics within their teams. Overall, 85.19% of respondents indicated that they would be interested in a resource similar to VCEP; 74.07% indicated willingness to subscribe. Website enhancements were developed according to coaches' responses. These enhancements included unique psychoeducational content based upon sport level and type

(i.e., individual vs team sport). Short quizzes and a certificate after completing the training program are features added to increase coaches' engagement with the website's content. This certificate unlocks mental skill activities that coaches can utilize with their teams.

This presentation will highlight different sections of VCEP, including upgrades following feedback and other innovations, such as aesthetics, feasible navigation, and direct resources to local mental skills consultants. The audience will gain an understanding of the value of online mental skills training to foster coaching effectiveness.

P-09

ACTIVE LEARNING: USING SPORT TO DEVELOP CHARACTER AND LITERACY WITH URBAN YOUTH

Bryce Scottron, University of Massachusetts Boston, USA;
Laura Hayden, University of Massachusetts Boston, USA;
Laura Hayden, University of Massachusetts Boston, USA;
Amy Cook, University of Massachusetts Boston, USA

Significantly more Latinx fourth graders scored at the "below basic" level compared to their White counterparts (U.S. Department of Education, 2019). Furthermore, when comparing the 2019 average score for Latinx students against the 2017 average score, no significant growth in literacy skills has emerged. These data suggest that we are failing to adequately equip Latinx students with skills necessary to develop literacy at a young age. Acquisition delays in literacy can have adverse effects on subsequent academic outcomes (Aber, Grannis, Owen, & Sawhill, 2013). Lack of access to literacy-rich environments continues to be a problem in low-income areas (Brannon & Dauksas, 2012), creating a need for stakeholders to explore creative ways to engage youth in literacy development.

Researchers acknowledge the positive relationship between physical activity, academic achievement (Carlson et al., 2008) and personal and social development (Authors, 2012; Hellison, 2011). Youths' engagement in physical activity is associated with increases in academic engagement and motivation (Vazou, Gavrilou, Mamalaki, Papanastasiou, & Sioumala, 2012). While physical activity-based interventions are used to promote academic and social success within urban schools (Authors, 2014), engagement in culturally relevant physical activity may better facilitate development of personal, social, and academic skills (Gao, 2012).

To that end, in 2016, we delivered a culturally responsive, physical activity-based literacy intervention for Latinx youth. We found that integrating physical activity, character development, and literacy yielded growth in literacy, but no significant change in character development. In this poster, we present a program that builds on this research. Using Hellison's (1979) model to guide the delivery of physical activity and literacy content, participants engage in reading of significant athletes of color, physical activity integrated with socio-emotional learning, and relationship development with adults trained in counseling and school psychology. This poster presents the process of implementation, considerations for future interventions, and evaluative measures to explore feasibility, impact, and sustainability of this type of programming.

P-10

ADAPTING MENTAL PERFORMANCE CONSULTING FOR LEADERSHIP DEVELOPMENT IN PUBLIC HIGH SCHOOLS

Olivia Wyatt, USA

Leadership development is a crucial component to mental performance consultants' work with groups. Research has noted that heightened care traits drawn from social mentality theory are necessary capabilities for leaders to connect with their group (Jacobs, Schimmel, Masson, & Harvill, 2016). Specifically, previous work notes that those who had high levels for both "care-seeking" (reaching out for social support) and "caregiving" (providing social support) behaviors demonstrated high levels of self-compassion (Hermanto & Zuroff, 2016, p. 530). In addition, high levels of autonomy, relatedness, and competence in the consultant are crucial to facilitating strong leaders in educational settings (Eyal & Roth, 2011). The purpose of this poster is to reflect on the mental performance consultant's perspective of implementing psychological skills training into a pre-established leadership development program through a public high school. Discussion will include the effectiveness and challenges of integrating social mentality theory, self-determination theory, and leadership development through a mental skills lens. Specific attention will be placed on the process of developing leadership programming for students of color when delivered by a White MPC. This will include recognizing bias, utilizing outside resources, and outlining areas for growth. Future directions for integrating psychological skills training into the education system will be proposed.

P-11

ADDING A TECHNOLOGICAL EDGE TO PSYCHOLOGICAL SKILLS TRAINING AND CONSULTING

Tsz Lun (Alan) Chu, University of Wisconsin-Green Bay, USA;
Anna Bomber, University of Wisconsin-Green Bay, USA

Smartphones have become an essential part of our lives; research suggests the "Generation Z" (born between 1995-2010) uses them for approximately 31.7 hours per week (DesClouds & Durand-Bush, 2018). This creates the potential to help the majority of elite athletes who are in this generation take advantage of their smartphones, mobile apps in particular, for psychological skills training

In our work, we examined the utility of all available mobile apps, both sport and non-sport specific ones in Apple and/or Android phones, for psychological skills training using the following criteria: (a) types of psychological skills being trained, (b) specific sports the app is intended for, (c) levels of competition (from beginner to advanced), and (d) cost. We identified a total of seven sport-specific apps that could aid in athletes' psychological skills training: Lucid: Mental Training, Headsharp – Sports Mindfulness Training, SportPsych Performance Coach, and Champion's Mind.

Among these options, the Lucid: Mental Training app is one of the best apps for athletes of all sports and levels, offering audios (less than five minutes long) on several psychological skills. An athlete can also choose to set reminders to play certain audios before a big game. A few other apps that

could be helpful to athletes, though not focusing on sports, focus heavily on meditation, such as Headspace and Calm, whereas some primarily on handling anxiety such as Anxiety Tracker – Stress and Anxiety Log. Detailed functions and navigation of these apps, as well as their strengths and limitations, will be provided.

With modern technology changing on a continuous basis, it is important for mental performance consultants to learn how to utilize various technologies including the most common mobile apps to help athletes and performers train psychological skills through different modalities.

P-12

AGE DIFFERENCES IN PHYSICAL ACTIVITY WITH REGARD TO MOTIVATIONAL REGULATION TYPES IN YOUTH SPORT

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Melanie Eckelt, University of Luxembourg, Luxembourg;
Andreas Bund, University of Luxembourg, Luxembourg;
Georges Steffgen, University of Luxembourg, Luxembourg

A decline in physical activity (PA) with increasing age has been reported consistently (e.g., Bassett et al., 2015). In this sense, physical education (PE) has become a key issue to intercept youth, in order to promote PA at an early age. To reduce the research gap with regard to the underlying mechanisms of this decline, we investigated the role of age for motivational aspects of the self-determination theory (Deci & Ryan, 2000) concerning scholars' basic needs (competence, relatedness, autonomy; Vlachopoulos, Ntoumanis, & Smith, 2010), PE teacher need-support (Standage, Duda, & Ntoumanis, 2005), and different motivational regulation types during PE (Vlachopoulos, Katartzi, Kontou, Moustaka, & Goudas, 2011). As a transfer of motivational regulation types from PE towards a leisure-time context has been found (Hagger & Chatzisarantis, 2016), this study furthermore analyzed the role of age in an out-of-school PA environment (Markland & Tobin, 2004).

In total, 1889 scholars (50.9% males; 10 to 23 years) from 14 different schools participated in the study. Consistent with previous findings, the self-reported PA decreased with age. Further regression analysis revealed that the feeling of being competent during PE decreased with age, while the feeling of being autonomous increased. No differences regarding age and need-support during PE were found. Regarding the motivational regulation types during PE, the internal motivation decreased with age, while the external motivation increased. Concerning the leisure-time context, all motivational regulation types towards PA decreased with age. SEM-Models confirmed the significant relationship between motivational regulation types from PE to a leisure-time context. Overall, results suggest that a decrease of PA with age might be related to a decrease of internal motivation forms as years go by. Implications for promoting beneficial motivational regulation types during PE related to the age of scholars will be displayed.

P-13

“ALL WE’VE KNOWN IS SPORTS:” EXPLORING STUDENT-ATHLETES’ EXPERIENCES WITH PHYSICAL ACTIVITY DURING THE TRANSITION OUT OF COLLEGIATE SPORT

*Erin Reifsteck, University of North Carolina at Greensboro, USA;
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DeAnne Brooks, UNC Greensboro, USA;
Shelby Anderson, UNC Greensboro, USA*

Most student-athletes (SAs) transition out of competitive sport after college, with less than 2% continuing to the professional level (NCAA, 2019). Previous research suggests that former SAs face physical activity (PA)-related challenges (Plateau et al., 2017; Russell, et al., 2018), but few studies have examined the nuances of this transition using an in-depth qualitative approach. The purpose of this study was to explore SAs’ experiences with the transition out of collegiate sports in relation to their engagement with PA. Transcripts from 13 focus groups conducted with current and former SAs were analyzed according to the Sort and Sift, Think and Shift method (Maietta, 2006), which involves the use of quotation identification, diagramming, memoing, episode profiles, and topic monitoring to connect findings with current literature and practice. Three preliminary themes were generated to describe SAs’ transitional experiences related to valuing PA, redefining PA, and navigating PA choices. SAs valued PA in varying ways (e.g., for enjoyment, well-being, utility), but acknowledged that new responsibilities, roles, and goals may interfere with their PA pursuits after college. As SAs transitioned out of competitive sport, their understanding of PA began to shift from a focus primarily on performance to a greater emphasis on health. While some SAs struggled with finding new meaning in their PA, accepting changes in PA purpose and goals seemed to facilitate future engagement. SAs looked forward to the freedom to choose how to engage in PA outside of collegiate athletics, but also expressed challenges with navigating this newfound autonomy in their PA pursuits. Overall, findings suggested that SAs’ experiences with PA-related transitions were complex and influenced by personal (e.g., identity), contextual (e.g., injury experiences, loss of athletic community), and structural (e.g., broader collegiate sport culture) factors. Practical implications for providing transitional support for SAs are discussed.

P-14

AN EFFECT OF INFORMED CONTEXT ON INDIVIDUALS’ DARTS PERFORMANCE, PSYCHOLOGICAL RESPONSES, AND EYE FIXATION PATTERNS

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Individuals’ confidence and both cognitive and somatic anxiety could affect their concurrent performance. In addition, quiet eye has been examined as a part of performance indices. In the current study, researchers provided participants two different purpose statements (i.e., competition and attentional focus) for their darts performance, which was hypothesized that participants would demonstrate differential anxiety before and after their darts performance. Specifically, competition group (CG) was hypothesized that they would show increased cognitive and somatic anxiety and decreased confidence. On

the other hand, attentional focus group (AFG) would show controlled cognitive and somatic anxiety and enhanced confidence. In addition, eye fixation and its duration were explored. Competitive State Anxiety Inventory-2 (Martens et al., 1990) were used to assess 38 college student (Mage = 20.67, SD = 1.04) volunteers’ cognitive, somatic anxiety, and confidence before and after their darts performance. Participants wore an eye tracker device (Tobii AB, Danderyd Sweden) that measured their number of eye fixation and the duration, in addition to their darts performance score. After completing their pre survey and 10 trial warm up, CG (n = 19) participants were explained that this is a competition concerning your higher score. Meanwhile, attentional focus instruction was given that their attention would like to be at the bullseye for AFG (n = 19). ANOVA revealed that CG demonstrated a higher cognitive anxiety ($p = .04$) than AFG. Furthermore, three significant correlations in CG were found between: 1. cognitive anxiety and darts performance score (-), 2. cognitive anxiety and duration of eye fixation (+), 3. cognitive anxiety and confidence (-). These results partially supported our hypotheses as well as raised questions about roles of eye fixation and the duration towards optimized temporal performance. Future study should employ more variables such as biomechanical and physiological markers to predict optimal performance.

P-15

AN EXAMINATION OF AUTHENTIC LEADERSHIP AS AN INDIVIDUAL AND SOCIAL FACTOR OF RESILIENCE IN U.S. ARMY SOLDIERS

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Resilient qualities are essential in military service (U.S. Army, 2014). Resilience is a process of balancing exposures to protective factors and vulnerabilities throughout life. Protective factors and vulnerabilities arise from within an individual, from social factors, and from the person’s environment (Werner & Smith, 1992). Individual protective factors and social factors such as peer networks are significantly related with one’s resilience (Seligman, 2008). Of particular interest to organizations is how perceptions on leadership contribute to resilience as an individual and social factor. Previous research identified significance between the perception of authentic leadership in one’s first-line leader and subordinate resilience in soldiers (Gaddy, et al., 2017), however this study did not examine the perception of a soldier’s own authentic leadership characteristics and personal resilience. Knowing more about how soldiers perceive themselves on authentic leadership and resilience would better help researchers and practitioners understand the contribution of leadership on resilience levels. The current study examined the perception of authentic leadership in self and first-line leaders with resilience in a population of 180 soldiers. Results noted a significant correlation between the perception of authentic leadership in one’s self and resilience ($r = .506$, $p < .001$). A replication analysis examining the perception of authentic leadership in one’s first-line leader and subordinate resilience noted significance that supported previous findings ($r = .394$, $p < .001$). These results demonstrate the enduring effect that perceptions of leadership can have on resilience as both an individual and a social factor. In summary, training on authentic leadership could serve as an effective medium for optimizing resilience both individually and socially in members of the U.S Army.

P-16

AN EXAMINATION OF PERCEIVED SOCIAL SUPPORT IN SPORTS OFFICIALS

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William Russell, Missouri Western State University, USA;
Tyler Tapps, Northwest Missouri State Univ, USA*

An essential component of conducting quality sport experiences for athletes is a sufficient supply of qualified sports officials. However, recent research and media reports suggest a significant shortage of officials, resulting in rescheduling and even cancellation of events (Delaney, 2019). High attrition rates compound the problem and many officials quit soon after they begin (NFHS, 2019). Development of mentoring and social support structures for sports officials could be a mechanism to minimize attrition. While the impact of social support has been studied in athletes, little is known about the social support that sports officials receive. The purpose of this study was to investigate levels of perceived social support by using a modified Perceived Available Support in Sport Questionnaire (PASS-Q) (Freeman, Coffee, & Rees, 2011) in a convenience sample of over 1,500 sports officials. The modified PASS-Q was employed to assess four dimensions of social support in sports officials: emotional ($M=3.11$, $SD=1.01$), esteem ($M=3.27$, $SD=.95$), informational ($M=3.40$, $SD=.94$), and tangible ($M=2.73$, $SD=.97$). Additionally, sports officials were divided into two groups, based on level of interactivity within the sport. Using Mann-Whitney U analysis, no differences in the PASS-Q subscales were found between the interactivity groups. However, when using three age groupings as a proxy measure for officiating experience, results revealed significant differences between age groups on informational support ($p<.05$). Follow-up analysis showed differences between the youngest and oldest groups ($MD=.32$, $p<.05$) and the middle-aged and oldest officials ($MD=.24$, $p<.05$). In both situations, the youngest officials displayed higher informational support than their older counterparts, indicating younger officials are receiving constructive criticism and advice. However, no differences in emotional, esteem, or tangible support were found. There may be an opportunity for officiating practitioners to develop or improve emotional, esteem, and tangible support programming among sports officials, in efforts to reduce burnout and dropout.

P-17

POSTER WITHDRAWN

P-18

POSTER WITHDRAWN

P-19

AN EXPLORATORY STUDY OF THE RELATIONSHIP OF RESILIENCE, LIFE SATISFACTION, PERCEIVED SOCIAL SUPPORT, AND EXPERIENCE ON BURNOUT IN SPORTS OFFICIALS.

*William Russell, Missouri Western State University, USA;
Matthew Symonds, Northwest Missouri State University, USA;
Tyler Tapps, Northwest Missouri State University, USA*

Sports officials play a critical role in providing structured sports events, yet they are often marginalized in general

(Auger et al., 2010), and overlooked within sport psychology research (Erikson, Letendre, Shaarway, & Overlin, 2012). This is unfortunate given concerns over increasing sports officials attrition rates (Livingston & Forbes, 2016) which have been noted as a national crisis (American Sport Education Program, 2011). Research on officials has examined their stress (e.g., Dorsch & Paskevich, 2007) and motivations (e.g., Hancock, Dawson, & Auger, 2015), but only limited research (e.g., Koh & Hanrahan, 2017) has examined their burnout. Therefore, the purpose of this study was to examine the relationship between officials' burnout and levels of resilience, perceived social support, life satisfaction, time spent in officiating activities, and experience. Sports officials' ($N=1,576$; M age =49.06, $SD=12.45$) self-reported experience, weekly hours in officiating activities, burnout (modified ABQ; Raedeke & Smith, 2001), perceived social support (modified PASS-Q; Freeman, Coffee, & Rees, 2011), life satisfaction (SWLS; Deiner, et al., 1985), and resilience (BRS; Smith, et al., 2008) were assessed. Stepwise multiple regression results on modified ABQ subscales showed resilience, esteem support, life satisfaction, weekly officiating hours, and experience were significant negative predictors of reduced sense of accomplishment, $F(5, 1491) = 107.06$, $p<.001$, $R^2 = .27$. A separate regression showed resilience, emotional support, experience, life satisfaction, and tangible support were significant negative predictors of exhaustion, $F(5, 1489) = 78.93$, $p<.001$, $R^2 = .21$. Finally, emotional support, resilience, life satisfaction, esteem support, experience, and weekly officiating hours were significant negative predictors of devaluation, $F(5, 1489) = 69.59$, $p<.001$, $R^2 = .22$. Correlations demonstrated officials' resilience, life satisfaction, and perceived social support were negatively correlated with burnout dimensions ($p<.001$). Results suggest enhancing resilience, life satisfaction, and perceived social support to lessen sports officials' burnout.

P-20

AN INSIDER'S PERSPECTIVE: CAPTAINS' INSIGHTS ON WHAT IT TAKES TO BE A LEADER

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Kayla Sliz, University of New Hampshire, USA*

Effective leadership is critical for the success of sport teams. Previous research has identified effective leadership qualities in youth or high school sport including good communication skills, positive relationships, the ability to make decisions and other characteristics such as strength, confidence, and passion (Gould, Volker, & Griffes, 2013; Volker, et al., 2019). Building from this research and recognizing the lack of research focused specifically on leadership development in collegiate sport, we chose to further extend the knowledge of the effective leadership skills to the Division I female collegiate teams. Further, evidence points to men and women having different expectations of leadership (Duguay, Loughead & Munroe-Chandler, 2016) thus the purpose of this investigation was to identify key components of effective leadership skills in elite female collegiate athletes. Participants included captains ($n=15$) representing multiple Division I collegiate teams. Through focus group interviews, participants shared their perceptions of the leadership qualities, skills, strategies and roadblocks impacting effective leadership. Further, participants reflected on the role of being a leader and all that it entailed. Through multiple levels of thematic data analysis, results indicated that relational leadership is paramount, followed closely by leading by example. Further, there is a complex relationship between being a leader as well as a

high performer and it can be challenging to excel in both roles at once. Finally, results outlined roadblocks to effective leadership including the leader-coach dynamic, leader-team dynamic, the added pressures and expectations associated with leadership, and handling confrontation. Findings from this investigation will be used to enhance the curriculum of an existing leadership development program for female student-athletes.

P-21

AN INVESTIGATION OF 'SWING' FROM THE PERSPECTIVE OF ROWING COACHES: A CASE STUDY

Zackary Bryant, Springfield College, USA

The sport of crew, also known as rowing, provides a unique avenue of inquiry due to the synchronized nature of the sport. Very few mainstream sports require eight participants to perform movement in perfect synchrony for five or more minutes. In fact, it is often this near-perfect rhythm and synchrony, which rowers and coaches term "swing," which can decide the outcome of races between otherwise equally skilled teams. Anecdotal descriptions of "swing" parallel the psychological state of "flow," which is characterized by intense concentration and total absorption in the activity and often results in enhanced performance (Jackson, 1992). The purpose of this case study was to empirically examine the concept of "swing" from the perspective of a rowing coach; investigating what swing may feel like, if coaches can see their team in swing, and if they can promote swing through their coaching methods and/or team design. A semi-structured interview, lasting approximately 75 minutes, was conducted with a collegiate rowing coach in the North-East region of the United States. Open coding was used to analyze the interview and four major themes emerged: what makes a good team, description of swing, results of swing, and coaching strategies. Insights gleaned from this case study have practical implications for consultants who may work with a crew team, or who are interested in flow at a group or team level.

P-22

ANXIETY AND CONFIDENCE IN SECONDARY PHYSICAL EDUCATION PRE-SERVICE TEACHERS: A PILOT STUDY

*Seth Rose, University of Idaho, USA;
Chris Merica, University of Idaho, USA;
Catherine Egan, University of Idaho, USA*

Educators and pre-service physical education (PE) practicum students entering the teaching profession are impacted by anxiety and stress just like athletes and performers, and these feelings can cause teachers to leave the profession (Hart, 1987; Murray-Harvey, Silins, & Saebel, 1999). As pre-service teachers gain experience, it is theorized they improve confidence, while perceived levels of anxiety decrease (Parsons, 1973). Even though increased experience is correlated with decreasing levels of anxiety, some PE teachers continue to experience issues of anxiety and confidence even as their experience increases (Piggf & Marso, 1987). The purpose of this study is to better identify and understand pre-service PE teacher's anxiety and confidence levels over the course of a secondary methods practicum course. The current study identified and analyzed

anxiety and confidence levels over the duration of a semester long secondary methods practicum course for students teaching in middle school and high school settings for the first time. Eleven practicum students participated in a single subject design measuring different psychological factors of their first teaching experience. Psychometrics used were the Student Teacher Anxiety Scale, (STAS; 26 Items; Hart, 1987), a Re-Tooled Sport Anxiety Scale-2, (SAS-2; 15 Items; Smith et al., 2006), Conceptions of the Nature of Athletic Ability Questionnaire-2, (CNAAQ-2; 12 Items; Biddle et al., 2003), Value Orientation of Instruction Survey, (VOI; 50 Items; Chen, Ennis & Loftus, 1997), Ten Item Personality Measure (TIPI; Gosling, Rentfrow, & Swann, 2003), and the Teacher Self-Efficacy Scale, (TSES; 10 Items; Schwarzer, Schmitz, & Daytner, 1999). Full results will be presented and suggestions for practical application of the study's outcomes will be provided, including aiding teacher education programs (e.g., providing anxiety reduction lessons) and examining the effectiveness of the course in reducing stress and anxiety to prepare pre-service teachers for their future teaching internships. Future research directions will be provided.

P-23

ATTENDING TO PERSONALITY TRAITS WHEN TREATING THE WHOLE EXTREME SPORT ATHLETE WITH AN INJURY – A GUIDE TO PRACTITIONERS

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Extreme sports (ES) has soared in both participation numbers and popularity within the last twenty years (Laver, Pengas & Mei-Dan, 2017). Along with increased participation, recent research on ES injuries suggests the risk and severity of injury is unpredictably high (Heggie & Caine, 2012). With more than 4 million ES injury evaluations reported between 2000 to 2011 (Sharma, et al., 2015), the sport medicine personnel treating these athletes must consider the psychological consequences along with the physiological outcomes. Studies of personality and health indicate personality traits are a possible influencer of overall health and sport injury recovery (Grove & Cresswell, 2007). Psychological consequences displayed as a result of personality trait behaviors by the athlete post injury may play an important role in how they adhere, react to, and perceive overall satisfaction with the rehabilitation protocol. Therefore, this presentation is aimed at enhancing sport psychologists' and athletic trainers' understanding of personality trait behaviors exhibited by extreme sport athletes after injury. More specifically, attendees will be introduced to a guide for professionals that 1) improves their understanding of the Big Five personality traits and their relationship to physiological recovery and recovery behaviors, 2) introduces them to a Big Five personality assessment tool to identify personality traits and 3) matches MST activities to personality traits that are aimed at improving the injured extreme sport athlete's adherence, satisfaction, and relationship with the athletic trainer. This presentation will significantly assist practicing sport psychologists and athletic trainers at attending to the whole athlete by advancing their understanding of extreme sport athletes' recovery behavior related to their personality traits that may inhibit rehab adherence, satisfaction and optimal recovery outcomes.

P-24

ATTITUDES AND WILLINGNESS TOWARDS SEEKING MENTAL HEALTH SERVICES AMONG A SAMPLE OF DIVISION III STUDENT-ATHLETES

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Arika Aggarwal, Kean University, USA;
Marissa DeStefano, Kean University, USA;
Jared Hammond, Kean University, USA;
Marina Oganosova, Kean University, USA;
Kendahl Shortway, Kean University, USA

A survey by the National Collegiate Athletic Association (NCAA) found that the “No. 1 concern” of student-athletes is mental health (NCAA, 2014). The NCAA has since promoted mental health initiatives to the forefront of their care toward student-athletes. Previous literature has highlighted student-athletes feel stigma due to the perception that psychological difficulties may hinder athletic performance, which may present as a barrier for student-athletes to seek services (Kaier et al., 2015). To better understand these concerns, the purpose of this study is to investigate student-athletes’ attitudes toward mental health services, specifically their willingness to seek services based on the type of provider (i.e. general versus sport-specific) as well as the potential relationship between class year and help-seeking attitudes. Seventy-three student-athletes were recruited from a public Division III university and completed a demographic questionnaire as well as the Sport Psychology Attitudes - Revised Form (SPA-R). Results found that nearly half (48%) of student-athlete participants would prefer to receive services from a sport-specific mental health provider, yet only a small fraction (4%) has previously received sport-specific consultation services. Further, mean scores on the SPA-R indicated possible negative attitudes toward seeking sport-specific services. Findings can increase awareness of the types of support best suited to student-athletes and help better inform tailored interventions.

P-25

BAG IT! ENJOYMENT AND LEARNING OF SPORT PSYCHOLOGY SKILLS BY PLAYING CORNHOLE IN THE CLASSROOM

Elizabeth Pacioles, Marshall University, USA

The primary purpose of this study was to determine the effectiveness of utilizing a cornhole bean-bag throwing competition in the classroom as a method for teaching psychological skills used in sport and performance settings. Prior research showed that students identified cognitive gains in engagement, retention, and understanding when play was incorporated into higher education learning (Tanis, 2012). In this study, 29 students enrolled in a Sport Psychology class participated in cornhole bean-bag throwing competitions on five occasions. Each competition was preceded by an instructional workshop on utilizing a specific sport psychology skill (1. no instruction baseline, 2. breathing, 3. imagery, 4. task-focused cue words, and 5. pre-performance routine). Assessment included pre- and post-activity psychological skills knowledge tests and bean-bag toss performance, in addition to ratings of utilization, flow, comfort, and likelihood of future use of skill, using Likert-rating scales and qualitative analysis of written comments. Students rated enjoyment of the bean-bag activity and the extent to which this activity

helped them learn and apply the skills presented in class. Regression analysis showed that flow and comfort ratings predicted reported likelihood of future use for all skills. A paired sample t-test indicated significant improvement in knowledge of psychological skills from pre-test (68%) to post-test (81%). On a post-activity feedback form, 73% described the bean-bag activity as helpful in learning psychological skills and 83% recommended it as a class activity for future use. The results of this study linking enjoyment and learning have implications for teaching sport psychology skills not only to students, but for athletes learning psychological skills as well. Consistent with suggestions that sport psychology practitioners consider educational principles when teaching psychological skills to athletes (Naylor & Kingston, 2012), additional research could explore how enjoyment of learning psychological skills impacts an athlete’s likelihood to utilize and appropriately implement those skills.

P-26

BETWEEN FLOW AND PERFORMANCE ANXIETY: STUDY OF THE FACTORS AFFECTING THE MUSICIAN’S PERFORMANCE

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Esther Ortuño, University of Lausanne, Switzerland;
Michele Biasutti, University of Padova, Italy

Professional musicians have to face many performances characterized by their very high competitiveness. Even if each performance represents a major challenge, success is no longer solely dependent on a high level of technical mastery; the psychological aspects of the performance have a decisive impact. The concepts of flow and performance anxiety, presented as two opposing phenomena, are commonly associated with a significant improvement or deterioration in the musician’s performance.

The aim of this study was to explore the positive and negative experiences of musicians during performance and highlight strategies to promote the emergence of flow experiences and reduce anxiety. Eleven professional and student musicians, aged from 18 and 30 years were interviewed. This research was approved by the Human Research Ethics Committee of the University of Lausanne. They were asked, during an elicitation interview, to describe a performance situation in which they felt comfortable and totally immersed and, an experience in which, conversely, they felt uncomfortable and anxious. The analysis showed different factors that promote the emergence of flow and anxiety during a performance. Six categories emerged as factors promoting flow states: 1) Supportive social environment, 2) Type of preparation, 3) Connection to the body, 4) Awareness of skills and self, 5) Intrinsic motivation and 6) Attentional focus. And eight categories seemed to influence an anxiety state: 1) Unsupportive social environment, 2) Type of preparation, 3) Dysconnection to the body, 4) Lack of awareness of skills and self, 5) Amotivation, 6) Dysfunctional attentional focus, 7) Disruptive thoughts and 8) Environmental conditions.

These results offer an understanding of the conditions under which flow and performance anxiety occur during a performance. This lecture will highlight the importance to propose a care program for musicians enabling them to meet the demands of the professional world.

P-27

BLACK FEMALE STUDENT-ATHLETES' EXPERIENCES WITH MICROAGGRESSIONS: THE INTERSECTIONALITY BETWEEN THEIR ATHLETIC IDENTITY AND RACIAL IDENTITY

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Justine Vosloo, Ithaca College, USA;
Belisa Gonzalez, Ithaca College, USA

The intersection of racist and sexist based discrimination is still an issue for Black female student-athletes' (BFSA) (Comeaux et al., 2017; Feagin, 2014). Because of this intersection, BFSAs are subject to even more scrutiny than their White counterparts. BFSAs's experiences with discrimination are deeply rooted in collegiate athletics, particularly in predominantly White institutions (PWI) (Comeaux et al., 2017). The purpose of this Interpretative Phenomenological Analysis (Smith et al., 2009) was to understand Division III BFSA's personal experiences with microaggressions, their perceived impact on their athletic performance and well-being. Eight African-American female Division III athletes responded to the interview questions electronically via email, and additional interview questions were distributed one week later via email. Analyses revealed five subthemes, and the higher-order theme that linked all eight interviews to describe BFSA's personal experiences was, Doing it for the culture: The intersectionality of racial and athletic identity amongst BFSAs. The findings highlight that participants were unable to separate their racial identity from their athletic identity. Participants mentioned they did not let discrimination stop them from playing their sport because they were inspiring other Black girls and women. Instead, their experiences with microaggressions forced them to appreciate their racial and athletic identity. These findings add to existing research making it crucial to highlight the gender and racial microaggressions BFSA's face, in comparison to their White counterparts. In addition, BFSA's racial identity plays a huge factor in their athletic identity. The practical relevance of these findings will be explored in the presentation.

P-28

'BUILDING CHAMPIONS IN LIFE': A CASE STUDY OF RENOWNED UCLA GYMNASTICS COACH VALORIE KONDOS FIELD, "MISS VAL"

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Jill Kochanek, Michigan State University, USA

Beneficial interpersonal assets and characteristics such as work ethic, emotional control, and goal setting, referred to as life skills (Gould & Carson, 2008), have been found to be developed in young people through sport, especially if adult leaders foster them intentionally. Coaches are adult leaders in sport who can have a significant impact on athlete development. Although researchers have examined how coaches can intentionally help athletes learn life skills (Camiré et al., 2012; Gould et al., 2007) few studies have explored coaches situated in elite, highly competitive environments. Valorie Kondos Field, "Miss Val", the former Head Coach for UCLA gymnastics, has received notoriety as a coach who strives to develop athletes as players and people. Therefore, the purpose of this intrinsic case study was to explore the experiences, philosophy, and coaching pathway of Miss Val while Head Coach at UCLA in her mission to 'build champions in life'. Data was collected using semi-structured interviews

with Miss Val and her former athletes, as well as her book and several media artifacts. Themes reflect relationship building, a holistic view of athletes, and a growth mindset as vital components to her coaching experience and ability to develop her athletes as people. Miss Val's coaching pathway also demonstrates that even in highly competitive environments, coaches can begin as 'dictatorial' and outcome-focused and learn to become relational and development-focused. Given Miss Val's outspokenness for the need to redefine success, and her willingness to allow her name to be used in this project, this case study can shed light on how a focus on developing athletes as people can reinforce, rather than undermine, athletic success.

P-29

BURNOUT AND SOCIAL JUSTICE ACTIVISM: BUILDING SUPPORT AND SELF-CARE FOR SPORT PSYCHOLOGY PROFESSIONALS

Bernadette Compton, Bowling Green State University, USA;
Hannah Bennett, Augusta University, USA

The field of sport psychology traditionally centralizes the importance of academic scholarship and applied practice within elite performance settings. However, some scholars continue to advocate for feminist sport psychology (FSP) within scholarship and applied practices (Gill, 2019). Feminist sport psychology provides a critical look into the oppression of marginalized individuals within sport (Roper & Fisher, 2019). FSP calls for a move towards social justice action by shifting the attention away from a narrowed focus of mental performance training (Hacker & Mann, 2017). Specifically, as sport psychology professionals, we must consider how our client's cultural identities, as well as our own, may impact mental and performance states (Kauer & Krane, 2010). While there continues to be a select group of scholars and practitioners who elevate the importance of feminist sport psychology, barriers still exist within the field. Individuals often lack support from national organizations in the field and these organizations also lack resources for integrating social justice activism into research and applied practices. Those who wish to integrate social justice practices into their work are left on their own for solutions. Professionals may also experience symptoms of burnout and disengage from their professional lives (Gorski, 2015).

The purpose of this lecture is to discuss the importance of institutional support for scholars and practitioners who integrate a social justice framework. Feminist sport psychology will be explained, and practical application will be offered for research and practice. Connections between social justice activism and burnout will be discussed in connection with sport psychology professionals. Recommendations will be made for sport psychology institutions to build support systems for sport psychology professionals who would like to, or already, integrate a social justice framework.

P-30

CAN BASEBALL PLAYERS' HEADS GET IN THE RIGHT SPACE VIA A SMARTPHONE-BASED APP? A BRIEF MINDFULNESS TRAINING INTERVENTION WITH COMPETITIVE YOUTH BASEBALL PLAYERS

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Jenelle Gilbert, California State University, Fresno, USA;
Wade Gilbert, California State University, Fresno, USA;
Michael G. Coles, California State University, Fresno, USA*

Mindfulness-based interventions (MBIs) typically require a lengthy commitment (i.e., 4-8 weeks) with multiple weekly sessions lasting between 45 minutes and 2.5-3 hours each (Kaufman, Glass, & Arnkoff, 2009). For many this time investment can be a limiting factor in their willingness to participate. However, some studies using MBIs have garnered positive results in the first 2-4 weeks of training (e.g., Gardner & Moore, 2004; Kaufman et al., 2009). This is promising, and suggests that shorter, more manageable interventions could be efficacious for athletes who have high demands on their time. Further, MBIs using technology are a relatively new way to practice mindfulness training. Though smartphone-based mindfulness interventions are becoming increasingly popular, research with them is in its infancy. Thus, the purpose of the study was to investigate a brief smartphone-based MBI in an athletic context. Participants included four male competitive baseball players (mean 15.6 years) from one club team and their head coach. Participants used the Headspace (www.headspace.com) mindfulness-based smartphone app multiple times during a 2-week period including before and after training and competition. Athletes and the coach were then individually interviewed about their experiences. Qualitative analysis (Braun & Clarke, 2013) resulted in four main themes: perceptions of mindfulness, self-confidence, readiness for competition, and engagement with Headspace and mindfulness training. Each of these themes will be discussed with supporting examples and quotations from the athletes and coach. For example, one athlete who reported low levels of self-confidence stated that the intervention was beneficial and thought his levels of self-confidence "changed a lot." Further, all participants stated that the app was a convenient method of engaging in mindfulness practices because they could choose when to use it based on individual needs and schedules. This case study provides insight into the effectiveness of practicing mindful meditation with adolescent athletes using a smartphone-based app.

P-31

POSTER WITHDRAWN

P-32

CARING FOR THE CARERS: A CONSENSUAL DEFINITION OF SELF-CARE FOR SPORT PSYCHOLOGISTS' PROFESSIONAL

*Alessandro Quartiroli, University of Wisconsin - La Crosse, USA;
Chris Wagstaff, University of Portsmouth, UK*

In recent years, scholars have noted the importance of psychology providers' proactive engagement in self-care strategies as way to counteract work-life stress (e.g., Barnett et al., 2007). Similarly, sport psychology professionals (SPPs) have reported the importance of engaging in self-

care as mean to engage in an effective, ethical, and long-lasting career (Quartiroli et al., 2019). Nevertheless, there currently exists no clear description of what self-care means to SPPs, the strategies they use, or how they experience these. As such, the present study aimed to address this gap in the literature and extend knowledge regarding how SPPs define self-care and benefit from it. Specifically, we sought to develop a consensually-agreed definition of self-care and the perceived outcomes; as well as key strategies used and any obstacles to self-care experienced by SPPs. A multinational panel of twenty-three SPPs were invited to participate in a 3-phase Delphi study. Participants were recruited based on their applied experience and the focus of their scholar activity. As group, these SPPs reported sharing their time between their academic (60.36%) and applied (39.64%) practice, with an average professional experience of 13 years (SD = 6.5 years). Among them, 12 reported to be legally allowed to practice psychology in their country and 10 held sport psychology specific credentials. During phase one participants were invited to outline their personal definition of self-care. Following a content analysis of these answers, we developed a working definition of self-care and invited the panelists to rate the clarity, representativeness, importance, and easiness of adherence to this as an SPP. Further, we sought consensus on the possible outcomes of self-care, such as enjoyment of life (M = 4.57, SD = 0.73), positive professional quality of life (M = 4.61, SD = 0.58), developing effective (M = 4.61, SD = 0.58) and ethical (M = 4.26, SD = 0.81) practice. Finally, they were also offered the opportunity to provide their rating about the frequency of challenges and strategies to overcome them, as well as about the usefulness of the strategies and the challenging level of each barrier. The implications for individuals and societies are discussed in relation to professional development and training, wellbeing, and ethical and effective practice.

P-33

COACHING REGRETS

*Leilani Madrigal, Long Beach State University, USA;
Jamie Robbins, Methodist University, USA;
Kimberly Tolentino, Long Beach State University, USA;
Joanny Valerio, Long Beach State University, USA;
Taylor Jackson, Methodist University, USA*

Regret is defined as a negative emotion elicited by thoughts that a different action or inaction would have yielded a more positive result (Gilovich & Medvec, 1995; Zeelenberg, 1999). People with more regrets have lower physical and emotional well-being (Dijkstra & Bareld, 2008), but people who consider possible regrets may make better long-term choices (Robbins & Stanley, 2012). Sports create many opportunities for both experienced and anticipated regrets. Studies have looked at this issue among athletes (Robbins, Madrigal, & Stanley, 2015). However, no such studies have addressed this issue among coaches. The purpose of the current study was to identify regrets among coaches. A total of 125 NCAA collegiate coaches (77 male; 48 female) across the United States completed an online survey identifying if they experienced regrets during their coaching career and what those regrets entailed. Coaches were predominately white (74.4%) with a mean age of 40.38 (SD = 12.06), and had an average of 12.38 years (SD = 10.82) coaching experience at the collegiate level. Results indicated 83.2% of coaches who responded experienced regrets. Of those who experienced regrets, 60 provided specific examples which were content analyzed

and categorized into the following themes: (a). coach-athlete interactions (i.e., emotional control, communication/feedback, pushing, personal/social, player management), (b) sport-specific decisions (i.e., game/event decisions, who to play/line-up, preparation, who to travel, recruiting, personnel management) and (c). regrets related to personal issues (i.e., family sacrifice, behavior as athlete, mindset, health). This presentation will include explanations of the specific regrets and a discussion of possible interventions to minimize these regrets in the future.

P-34

COGNITIVE PERFORMANCE GAPS: A PROPOSED FRAMEWORK TO OPTIMIZE ATHLETIC PERFORMANCE THROUGH EXPOSURE AND RESPONSE PREVENTION (ERP)

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Bjorn Bergstrom, Pacific University, USA*

Factors affecting performance, such as anxiety, have long been a central target for sport psychology. Methods to improve performance and reduce the negative effects of anxiety typically target positive mental focus by utilizing control-based cognitive interventions (e.g., Positive Mental Attitudes [PMA]). However, these models may not yield optimal results due to ironic processes and split-attention effects. Under certain conditions, PMA interventions may not effectively reduce anxiety or improve performance, and may even risk harming an athlete's performance. This poster proposes an Exposure and Response Prevention (ERP) framework for athletic performance optimization, based on the translation of clinical research via a neuropsychological conceptualization. The poster will: (1) Identify current sports optimization frameworks and gaps in the research; (2) Hypothesize mechanisms of maintenance and change in performance via learning theory, ERP, and neuroscience; (3) Delineate when PMA vs ERP-based approaches may be differentially effective; (4) Provide evidence-based frameworks for performance enhancement; (5) Provide a sample of an applied intervention with ERP; and (6) Identify targets for future research.

P-35

COLEMAN GRIFFITH: A PIONEER BUT NOT PATRIARCH OF SPORT PSYCHOLOGY

Kelzie Beebe, University of North Texas, USA

Coleman Griffith is widely regarded as the Father of Sport Psychology. Bestowed by Kroll and Lewis in 1970, this honorific has been carried forward through the decades and is still propagated by the field. The purpose of this historical review was to critically examine Griffith's placement as Father relative to his contributions and connections to the modern field. Griffith's conceptualization of and work in sport psychology, as well as its contextual elements in the early 20th century, was analyzed. He made three major contributions to the field: the conceptualization of sport psychology as an integration of research and practice,

the conceptualization of the coach as an amateur sport psychologist, and the creation of the job of paid sport psychologist. Although his success within each of these contributions was varied, they operationalized a way for psychologists to work with athletes that the historical record shows had never been implemented before.

By then exploring Griffith's connections to the modern field, this review synthesized the work of Gould and Pick (1995), Green (2003; 2006; 2009; 2011), Green and Benjamin (2009), Kroll and Lewis (1970), and Vealey (2006), among others. These researchers and biographers all suggest or identify a sizeable time gap and disconnection of influence exists between Griffith and modern practitioners. Further analysis and interpretation suggests Griffith is a pioneer in the field, but not the patriarch his honorific implies. Engaging with this reconceptualization of Griffith on the 50th anniversary of his elevation to Father of Sport Psychology provides modern practitioners the opportunity to better understand their field's history and their practical lineage, as well as reflect on their approach to sport psychology relative to Griffith's own.

P-36

COLLEGE WRESTLING: THE PSYCHOLOGICAL IMPACT OF WEIGHT LOSS

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Shaine Henert, Northern Illinois University, USA*

The purpose of the present study was to examine the psychological impact of weight loss on men's and women's college wrestlers. Some weight loss methods include changes in diet and exercise, while more dangerous methods include the use of sauna suits and diuretics (Barley et al. 2019; Franchini, Brito, & Artioli 2012). While studies have examined the physical and performance effects of weight loss on college wrestlers, little research focuses on its psychological impact. No research includes the weight loss experience of female college wrestlers. Women's college wrestling is an emerging sport, showing a need to include them in research of this kind. The participants in this study were 20 college-age individuals (17 men and 3 women) from a men's and women's wrestling team at a small, Division III college in the Midwest. Participants completed three different questionnaires over the course of college wrestling season. The Eating Attitudes Test, Beck Anxiety Inventory, and Beck Depression Inventory were used to assess participants' eating habits, perceived levels of anxiety and depression, respectively. In order to test whether there were significant differences in eating habits, anxiety, and depression due to weight loss over the course of the season, three separate paired sample t-tests were conducted. A significant decrease from baseline ($m = 12.1$, $sd = 8.19$) to follow-up ($m = 9.6$, $sd = 8.59$) data collection was found in eating habits scores ($t(19) = 2.353$, $p = 0.03$). A non-significant decrease from baseline ($m = 14.5$, $sd = 5$) to follow-up ($m = 11.5$, $sd = 9.5$) data collection was found on anxiety scores ($t(19) = 1.065$, $p = 0.3$), as well as, baseline ($m = 10.7$, $sd = 10.2$) and follow-up ($m = 8.8$, $sd = 9.4$) depression scores ($t(19) = 1.34$, $p = 0.2$). Wrestlers eating habits improved over the course of the season, and anxiety/depression levels decreased. Wrestlers seem to adjust to the process of weight loss during the season and these adjustments do not have a negative psychological impact on them.

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COMBAT VETERAN EMOTIONAL INTELLIGENCE: LESSONS ON PERFORMANCE UNDER PRESSURE

Amy Brown, University of Kentucky, USA;
Eric Street, United States Sports Academy, USA;
Amy Brown, University of Kentucky, USA

In foundational research, Goldman (1998) defined Emotional Intelligence (EI) as the “capacity to identify, comprehend, and manage one’s own emotions and those of others, to the precise level suited to the given situation, thus enhancing relationships.” Recent research found EI can be understood as the intersection of four sub-capabilities including well-being, self-control, emotionality, and sociability (Petrides, 2009).

EI has been used to assess workplace outcomes (Di Fabio & Saklofske, 2018; Schlegel et al., 2018), identify qualities of tutors, job seekers, and leaders (Pekaar, Bakker, Van Der Linden, & Born, 2018), as a foundation for continuing education (Mangubat, 2017), and was found to predict marathon finishing times (Rubaltelli, Agnoli, & Leo, 2018) suggesting that emotional regulation limits fatigue and improves overall performance. Greater EI has been shown to benefit coach-team dynamics and learning opportunities (Andrews, 2014), and enhance leadership capabilities of coaches (Chan & Mallett, 2011).

This study examined EI in the context of combat experiences of veterans from multiple eras of service. Veterans with a history of combat service were identified through veteran-specific community events, organizations, and other public venues, and additional veterans were recruited via snowball sampling. The TEIQue-SF (Petrides, 2009) is a measure containing 30 statements relating to EI including elements of well-being, self-control, emotionality, and sociability. A survey including the TEIQue-SF measure combined with narrative questions of veteran experiences was administered in both in-person and online formats. Thirty-seven veterans completed the survey, representing service in World War II, Vietnam, Desert Storm, Lebanon, and OEF/OIF/OND. Respondents were found to have moderate EI overall, although higher EI was found on the well-being and self-control subscales. We identified themes relating to EI from narratives of veteran experiences that inform performance under stress, and application of these themes to other contexts is discussed.

P-38

COMPARISON OF MENTAL SKILLS AND GRIT IN ELITE AND NON-ELITE JAPANESE COLLEGE KARATE ATHLETES

Tatsuo Yagi, Seiwa University, Japan

The primary purpose of this research was to compare mental skills and grit (Duckworth et al. 2007) of elite and non-elite Japanese college Karate athletes. The mental skills that were investigated included patience, aggressiveness, volition for self-realization, volition for winning, self-control, ability to relax, concentration, confidence, decisiveness, predictive ability, judgment, and cooperation, and grit, which included perseverance of effort and consistency of interests (Duckworth & Quinn, 2009). The participants were elite and non-elite Karate athletes of colleges in the First Division of

the Japan University Karate Federation (n = 109, 75 men and 34 women, mean age 19.7 ± 1.3 years, mean years of Karate practice, 14.2 ± 2.0 years) and (n = 116, 82 men and 34 women, mean age, 19.6 ± 1.2 years, mean years of Karate practice, 13.2 ± 2.9 years), respectively. They responded to the Diagnostic Inventory for Psychological Competitive Ability (DIPCA.3), developed by Tokunaga and Hashimoto (1988), which consists of 52 questions, categorized into 12 factors (mental skills), and the 12-item Grit Scale (Duckworth et al. 2007), which assesses perseverance of effort and consistency of interests in grit. The results indicated the following. (1) The mean “confidence”, “decisiveness”, “predictive ability”, and “judgment” scores of elite male athletes were significantly higher than those of non-elite male athletes. (2) The mean “decisiveness”, “predictive ability”, and “judgment” scores of elite female athletes were significantly higher than those of non-elite female athletes. (3) The mean “consistency of interest” score of elite male athletes was significantly higher than that of non-elite male athletes.

P-39

CONNECT OR DISCONNECT? ATHLETES' SMARTPHONE USAGE TRENDS AND OUTCOMES, WITH IMPLICATIONS FOR CMPCS TO OPTIMIZE SELF-REGULATION, WELL-BEING, AND PERFORMANCE

Poppy DesClouds, University of Ottawa, Canada;
Natalie Durand-Bush, University of Ottawa, Canada

The use of smartphones has become indispensable in today’s society. Research points to both helpful and detrimental implications of smartphone and social media usage for our executive function and well-being (Carrier, Rosen, & Rokkum, 2018). While there is accruing anecdotal evidence of athletes grappling with smartphone usage in peak performance times (e.g., Gregory, 2019), the impact of smartphones in athletes’ lives has not been empirically investigated. The purpose of this multiple-phase research project was to (a) explore smartphone usage trends of athletes, (b) assess psychosocial implications of usage, and (c) deepen understanding of how smartphone usage impacts athletes’ self-regulation, well-being, and performance. A sequential mixed methods design was employed to carry out three stand-alone studies targeting different methods: (1) focus groups, (2) longitudinal tracking of phone usage and psychosocial metrics, and (3) individual interviews. Data were collected from over 60 athletes at competitive, varsity, and elite levels. Results of thematic and trend analyses revealed that on average, athletes used their phones for 23.5 hours per week, predominantly for social media and messaging. Athletes’ usage frequency remained distinctly light or heavy throughout the year, and they maintained stable, functional psychosocial profiles, regardless of their frequency of usage. Participants reported a continuum of positive (e.g., self-regulation, social connectedness) and negative (e.g., distraction, disengagement, stress) smartphone usage, with paradoxical implications for sport preparation, performance, and recovery. As findings underscore a deeply nuanced relationship between athletes and their phones, it is necessary to rethink a one-size-fits-all approach of banning smartphones in the sport context. Instead, customized protocols for smartphone usage, that consider context and individual skills (e.g., self-regulation, mindfulness) to leverage the benefits of smartphone technology, are recommended. Guidelines for mental performance consultants to help athletes and coaches intentionally and proactively train skills for smartphone regulation and optimization have been created.

P-40

CONNECTING THE DOTS: SPORT PSYCHOLOGY CONSULTANTS EXPLAIN THE PURPOSE OF DEBRIEFING

Stefanee Maurice, California Polytechnic State University, USA;
Megan Byrd, Georgia Southern University, USA;
Holt Crawford, California Polytechnic State University, USA;
Twila Tran, California Polytechnic State University, USA;
Carolena Charalambous, Georgia Southern University, USA

One of the most variable components of sport psychology consultations is debriefing. Rather than being grounded in research like the performance enhancement techniques used by sport psychology consultants, debriefing is often taught for only a brief stint of the educational journey, if at all. Many sport psychology consultants engage in debriefing with their clients but believe they are lacking training on how to properly use debriefing (Byrd & Maurice, in review). Thus, the views on the purpose of debriefing are wide-ranging and evaluating the success of debriefing work is difficult to accomplish. The purpose of this study was to qualitatively examine how sport psychology consultants explain the purpose of debriefing. The participant responses (N=128) to the question "What is the purpose of debriefing?" were analyzed using inductive coding and thematic analysis. Responses to this question ranged from praising debriefing as the "most important part" of their work to describing it as feeling "stupid and pointless." Overall, the majority of participants viewed debriefing as a learning mechanism that allows both the consultant and client to "be on the same page", "connect the dots", and "make plans for the next steps." Participants also described the debriefing process as a time for athletes to "improve self-reflection skills" and "make meaningful connections to performance." The findings give insight to the sport psychology community that more research needs to be conducted regarding the purpose of debriefing, how to conduct debriefing and how to evaluate the work being done. Sport psychology consultants view debriefing as an important element of their applied work and more research is needed to understand how to best educate and train these professionals so they may operate within their bounds of competence.

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CONSIDERATION OF CULTURAL SPORT PSYCHOLOGY IN A MENTAL TRAINING INTERVENTION WITH AN INTERNATIONALLY DIVERSE HIGH SCHOOL SOCCER TEAM

Maira Negri Silva, SIUE, USA;
Courtney Kendrick, Southern Illinois University Edwardsville, USA;
Lindsay Ross-Stewart, Southern Illinois University Edwardsville, USA

The purpose of this poster will be to highlight the unique experience of completing a psychological skills training program with international high school athletes. The number of international student-athletes in the United States rises every year (Popp, Pierce, & Hums, 2010). International students bring diverse cultural backgrounds to their teams/sports, and practitioners need to be prepared to understand the athletes and their cultural diversity (Schinke & Moore, 2011) to have a successful consulting relationship. When practitioners are more prepared to work with these cultural diversities, it brings

a more effective care and well-being to the athlete (Comas-Diaz, 2011). International student-athletes face several barriers including culture shock, homesickness, social isolation, anxiety, stress and symptoms of depression (Duchesne, Bloom, Sabiston, 2011). Cultural sports psychology helps consultants, coaches and international athletes overcome those issues and succeed in sports and advance in their careers (Duchesne, et al., 2011).

This poster will focus on the awareness of cultural sport psychology in a three-month intervention with a boy's high school soccer team made up of 22 international players. The student-athletes, ranging in age from 16-19 were students from Brazil, Portugal, South Africa, and Colombia. Even among the students from the same countries, race, social economic status, and cultural background were varied. During the intervention, the consultants were aware of the boundaries, respected the athletes' individuality and did not create any stereotype within the group. The topics covered included; focus, concentration, imagery and communication. Special attention will be given to the efforts made for cultural competency during this intervention with a diverse population.

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CONSULTING THROUGH LANGUAGE BARRIERS

Courtney Kendrick, Southern Illinois University Edwardsville, USA;
Maira Negri Silva, SIUE, USA;
Lindsay Ross-Stewart, Southern Illinois University Edwardsville, USA

Sport, exercise, and performance psychology practitioners are finding themselves working with athletes from a variety of cultures and languages, yet, there is little research on the subject (McGannon, Schinke, & Busanich, 2014). With the increased knowledge on the importance of the client practitioner relationship in the field, recognizing and addressing the role of language barriers in consulting is necessary for the practitioners (Salami, Salma, & Hegadoren, 2018). One of the main reasons that international individuals do not seek mental training is in part due to the language barriers impeding on the effectiveness of the trainings (Salami, Salma, & Hegadoren, 2018). From 2000 to 2010, the number of international athletes increased from 6,000 athletes to 18,000 athletes in the NCAA (Lewter, 2015). Taken together this information clearly shows a need for more information on completing mental training programs with cultural and language barriers to better understand and assist athletes. This poster will focus on the experiences of an English-speaking mental training coach during a four-month intervention with a group of international high school athletes in the United States who knew little to no English. Themes covered will include challenges that were faced, such as giving instruction on a team building activity or relating to their past experiences and the adaptations made to enhance the experience for the athletes.

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COUBERTIN'S CORNER: REPLICATING AND EXTENDING RESEARCH IN THE CLASSROOM WITH GOLF PUTTING

Samuel Forlenza, Shippensburg University, USA

Over 100 years ago, Pierre de Coubertin founded the modern Olympic Games. Importantly, he instituted educational conferences as part of the Olympic movement. In tribute to de Coubertin, the AASP Teaching Sport and Exercise Psychology SIG has developed the concept of "Coubertin's Corner" as a way of grouping and integrating poster submissions on teaching topics. This poster describes three in-class experiences based on existing empirical research. In all three labs, students performed a series of 1.5-meter golf putts on a portable putting green and completed a control condition and two experimental conditions (counterbalanced). Distance from the hole was the primary dependent variable and data were aggregated across four to seven semesters. The first lab compared the influence of external and internal distractions on performance (based on Wulf & Su, 2007). The Repeated Measures Analysis of Variance (RM ANOVA) was significant, $F(1.70, 191.77) = 4.26$, $p = .021$, $\eta^2 = .036$, with follow-up tests indicating that external distractions significantly harmed performance. The second lab tested the Ebbinghaus illusion (Witt et al., 2012). Perceptions of the size of the hole were manipulated using surrounding 'holes' that were smaller or larger than the target hole. The RM ANOVA was significant, $F(1.80, 123.99) = 3.66$, $p = .033$, $\eta^2 = .050$, with follow-up tests indicating participants performed best when surrounding 'holes' were smaller. The third lab tested hemisphere-specific priming (Beckmann et al., 2013). Participants either activated the right side of their brain (associated with motor tasks) or the left side of their brain (associated with pressure) via contralateral activation. The RM ANOVA was not significant, $F(1.94, 134.17) = 0.16$, $p = .845$, $\eta^2 = .002$. A general discussion will highlight strengths (application of scientific concepts, research study replication) and limitations (wide participant skill levels, equipment restrictions) of this approach.

P-44

CREATING A CLIMATE OF ATHLETIC SUCCESS- ASSESSING COLLEGIATE ATHLETIC ACADEMIC CENTERS

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There are over 400,000 student-athletes who compete in National Collegiate Athletic Association (NCAA) intercollegiate athletics programs across the three divisions (Rubin & Moses, 2017). Leonard (1984) identified sport as a "microcosm of society" and further argued that as such it is difficult for the sport to isolate or insulate itself from the wider societal interactions (p.64). Student-athletes have a quite different college experience in comparison to general student population as they experience more rigorous athletic, health, and time constraints, which are placed upon them (Beyer & Hannah, 2000; Rubin & Moses, 2017). In the last couple of decades major college programs have invested into building academic centers exclusively for student-athletes. Development of these centers raised concerns regarding the consequences of the specialized services offered within the centers. It is surprising that there is very limited research that shows us what the climate is like within athletic-academic centers given there are such large investments into development of the centers

and services offered. Hence, it is important to examine how student-athletes feel within an environment designed and developed specifically for them. The purpose of this study was to explore the culture within athletic-academic centers and assess whether student-athletes feel supported there regarding their academics, athletics, social connectedness, and mental wellness. We have gathered data from N=55 student-athletes from Division I, II, and III universities via a survey we developed specifically for this project. The survey was developed because there were no instruments available to assess student-athletes' climate in this specific environment. The results provide us with an insight of how student-athletes feel they are treated within athletic-academic centers and where they lack support. We were able to recognize patterns, needs and gaps that led us to provide practical implications for practitioners and the staff within athletic-academic centers.

P-45

CREATING A THRIVING ENVIRONMENT: AN ETHNOGRAPHIC EXPLORATION OF A DECENTRALIZED OLYMPIC AND PARALYMPIC SPORT ORGANIZATION

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Success is a primary concern for elite sport organizations with implications for athlete selection, coach and support staff employment, and sport organization access to funding. This can create environments that prioritize success, often to the detriment of athlete well-being. However, research has highlighted the potential to promote performance and well-being concurrently, rather than as isolated experiences (i.e., thriving). Therefore, this study aimed to further our understanding of thriving by exploring the environmental factors within a decentralized Olympic and Paralympic sporting organization that influence athletes' joint experiences of high performance and well-being. As sustained performance and well-being in elite athletes are dependent on the support of multidisciplinary teams, conducting an ethnography allowed for the perspectives of all stakeholders to be included (e.g., athletes, coaches, support staff, performance directors). Using inductive thematic analysis of data gathered over a sixteen month period (e.g., observations, interviews, reflections), three main themes were generated relating to the creation of thriving environments in elite sport. Firstly, coaches formed the pillars of the training and competition environments through honest, authentic, and personalized leadership that allowed for a deep understanding of the athletes as individuals. Secondly, the athletes wished to be viewed as elite performers, with an expressed desire for their physical environment, access to support staff and organizational support to be reflective of this wish. Lastly, the athletes appreciated motivating and encouraging environments that broke up the monotony of training, characterized by challenge (e.g., pressure training, competition simulations) and perceived high levels of support. This ethnography provides an original, rigorous, and in-depth account of the environmental factors that influence athletes' thriving by incorporating the rich and contextualized perspectives of multiple stakeholders. The practical implications of these novel findings are discussed, offering a better understanding of how sport organizations can create environments that facilitate thriving in their athletes.

P-46

CREATING PRESSURE TRAINING IN BASKETBALL: A PILOT STUDY OF FEASIBILITY

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Pressure training (PT) involves athletes training under psychological pressure that is systematically created by increasing consequences and/or demands that increase a task's difficulty (Stoker et al., 2017). Previous PT studies have consisted primarily of short-term interventions in experimental settings, but recent studies also suggest that incorporating PT into athletes' regular training requires balancing practicality and effectiveness (Low et al., 2020). These challenges increase in a team setting where pressure manipulations must be meaningful for different individuals. Thus, this pilot study aimed to test the feasibility, acceptability, and effectiveness of a PT intervention for male basketball players (age 17-19 years). Eight players and one coach from a basketball academy participated in a mixed-method single-subjects design study. Players participated in five PT sessions following the team's twice-weekly practices. Players completed a shooting drill or played a one-on-one game while exposed to demand and consequence manipulations (e.g., coach evaluation). The manipulations were selected according to players' ratings of potential pressures obtained during a pre-intervention focus group. After the drill or game, players completed a 7-point perceived pressure scale and the Intermediate Anxiety Measurement Scale (IAMS). Post-intervention focus groups with players and an interview with the coach were conducted after the last PT session. Key themes from pre-intervention focus groups revealed coaches, opponents, and the fear of mistakes were the main sources of pressure in games. Another theme to emerge was that players felt lower energy and less competitive when practicing against teammates. Perceived pressure was consistent but relatively low across PT sessions ($M = 3.27$; $SD = 0.62$). Post-intervention interviews highlighted the important role of the coach during pressure manipulations. Although participants viewed PT as valuable, feasibility was limited due to injuries and scheduling conflicts. Results offer practical considerations for designing PT in team settings and enhancing effectiveness of pressure manipulations.

P-47

DAILY METRICS MADE EASY: TRACKING STRESS, MOOD, & PERFORMANCE

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As daily tracking tools assist in measuring metrics from heart rate data to movement goals, the implementation of athlete monitoring requires costly financial and human resources to obtain, analyze, and utilize the data effectively (Saw, 2015). Self-report measures such as questionnaires and diaries are a relatively simple and inexpensive approaches to monitoring athlete responses (Halson, 2014), yet they often measure a single construct of performance or are difficult to quantify into generalizable data. This pilot study examined an innovative approach to tracking perceived stress, mood, and performance using athlete self-report where machine learning

(K-Nearest Neighbor Algorithm) was utilized to predict performance based on a participant's previous self-report of stress and mood. The developed tool involves an athlete physically marking a paper scale along an unquantified line for the constructs of stress, mood, and performance; markings which were later measured using a standardized key and transcribed into quantifiable data. Data were inputted into an algorithm created uniquely for each individual participant which predicted performance based on self-reports of stress and mood. This process was repeated over a 4-month span where daily data contributed to an ever-evolving algorithm. A discussion on the rationale, development, and implementation of the finalized tool within elite high school athletics is shared. Discussion on generalizability, limitations and next steps of the tool is included.

P-48

POSTER WITHDRAWN

P-49

DELIVERING PERFORMANCE PSYCHOLOGY SERVICES TO LAW STUDENTS

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There is a lack of situational examples involving the implementation of performance psychology in law school settings. Due to the highly competitive nature of the field and graduate school process, law students experience severe stress and difficulties while performing at the required level. Stemming from a discussion with Law School Administration, our doctoral cohort was approached with the request to provide mental skills training and overall well-being workshops to first and second-year law school students. Through multiple sport psychology workshops and in conjunction with Law School leadership, we exposed law school students 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. Delivered via group classroom sessions, with the goal of individual sessions in the future, law students were encouraged to develop self-awareness and self-regulation skills, and were very open and welcoming to the performance psychology training. Some things we observed while working with this group include high participation, as well as high quality of input by the students during sessions. This can be explained by the fact that these students are highly motivated, competitive, and mature. At the end of each session, we asked the students to provide anonymous feedback, including requests for some things they would like to work on. The feedback was positive and included a number of topics that can be covered in future sessions. The associate dean also expressed her satisfaction with our work, and requested individual sessions moving forward. The purpose of this poster is to report this feedback, and to share this unique experience of performance psychology graduate students in working in a non-sport performance application. As the field of sport psychology continues to expand into different realms of performance, this request for services from law students and administration presents a new and exciting landscape for the applied mental skills training.

P-50

DETECTING PATTERNS: LINKING GPS MOTION ANALYSIS WITH SELF-REPORTED PSYCHOLOGICAL REFLECTIONS AMONG COLLEGIATE WOMEN SOCCER PLAYERS

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Evidence in the research literature links psychological factors such as stress, anxiety, mood and sleep quality to sport performance (Andrade et al., 2016; Ball, 2015; Humara, 1999; Samuels, 2008). GPS technology has been shown an effective way to measure sport-related activity, work load, and other metrics of movement that have been associated with the psychological factors listed above, as well as injury risk forecasting (Carling et al., 2008; Rossi et al., 2018). The purpose of this research was to develop performance profiles of six collegiate women club soccer players in order to explore patterns between three sport performance outputs (GPS training load, distance traveled, sprint counts), and seven self-reported psychological measures (sleep duration, sleep quality, fatigue, mood, soreness, stress, ratings of perceived exertion). Data were collected across two 48-hour periods (separated by one week) that included a Sunday match, and a Monday regeneration training session. Players wore GPS tracking devices during match and training play, and completed short surveys at the conclusion of games and training sessions regarding selected psychological and physical states. Analyses of data across the six athletes highlight patterns and potential associations between sleep quality/duration as measures of readiness for activity, performance indicators derived from motion data analysis, and post-exercise, self-reported states of mind and body. Heat map illustrations provide visual representations of GPS motion analyses (GPS load, distance, sprint counts), and are used to compare performance patterns of the players across the four activity sessions. The heat map representations of each player are subsequently paired with their matched descriptive statistics on the self-report variables of mental and physical status for each event. These pairings suggest possible associations between psychological state and performance that may be useful toward periodization schedules, injury prevention, and motivation for future research.

P-51

DEVELOPING AN EVIDENCE-BASED HEALTH PROMOTION PROGRAM TO FACILITATE VETERANS' REINTEGRATION TO CIVILIAN LIFE

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Upon leaving the military, veterans frequently report a sense of disconnectedness that they experience both socially (i.e., loneliness, social isolation) and personally (i.e., self-connectedness – lack of purpose or goals; Elnitsky et al., 2017). Disconnectedness is an inherent aspect of the military life cycle; when individuals enter the service, they detach from their previous civilian lives and identity, and adopt military norms, values, and language through basic training (Angel et al., 2018). However, as military personnel exit the service,

there is no concerted effort comparable to basic training that helps veterans reacclimate and reconnect to civilian life.

To address this gap, a collaborative team within the Department of Veterans Affairs developed a community-based health promotion program known as RECLAIM (REconnecting to Civilian Life using Activities that Improve Mindfulness) to facilitate social and self-connectedness. RECLAIM is rooted in the self-determination theory and the interpersonal psychological theory and incorporates mindfulness strategies (e.g., imagery, yoga, diaphragmatic breathing, body scanning) to promote psychological well-being. Focusing on enhancing psychological well-being can help veterans establish positive relationships, autonomy, and personal growth and development.

To prepare for successful piloting and implementation of RECLAIM, focus groups and interviews were conducted with veterans (n=14) and stakeholders (n=27) to elicit feedback. Thematic analysis of qualitative data revealed shared perspectives that provided insight into 1) program design and recruitment considerations, 2) the ability of a health promotion program to expand on typical health care, and 3) the ability of RECLAIM to provide veterans with structure as they reintegrate into civilian life. This presentation will expand on these findings and discuss the process of developing an evidence-based health promotion program, along with lessons learned and challenges experienced. The presentation will also include practical recommendations for sport psychology professionals interested in developing or promoting programs that incorporate similar mindfulness strategies.

P-52

POSTER WITHDRAWN

P-53

DEVELOPMENT AND EVALUATION OF A RESILIENCE-BASED EDUCATIONAL PROGRAM FOR FIRST-YEAR COLLEGIATE STUDENT-ATHLETES

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The transition from high school to college brings many academic, athletic, and social challenges for student-athletes (e.g., increased course rigor, scrutiny from public, extensive time commitments), yet also presents the opportunity for personal growth and development (Compas, Wagner, Slavin, & Vannatta, 1986; Gayles & Baker, 2015). During this transition, student-athletes can benefit from strengths-based resilience programming (Fletcher & Sarkar, 2016) to create a more holistic student-athlete experience linked to increased self-esteem (Martin, 1999), quality of life (Groff, Lundberg, & Zabriskie, 2009), and athlete satisfaction (Burns, Jasinski, Dunn, & Fletcher, 2012). This presentation will provide an overview of the development and evaluation of a resilience-based educational program for student-athletes transitioning into college. The program was designed in both in-person and online modalities and included four workshops focused on developing a healthy student-athlete identity, stress management and coping skills, social networks, and a leadership mindset. In total, 135 freshman student-athletes

at two NCAA Division I universities completed the program and evaluated it via survey responses and focus-group interviews. Results revealed that student-athletes evaluated all four workshops and the overall program as very beneficial for the transition to college. Student-athletes indicated they learned important concepts in the program, had taken specific actions because of the workshops (e.g., I have taken steps to become a better-rounded individual), and enjoyed the program. Overall, 93% of student athletes recommended that future student athletes take the program. Student-athletes who completed the in-person workshops rated the programming slightly higher than those who completed the online workshops across all items. Interestingly, those who completed the online programming overwhelmingly stated they preferred the online programming, while those in the in-person programming stated that they preferred the in-person programming. The presentation will highlight unique conclusions about student-athlete psychological development and share implications and recommendations for educational programming and support.

P-54

DEVELOPMENT OF MENTAL TRAINING MANUALS TO TEACH THE SCIENTIFIC - PRACTITIONER MODEL IN SPORT PSYCHOLOGY GRADUATE STUDENTS

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Courtney Kendrick, Southern Illinois University Edwardsville, USA;
Savana Robinson, Southern Illinois University-Edwardsville, USA;
Patrick Scipio, Southern Illinois University Edwardsville, USA;
Harben Branco Filho, Southern Illinois University Edwardsville, USA;
Maira Negri Silva, SIUE, USA;
Lindsay Ross-Stewart, Southern Illinois University Edwardsville, USA;
Kimberly Ferner, Southern Illinois University Edwardsville, USA

Experiential learning is a necessary experience for students in a graduate program (Kolb & Kolb, 2005), however, it is often difficult for students to engage in meaningful experiential work, due to a lack of understanding of how to ground their applied work within a theoretical framework (Jacobs, 2019). The skill of understanding research and using it to guide applied practice is often difficult to develop in new sport psychology consultants, yet it is imperative within the field of applied sport psychology for consultants to rely on the scientific practitioner model when working with clients (Jacobs, 2019). This poster will focus on the use of a semester long assignment in a graduate level sport psychology program as a tool for teaching students how to take what they learn through research and appropriately use it to teach mental skills to athletes. Experimental learning is a prime example of how important it is to use the scientific application for educational success (Rull, 2014). The poster will focus on the objectives of and different components of the assignment, including research reviews, annotated bibliographies and applied "chapters". Highlighted will be assessments of the outcomes of the assignment on student learning, as well as the challenges the students face while completing this semester long assignment, from both the professor and students' perspectives. This poster will help disseminate a tangible tool for the teaching of the scientific practitioner model to graduate students in sport psychology.

P-55

DIFFERENCES IN INTRINSIC MOTIVATION BETWEEN ELITE AND NON-ELITE BASKETBALL PLAYERS

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The purpose of this study was to examine differences in subtypes of intrinsic motivation between elite and non-elite basketball players. Seventy (70) male basketball players completed the Reiss Motivation Profile®. The Reiss Profile® is a 128-item, standardized assessment of the intensity of an individual's motivation in 16 areas, or desires, that are universal to all humans: acceptance, beauty, curiosity, eating, family, honor, idealism, independence, order, physical activity, power, saving, social contact, status, tranquility, and vengeance (Reiss, 2013). The Reiss Profile® has been shown to produce valid and reliable data (Havercamp & Reiss, 2003) and has previously been used in athletic populations to examine underlying motivation (Reiss et al. 2001). Participants included elite players (N = 38) who were selected in the first round of the National Basketball Association (NBA) Draft and non-elite players (N = 32) who were members of varsity high school teams. Results indicated that elite players reported significantly lower scores (i.e. needs) in five areas: Acceptance (p = 0.0001), Eating (p = 0.0151), Power (p = 0.0406), Social Contact (p = 0.0001), and Status (p = 0.0001). Elite players reported significantly higher scores (i.e. needs) in three areas: Family (p = 0.0180), Idealism (p = 0.0288), and Physical Activity (p = 0.0310). These results suggest that elite and non-elite players may have different reasons for participating and may benefit from different mental training and motivational approaches. Compared to elite players, high school players may benefit from a greater emphasis on managing negative thoughts, interacting with peers, and receiving recognition for their performance. Elite players, meanwhile, may find greater meaning in the physical demands of the sport, family dynamic of a team, and guidance from coaches. These results may help practitioners tailor their approach to the competition level of the teams they are supporting.

P-56

DIFFERENCES IN PERFORMANCE SATISFACTION AND ATHLETIC COPING SKILLS IN COLLEGIATE ATHLETES WHO ARE SEEKING OR NOT SEEKING SPORTS PSYCHOLOGY SERVICES

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Jeffrey Shulze, USA;
Jordan Collins, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA

Introduction: To provide athletes who seek sports psych services with the most beneficial interventions, it is important to investigate the relative areas of strength and concern for these athletes. To gain more information about the characteristics of athletes who seek sports psych services, the present study investigated how the performance satisfaction and athletic coping skills of these athletes compare to more general populations of athletes. Athlete satisfaction and athletic coping were chosen to be the focus of this study due to the important role that these constructs play in sports performance (Riemer & Chelladurai, 1998; Smith, Schutz, Smoll, & Ptacek, 1995).

Methods: 68 NCAA Division I men and women's student-athletes from various sports completed the Athlete Satisfaction Questionnaire (ASQ; Riemer & Chelladurai, 1998) and the Athletic Coping Skills Inventory (ACSI; Smith et al., 1995). The athletes' scores on the ACSI and the Individual Performance subscale of the ASQ were then compared with scores previously reported in the literature.

Results: Independent samples t-tests revealed that athletes seeking sports psych services had significantly lower coping scores ($M=45.16$, $SD=12.13$) than athletes in the ACSI's standardization sample ($M=48.35$, $SD=9.64$, $t(1093)=3.19$, $p<.001$; Riemer & Chelladurai, 1998) and significantly lower individual performance satisfaction scores ($M=4.02$, $SD=1.53$) than athletes in the ASQ's standardization sample ($M=4.70$, $SD=1.2$, $t(675)=4.18$, $p<.001$; Smith et al., 1995).

Discussion: Athletes seeking sports psych services scored lower on measures of athletic coping skills and personal performance satisfaction than athletes who were not seeking such services. These findings suggest that athletes seeking such services could benefit from interventions aimed at increasing their coping skills and their satisfaction with their own performance. However, it would be prudent for future research to attempt to replicate these findings using more nationally representative samples.

P-57

DIFFERENCES IN SOCIOCULTURAL ATTITUDES TOWARD APPEARANCE AMONG STUDENT-ATHLETES AND NON-ATHLETES

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Joanne Perry, University of North Carolina Charlotte, USA;
Michael Ross, Saint Louis University, USA

Purpose: Individuals' attitudes about appearance are shaped by messages from family, peers, and the media, as well as internalization of societal body ideals. For women in the U.S., this ideal represents a thin figure; for men, the ideal represents a muscular yet lean figure. Ideal athlete body composition for performance, especially among female athletes, can differ from broader societal ideals. Messages about societal and athlete body ideals together may be associated with differences in body image among athletes. The present study examined differences in sociocultural attitudes toward appearance based on athlete status and gender. **Methods:** Participants included student-athletes ($n = 75$) and student non-athletes ($n = 211$) recruited from a Division I university in the Midwest. Participants completed the Sociocultural Attitudes Towards Appearance Questionnaire-4 online.

Results: A factorial analysis of variance was used to examine differences by athlete status and gender. Athletes compared to non-athletes reported higher levels of internalized muscularity, $F(1, 282) = 8.39$, $p < .01$, $\eta^2 = 0.03$. Regardless of athlete status, men reported increased desire for muscularity ($F(1, 282) = 8.25$, $p < .01$, $\eta^2 = 0.03$), while women reported increased desire for a thin figure ($F(1, 282) = 15.90$, $p < .001$, $\eta^2 = 0.05$). Overall, non-athletes reported higher levels of perceived appearance-related pressure from the media, $F(1, 282) = 17.02$, $p < .001$, $\eta^2 = 0.06$; however, women—regardless of athlete status—reported higher levels of perceived pressure from media compared to men, $F(1, 282) = 54.20$, $p < .001$, $\eta^2 = 0.16$.

Discussion: Results of this study add to existing knowledge about factors that influence male and female athletes' attitudes toward their appearance, as well as how these factors differ from those associated with non-athletes. This knowledge can help identify potential avenues for targeted prevention or treatment of body dissatisfaction among student athletes.

P-58

DIFFERENCES IN STIGMA AND ATTITUDES TOWARD COUNSELING BETWEEN COLLEGE STUDENT-ATHLETES AND NONATHLETES

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Recently, there has been growing interest in student-athlete mental health help-seeking. This body of research has blossomed alongside help-seeking research in the general college population. However, researchers have inconsistently found differences between student-athletes and nonathletes regarding levels of stigma and attitudes toward counseling (e.g., Barnard, 2016; Leimer, Leon, & Shelley, 2014; Watson, 2005). One limitation of previous comparison studies is that they do not control for factors known to influence attitudes and stigma, such as gender and previous treatment history. Therefore, the purpose of this study was to examine differences in stigma and attitudes toward counseling between a sample of student-athletes and nonathletes while controlling for these variables. This study was part of a larger study focusing on student-athletes, which included more measures and had different research questions. The current sample ($N = 902$), consisted of student-athletes from two universities representing NCAA Division I and III ($n = 243$) and nonathletes from the same Division I university. The relevant measures completed by participants for this study addressed public stigma, self-stigma, and attitudes toward seeking mental health services. We used MANCOVA to analyze differences between the groups, controlling for gender and previous help-seeking experience. After controlling for these covariates, there were no differences between the groups on stigma or attitudes, Wilks $\lambda = 1.0$, $F(3, 893) = .72$, $p = .54$, partial eta squared = .00. We discuss possible reasons for the improvement of stigma and attitudes amongst student-athletes. Additionally, the implications for future outreach and intervention with student-athlete populations are discussed.

P-59

DIFFERENT STRATEGIES FOR DIFFERENT STAGES: EMOTION REGULATION ACROSS THE TRANSTHEORETICAL MODEL STAGES OF CHANGE

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The physical and mental benefits of regularly exercising are well established, however many people continue to struggle with maintaining, or even beginning, a consistent exercise regime (Craft & Perna, 2004; Penedo & Dahn, 2005; Warburton, Crystal, & Bredin, 2006). Some of the efforts to encourage regular exercising habits involve utilizing the Transtheoretical Model (TTM) of Behavior Change developed by Prochaska and DiClemente (1983; 1997). Additionally, exercisers have stated that the emotional component of exercising might be most influential factor in exercise adherence. However,

an examination of emotion regulation strategies across the transtheoretical model has never been completed. Therefore, the purpose of the present study was to investigate potential relationships between habitual emotion regulation usage and stages of change pertaining to exercise and physical activity. Participants included 124 undergraduate students ($M_{age} = 22$, men $n = 64$, women $n = 59$) attending a Northeast American university. Participants completed the Stages of Change Questionnaire (McConaughy et al., 1983) as well as the Emotion Regulation Questionnaire (Gross & John, 2003). Participants were also prompted to complete an open-ended question inquiring as to any emotion regulation strategies used throughout the course of a recent exercise session. There was no significant relationship between stages of change and habitual emotion regulation habits. However, qualitative data revealed how all the emotion regulation families of strategies are used to facilitate adherence to exercise programs. Exercise can induce intense emotions that are both desired and undesired. The ability to regulate emotions might facilitate exercise adherence.

P-60

DOES HEIGHT MATTER? RELATIONSHIP BETWEEN HEIGHT AND PSYCHOLOGICAL PARAMETERS IN YOUNG ELITE FEMALE BASKETBALL PLAYERS

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Robert Weinberg, Miami University, USA;
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Many studies have shown that a greater proportion of athletes are born in the first quarter of the annual-age groupings than in the fourth quarter, referred to as the relative age effect (RAE; Smith et al., 2018). RAE is particularly significant in sports where height, weight, and strength are important, such as basketball. Many explain the RAE in terms of physical differences, but is it possible that tall players differ from short players on psychological variables? Therefore, the purpose of the present study was to explore possible difference in various psychological variables based on height. Female basketball players ($n = 77$) selected for youth national team practices in their age group (U15, U17, and U19) had their height measured and answered the Sport Mental Toughness Questionnaire (SMTQ; Sheard et al., 2009), Task-and-Ego-Oriented in Sport Questionnaire (TEOSQ; Duda & Nicholls, 1992), Sport Anxiety Scale-2 (SAS-2; Smith et al., 2006), and Test of Psychological Skills (TOPS; Thomas et al., 1999). Players within each age group were divided into three groups based on their height (tall, medium, and short). Results from one-way ANOVAs revealed no differences between tall and short in the U15 team ($n = 32$). In the U17 team ($n = 30$) tall players used more of goal-setting and imagery in practices, and better activation in competition than short players. Short players reported better emotional control in competition than tall players. In the U19 team ($n = 15$) tall players reported more constancy according to the SMTQ than short players. Tall players were also more task oriented and had less performance concerns than short players. Based on these findings it seems that youth basketball coaches need to consider that short players might need more mental training than tall players, especially proper goal-setting and imagery, which could help short players to become more task oriented and, thus, experience less concerns about their performance.

P-61

DOES NOISE CONTROL MODERATE THE EFFECT OF MUSIC ON AEROBIC EXERCISE EXPERIENCE

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Simon Wesley, Florida International University, USA;
Anamaria Astudillo, Florida International University, USA;
Jessenia Otalora, Florida International University, USA;
Renata Pavanelli, Florida International University, USA

Extensive research has supported the positive effects of music on exercise performance, enjoyment, and adherence. Furthermore, as exercise intensity increases musical stimuli delay the attentional shift from external to internal. However, the extant literature has not examined the relationship between exercise noise levels (e.g., treadmill motor, footfalls, and respirations) and listening to music during exercise. This study examined how ambient noise moderates attentional processing and affective responses while listening to music during exercise. Participants completed the Balke & Ware Treadmill Exercise Test until voluntary exhaustion. To date, researchers have randomly assigned 16 participants to either a control group or one of two experimental groups (music with or without noise-cancelling features). Measures of heart rate (HR), rating of perceived exertion (RPE), and attention were taken every minute during exercise. Further data collection and analysis is ongoing. Results from the first 16 participants indicate no significant difference in HR, $F(2,14) = .69$, $p = .52$, $\eta^2 = .09$, attention $F(2,14) = .37$, $p = .70$, $\eta^2 = .05$, or RPE, $F(2,14) = 2.65$, $p = .11$, $\eta^2 = .28$. An effect of condition on post-exercise enjoyment trended towards significance $F(2,14) = 3.34$, $p = .07$, $\eta^2 = .32$. Specifically, participants in the noise-cancelling condition ($M = 48.80$, $SD = 38.62$) reported significantly higher levels of post-exercise enjoyment than the control condition ($M = -21.33$, $SD = 48.13$, $d = 1.61$) and non-significantly higher levels than the non noise-cancelling condition ($M = 3.43$, $SD = 50.70$, $d = 1.06$). The small sample size of the ongoing study limits potential conclusions. However, early results indicate cancelling ambient noise stimuli creates a more enjoyable exercise experience. Continuing data collection and future implications will be discussed.

P-62

DOING IT RIGHT - MENTAL TRAINING FOR HIGH SCHOOL ATHLETES: THEORETICAL MODEL, MENTORSHIP, DELIVERY, AND EVALUATION

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This study examined a 12-week mental performance training program for high school athletes based on a model of performance enhancement, emphasizing 12 mental performance skills that rest on the premise that behaviors can be controlled, cognitive processes and physiological sensation can be influenced, and emotional experiences require mindfulness/ acceptance. The 12 specific skills included: Values, Motivation, Goal Setting, Self-Talk, Mindful Attention, Mental Imagery, Self-Attunement, Anxiety

Tolerance, Assertive Communication, Channeling Emotion, Energy Management, and Anxiety Reduction. The program consisted of 12 didactic and interactive sessions, co-facilitated by two mental performance trainees who worked under the supervision of the first author. Each session provided athletes with opportunities for skill application.

Participants were 29 athletes (16 male, 13 female) from a large public high school in the Mid-Atlantic, representing both football and volleyball. After completing informed consent, athletes provided an Expectation Rating and completed the Athletic Coping Skills Inventory (ACSI) and a newer instrument (based on the performance model) that is currently undergoing validation. Adherence Ratings (attendance and engagement) were collected throughout the program and participants completed the ACSI and the newer instrument again at the end of the program along with an Evaluation Form rating their satisfaction with the program.

Anecdotal and quantitative support for best training practices will be shared, along with lessons learned. Results showed a significant increase in scores on both the ACSI ($p < .001$) and the newer instrument ($p < .001$) from baseline to follow up. This finding held true for the total scores as well as 3 of the 7 subscales of the ACSI and 9 of the 12 subscales of the newer instrument. Increase in scores did not appear to be influenced by gender or adherence, indicating that the program was effective for a wide range of participants. This finding was also supported by the post-program evaluation scores ($M = 4.5/5$).

P-63

EFFECT OF LEISURE INVOLVEMENT ON HAPPINESS AND LIFESTYLE IN OUTDOOR SPORTS: A QUALITATIVE ANALYSIS OF OUTDOOR SPORTS ENTHUSIASTS

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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). This study aims to qualify the effects of long-term leisure involvement in outdoor sports on the happiness and lifestyle of individuals by using part of the modified grounded theory approach (M-GTA). Specifically, we used semi-structured interviews with 65 experienced outdoor sports enthusiasts (scuba diving, outrigger canoeing, windsurfing, surfing, and skiing) to investigate the leisure involvement formation process and the effect of leisure involvement on happiness and lifestyle. The participants were classified into four types according to their place of residence and employment. Type A: did not change job or place of residence for leisure; Type B: changed the job (but not place of residence) for leisure; Type C: changed place of residence (but not job) for leisure; and Type D: changed job and place of residence for leisure. The results showed that for skiers and scuba divers, few chose B, C, or D, and that among canoeists and surfers, many chose B, C, or D. For example, the biggest enthusiasts have increased leisure involvement and have changed their place of residence as well as their job. Moreover, some enthusiasts did not change their job, but did change their work hours. This implies that to increase leisure

involvement, canoeing and surfing enthusiasts changed their job and place of residence to increase their leisure satisfaction and happiness. This result provides an implication of the causal relationship between leisure involvement and lifestyle and happiness.

P-64

EFFECT OF PSYCHOLOGICAL STRESSORS AND EMOTION REGULATION ON SUBJECTIVE PERFORMANCE AMONG JAPANESE UNIVERSITY TRACK AND FIELD ATHLETES

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Introduction: An athlete's stable high-performance achievement is of great concern among coaches, supporters, and sports science researchers. Psychological stressors may reduce athletic performance but emotion regulation, defined as the regulation of thoughts or behaviors that influence emotions (Gross, 2001), might shrink its effects. Emotion regulation may improve mental health among university athletes (Kawata et al., 2018), but its relationship with performance in competitive sports is not clear. Therefore, psychological stressors and emotion regulation on subjective performance among Japanese university track and field athletes were investigated.

Method: We collected demographic information from 141 Japanese university track and field athletes (97 men and 44 women) and their scores on the Daily and Competitive Stressor Scale (DCSS), Emotion Regulation Questionnaire (ERQ; reappraisal and suppression), and athlete's subjective performance (subjective achievements in 3 recent competitions). Participants were divided into 6 groups based on the median of DCSS scores (low and high stressor groups) and on each midpoint (4 points) of reappraisal and suppression scores. Three-way ANOVA ($2 \times 2 \times 2$) was performed with psychological stressors, reappraisal, and suppression as independent variables and athlete's subjective performance score as a dependent variable, considering gender as a confounding factor.

Results: A main effect of psychological stressors on performance was found ($F(1, 132) = 4.83, p < .05, \eta^2 = .04$), suggesting that the high psychological stressors group scored lowly on subjective performance. No main effect of reappraisal or suppression was found. Interactions were also not found.

Discussion & Conclusion: We found that psychological stressors may reduce athletes' subjective performance, whereas reappraisal and suppression may not. Thus, we conclude that psychological stressors have an impact on subjective performance among Japanese university athletes but emotion regulation does not. Objective performance index should be examined in future studies.

P-65

EFFECT OF SIMULATION GAME TRAINING ON BREAKAWAY IN FOOTBALL

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The score line is an indicator of the number of goals scored in a football match. Goals determine the winner, loser or the draw in football. It is the greatest event in football. It is what makes the game of football interesting and enjoyable (Leite, 2013). This study is specifically concerned with the effect of simulation game training on breakaway in football among football academy players in Lagos state, Nigeria. Twenty-four ($n = 24$) participants were selected through purposive random sampling from two football academies in Lagos state. Pre-test post-test experimental and control groups research design was used for this study. Data on number of goals scored was collected from Twenty-two ($n = 22$) participants during 30 trials of pre- and post- sessions. Participants in the experimental groups: Player Avatar ($n = 3$), Game Avatar ($n = 4$) and Free training ($n = 3$) were respectively trained during 8 sessions of simulation game training. Participants in the control group ($n = 12$) did not receive any intervention during the study. Data collected was analysed using Analysis of variance at 0.05 level of significance. Goal scoring ratio improved in the experimental groups between pre- and post-session compared to the control group. The players' subjective responses rated after pre and post sessions were collected using a self-developed simulation game training questionnaire. The findings established that simulation game training had significant impact on performance improvement. The study concluded that the use of avatars during simulation game training has a significant effect on the goal scoring ratio of players in one-on-one situations with goalkeepers in football.

P-66

EFFECT OF VIRTUAL REALITY ASSISTED IMAGERY ON MOTORNEURON ACTIVATION AND SELF-EFFICACY IN TRACK AND FIELD SPRINTERS

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Imagery, aka visualization, is one of the most utilized mental skills used in sport to aid performance. Studies have validated the "mind-body connection" using a variety of biometric tools (e.g., fMRI, EEG, & EMG; Adamovich, 2009; Bozzacchi, 2012, Liang et al., 2016). While it is not precisely understood how imagery directly influences performance improvements or behavioral change, almost all elite athletes and performance psychologists employ imagery to aid athletic performance (Morris, Spittle & Watt, 2005). However, the research and application of imagery has spawned many theories, both physiological and psychological, such as the symbolic learning theory and psychoneuromuscular theory. Furthermore, as technology evolves and virtual reality systems become more immersive and available, these systems could be used to enhance physical training and practice by creating extremely vivid mental images required to generate the physiological response needed for athletes to feel their imagined performances. However, research on virtual reality assisted imagery is focused on the rehabilitation of neurologic

conditions and use virtual reality systems that are far less immersive and outdated compared to the technology now available. Thus, the purpose of this study was to explore the effect of virtual reality assisted imagery training on track sprinters. The athletes completed four imagery sessions where electromyography data was recorded to measure their physiological response. It is hypothesized that the frequency and amplitude of the EMG signals would be consistent with traditional mental imagery studies: the recordings would be present and remain constant across all four testing sessions. Athletes also completed a self-efficacy questionnaire to assess their perceived ability to efficiently execute the start of their race. It is hypothesized that athletes' self-efficacy would improve in the test-retest condition. Results of this study and the practical implications for including virtual reality technology in mental skills consulting will be discussed.

P-67

EFFECTIVENESS OF AN INDIVIDUALIZED IMAGERY INTERVENTION ON GOLF PUTTING PERFORMANCE

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Athletes use imagery as an important psychological skill to improve performance (Beauchamp et al., 2002; Cumming & Hall, 2002). Recent research showed the effects of an individualized mental skills training program on golf performance (Ashbrook, 2018). The purpose of this study was to explore the perceived effectiveness of an individualized imagery intervention on golf putting performance. Seven male golfers aged from 29 to 36 years old participated in this study, and their handicaps ranged from 16 to 21. The imagery program consisted of two phases: education phase and practice phase including eight sessions in four weeks (i.e., two sessions per week). In the education phase, a one-hour lecture about imagery was provided, and the participants were asked to imagine their golf putting performance, write the content of the golf putting image and complete the Sport Imagery Questionnaire (SIQ; Hall et al., 1998) and the Vividness of Movement Imagery Questionnaire-2 (VMIQ-2; Robert et al., 2008). The information (i.e., the content and the scores of the questionnaires) were used to create an individualized imagery script for each participant. In the practice phase, the individualized imagery intervention was administered to the participants separately before putting performance tests. After the completion of the imagery program, the participants were interviewed regarding their experiences and perceptions of the imagery interventions on golf putting performance. Results indicated that the individualized imagery sessions helped them to increase their confidence and have clear and positive images and to improve their golf putting performance. However, three participants stated that they felt more anxious when they kept missing the hole. The findings of this study highlight the importance of utilizing individualized imagery interventions to enhance athletic performance.

P-68

EFFECTS OF NEUROFEEDBACK AND VAGUS NERVE STIMULATION ON ARCHERY PERFORMANCE

Eleanor Rodriguez, USA

The purpose of this study was to determine the effects of electroencephalogram (EEG) neurofeedback training and vagus nerve stimulation on archery performance in 10 elite Olympic recurve bowarchers (6 men, 4 women). Neurofeedback training is becoming increasingly more popular in sports as a tool for performance improvement. Vagus nerve stimulation has been shown to reduce the physiological stress response of competition by reducing heart rate in athletes. In this study, archers were assessed using performance measures including, quality of feel, target scoring ring score, heart rate, and EEG measures. Participants showed a significant reduction in brain efficiency, meaning an increase brain activity from the baseline practice setting to the pressured competition setting. Results showed a significant increase in quality ratings in the post neurofeedback competition setting, indicating a perceived performance improvement by the archers. Evidence also showed significant reduction in resting heart rate and an increase in brain efficiency post vagus nerve stimulation. Though there was not enough evidence to show a significant change in target ring scores, the results indicated physiological changes that could result in performance score changes with consistent use.

P-69

POSTER WITHDRAWN

P-70

EMBODIED COACHING: APPLYING PRINCIPLES OF EMBODIED COGNITION

Mariah Sullivan, Arizona State University, USA

Many concepts in sport psychology are supported by numerous studies and applied by coaches with successful results. Some literature, however, is lacking a discussion of mechanisms for how these concepts might work, limiting researchers', coaches', and athletes' understanding of how to use these tools. Embodied cognition offers potential answers for how these concepts might be working. This presentation will review the literature on three concepts in embodied cognition literature (i.e., mirror neurons, action-based language, and postural manipulation), followed by applications for coaching and integration into what is known in coaching literature. Mirror neurons fire both when one is performing an action and when passively watching an action being performed by another. Coaches can use techniques to make demonstrations and teamwork more effective by understanding mirror neurons. Emotion regulation may also potentially be explained by mirror neurons. Much of the literature thus far is focused on emotion regulation in athletes, but coaches' emotion regulation may be more important because of mirror neurons. Coaches have been using action-based language (i.e., cuing) to teach new skills and reinforce habits for athletes for decades, but there does not seem to be a strong mechanism for why this strategy is effective. The meaning of action-based words has a correlate in the somatotopic activation on the motor and premotor cortices. Hebbian learning may be a mechanism for explaining how this connection works. This implies that neural correlation

is mapped onto connection strength, or development of a circuit is based on the correlated activity. Finally, postural manipulation and actions associated with certain emotions invoke that emotion, suggesting a feedback loop between the body and the mind in processing emotion and language. This can be helpful in teaching emotion regulation. Embodied cognition is a new way of understanding mechanisms for coaching, leading to improvements in research and practice.

P-71

ENHANCING MENTAL TOUGHNESS THROUGH COACH ATHLETE RELATIONSHIPS OVER THE SEASON

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Sergio Olvera, Long Beach State University, USA;
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Carli Lucke, Long Beach State University, USA;
Fausto Juarez, Long Beach State University, USA*

Mental toughness is a necessary component for sport in both negative (e.g., injuries, mistakes) and positive situations (e.g., previous season champions; Gucciardi et al., 2008). Coaches perceive themselves to hold a critical role in developing mentally tough athletes (Weinberg, Butt, & Culp, 2011). Previous research has identified strategies coaches use to develop mental toughness, yet few studies have examined the effectiveness of such strategies over a competitive season. The purpose of this longitudinal project was to determine if a mental toughness intervention on strategies coaches can implement is effective in increasing their athletes' levels of mental toughness and coach-athlete relationships. One collegiate women's volleyball team from Southern California composed of 16 athletes and three coaches (one female; two male) participated in this study. Coaches participated in a 2-hour pre-season intervention on strategies to build mental toughness as well as received a manual on suggestions for application over the season. Athletes completed surveys on mental toughness, coach-athlete relationships, and coaching behaviors at three time points throughout the season (pre, mid, post). Coaches were individually interviewed pre- and post- season, while seven of the athletes participated in focus group interviews post season. Results indicated no change in mental toughness over the season, $p > .05$; however athlete's did express changes in their relationships to coaches, with increases to an assistant coach ($t(15) = -2.25, p = .04$) and decreases to the head coach ($t(15) = 2.20, p = .04$). This presentation will include factors athletes believed contributed and hindered to their mental toughness growth, as well as what the coaches did to build the coach-athlete relationship and what athletes believed could have been done to make this relationship stronger. Findings will be useful to practitioners who work with athletes and/or coaches to build mental toughness within competitive team based sports.

P-72

ENRICHING SPORT PERFORMANCE THROUGH SOCIAL MEDIA – AN ONLINE EDUCATIONAL WORKSHOP

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Athletes use social media for numerous reasons including direct communication with followers, information and content sharing, diversion, and promotion (Browning & Sanderson,

2012; Hambrick, Simmons, Greenhalgh & Greenwell, 2010). Much of the attention on social media use by collegiate student-athletes in particular has been negative, profiling inappropriate social media posts and their deleterious consequences including loss of reputation, eligibility, scholarships, and future career prospects (Browning & Sanderson, 2018; Toler, 2017) and more specifically, its negative impact on athletic performance (Encel, Masagno, & Brown, 2017). The purpose of this study was to demonstrate ways collegiate student-athletes could use social media to enhance their athletic performance. Participants, who included 114 current NCAA Division I and II athletes representing seven sports at a regional public university in the Mid-Atlantic region aged 18-21, completed a 16-item social media literacy assessment pre-test, followed by an online educational workshop, and social media literacy assessment post and six-week retention tests. The educational workshop described strategies such as expressing support for teammates through social media, ensuring feedback sources on social media are credible, and ways to effectively increase individual and collective confidence prior to competition. A one-way repeated measures ANOVA showed there was a significant effect of the online training program on participants' social media literacy before, following, and six-weeks after the program (Wilks' Lambda = .547, $F(2, 55) = 22.80$, $p < .001$). Paired samples t-tests revealed significant differences for social media literacy scores between before and six-weeks after the program (25.26 ± 8.58 to 30.33 ± 9.42 , $t(60) = 3.75$, $p < .001$). Implications for providing student-athletes with key strategies to proactively and positively use social media to enhance their own and their teammates' sport performance will be addressed.

P-73

EPIK: ENHANCING PROGRESS INTEGRATING KINESTHETICS

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Cerebral palsy (CP) is a developmental disorder affecting 1 in 323 children (Center for Disease Control [CDC], 2017). Of note, more males than females are affected with the disorder (CDC, 2017). However, given the limited prevalence rate in females, fewer resources seem to be available for them. Furthermore, many children with CP are referred to physical therapy to maintain or improve their overall motor functioning (Baquero et al., 2017). Despite the number of exercise programs, recreational, and school sports in the United States for children and adolescents (Visek et al., 2015; Dugan et al., 2015), the exercise psychology literature has yielded no exercise psychology programs to support children with CP. Although physical concerns and treatment modalities regarding CP have been documented and analyzed (Visek et al., 2015; Dugan et al., 2015), there is a lack of empirically supported programs available to assist adolescent females with CP in participating in exercise and engaging in healthy lifestyle habits (Park, 2016; Wright et al., 2005; Yonetsu et al., 2015). Therefore, the proposed program, Enhancing Progress Integrating Kinesthetics (EPIK), utilizes a holistic approach that aims to comprehensively address the transition for adolescent females with CP post-completion of physical therapy. EPIK's primary evidence-based program components include engaging in exercise (Park, 2016; Wright et al., 2005; Yonetsu et al., 2015); incorporating nutrition (George et al., 2016); practicing healthy lifestyle habits (Pirolli, 2016); understanding burnout (Ekland & DeFreese, 2015;

Harris & Watson, 2014; Akhrem & Gazdowska, 2016); as well as maintaining gains post-program completion (Myers & Sweeny, 2004). The purpose of this poster is to introduce and describe an empirically based, integrative, exercise psychology program designed to assist adolescent females with CP in the development and maintenance of healthy lifestyle choices as they transition out of physical therapy.

P-74

ESSENTIAL OILS AND EXERCISE: EFFECTS ON PERCEIVED EFFORT, TASK PLEASANTNESS AND TIME ON TASK

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Umit Tokac, University of Missouri, St Louis, USA;
Meghan Ramick, West Chester University, USA;
Melissa Reed, West Chester University, USA;
Melissa Whidden, West Chester University, USA

Research that focuses on essential oils and their ergogenic effects may be helpful in increasing adherence to exercise by making the task more pleasant and/ or less exertive (Jaradat et al, 2016). The purpose of this study was to test the effects of essential oils on perception of exertion, exercise task pleasantness and total time on task. Thirty college students (24 females, 6 males) were recruited to perform a handgrip squeezing task. They were randomly assigned to one of three groups: placebo, bergamot essential oil, or peppermint essential oil ($n_{\text{Peppermint}} = 10$, $n_{\text{Placebo}} = 10$, $n_{\text{Bergamot}} = 10$). Adhesive strips with each essential oil were placed under the noses of all participants. Participants in the placebo group had a strip with no essential oil. After establishing participants' baselines for maximal voluntary contraction, participants squeezed a handgrip dynamometer at 30% of their baseline for as long as they could tolerate. Participants' session RPE, perceived exercise-task pleasantness and total grip time were recorded at session completion. Results from ANOVA analysis showed no significant group effect for RPE session ($p > .05$). Chi square analyses indicated that participants in the placebo group rated the exercise task most pleasant ($n=6$, Pleasant). Participants with bergamot essential oil rated the task as mildly pleasant ($n=5$, Mildly Pleasant). Participants with peppermint essential oil rated the task as least pleasant ($n=6$, Neutral) and these differences were significant ($p < .05$). Due to small size in each group and the skewness of the distribution, group medians were also analyzed as more robust and sensible signs of central tendency. Results indicated that participants with bergamot essential oil squeezed the dynamometer longer durations than others with peppermint essential oil or placebo ($M_{\text{Bergamot}} = 18.07$ minutes; $M_{\text{Placebo}} = 15.31$ minutes; and $M_{\text{Peppermint}} = 12.27$ minutes). These findings suggest that bergamot essential oil may help optimize exercise-related affects and increase exercise duration.

P-75

EVALUATING SUPERSTITIOUS BEHAVIORS AMONG COLLEGE ATHLETES

Alyssa Rogers, University of West Florida, USA;
Christopher Wirth, University of West Florida, USA

Superstitions were first described by Skinner's 1948 study on pigeons, the results of which indicated that superstitious behaviors could be conditioned. Superstitious behaviors and

rituals are both defined as repetitive and formal behaviors that the athlete believes to be powerful in controlling luck or external factors (Womack, 1992). The current study was conducted to determine the superstitious behaviors of NCAA Division II student-athletes attending a university in the southeast United States. There were a total of 105 athletes (80 female, 25 male) that participated in the 100-item survey that asked questions about clothing, preparation, and rituals. Fifty-seven percent were over the age of twenty, with 47.7% considered an upperclassman (junior or senior). Out of all athletes, 70.5% (74) had participated in their sport for 10+ years. The most common rituals reported were checking a mirror before the competition (n=89), dressing the same way (n=74), listening to music (n=93), had a warm-up routine (n=95), and a pep talk (n=85). Chi-Square analysis was used to determine differences in routines and gender. Males were more likely to dress up ($X^2(1) = 3.900, p=0.048$) and chew gum ($X^2(1) = 4.090, p=0.043$) and females were more likely to perform a pre-game cheer ($X^2(1) = 19.013, p=0.000$) and sit in a particular place on game day ($X^2(1) = 6.225, p=0.013$). Previous research (Gregory & Petrie, 1972) found that women had more rituals having to do with appearance, such as wearing their hair a certain way or dressing nicely. Findings from this study indicate that appearance may no longer be primarily a female superstition. The results of this study can add to the body of literature on pre-game rituals.

P-76

EVIDENCE-BASED SUPERVISION IN SPORT: A PROPOSED MENTORSHIP MODEL

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Piotr Piasecki, Adler University, USA;
Ari Sapinsley, USA; Rob Samp III, Adler University, USA;
Ryan Fleming, Adler University, USA

The Association for Applied Sport Psychology (AASP; 2019) requires mentorship for individuals seeking certification; however, there does not appear to be requirements related to formal training in mentorship or an evidence-based foundation to help inform practice. Further, the paucity of literature specific to mentorship is limited to peer mentorship (e.g., Aoyagi, Poczwardowski, & Shapiro, 2016), novice supervisee experiences (e.g., Fogaca, Zizzi, & Andersen, 2018), or utilizes case studies to demonstrate mentorship practices (e.g., Cremades & Tashman, 2014; 2016); and many foundational articles can be considered outdated (e.g., Andersen, Van Raalte, & Brewer, 1994). And, many foundational articles may be irrelevant due to the changes in the field and certification (e.g., Andersen et al., 1994). Because mental performance practitioners come from a wide variety of training (e.g., Exercise Science, Counseling, Psychology), researchers may also draw from these relevant fields to guide best practices. And, because AASP (2019) views supervision and mentorship as synonymous, the literature in clinical supervision may serve to inform a theoretical base as a substructure for mental performance consulting mentorship research and practice. Supervision—and thereby mentorship—can be defined as an intervention provided by a more experienced individual to a less experienced individual, typically within the same profession (Bernard & Goodyear, 2019). Further, this intervention is evaluative and hierarchical, extends over time, and has the simultaneous purposes of enhancing professional functioning, monitoring the quality of the more junior persons, and serving as a gatekeeper for the profession

(Bernard & Goodyear, 2019). This presentation will include a review of clinical supervision models (i.e., psychotherapeutic, developmental, process) to identify the compatibility of these approaches within the mental performance consulting domain. We will also present a combined, paradigmatic model for mentorship specific to mental performance consulting that will serve as the basis for future research and practice.

P-77

EXAMINING PASSION IN OLDER AND YOUNGER ATHLETES IN YOUTH COMPETITIVE GYMNASTICS

Jessica Simpson, University of Windsor, Canada;
Krista Chandler, University of Windsor, Canada;
Kyle Paradis, Ulster University, UK

Attempting to understand one's passion for a sport is important because it guides behaviour and provides the drive for sustained engagement (Simpson, Munroe-Chandler, & Paradis, 2020). Competitive gymnastics requires substantial time and energy investment where young athletes are training 20-30 hours per week, five days a week, plus attending multiple competitions throughout the year. The demanding nature of competitive gymnastics requires athletes who are highly passionate about their sport in order to allow for sustained engagement. The definition of passion outlines that a person has a strong inclination toward a personally meaningful and highly valued activity that they love, find important, and to which substantial time and energy is invested (Vallerand et al., 2003; Vallerand 2012). The purpose of the present study was to examine the levels of passion that youth competitive gymnasts have for their sport. The participants included 245 (male, n = 10; female, n = 235) gymnasts between the ages of 7-16 years participating in women's artistic gymnastics (n = 221), men's artistic gymnastics (n = 7), as well as trampoline and tumbling (n = 17). Athletes completed the Passion Scale (Vallerand et al., 2003), which was modified for the context of youth gymnastics, to assess how passionate the athletes were towards their sport of competitive gymnastics. For the data analysis, athletes were grouped into younger (age 7-11 years, n = 135) and older (12-16 years, n = 110) athletes. A one-way ANOVA indicated that there was no difference between younger and older athletes for harmonious passion, however there was a significant difference between younger and older athletes for obsessive passion. Results revealed that younger athletes are more obsessively passionate about competitive gymnastics than older athletes. The implications of the manifestation of harmonious and obsessive passion in competitive youth athletes are discussed.

P-78

EXAMINING THE EFFECTS OF A COMBINED MINDFULNESS-IMAGERY INTERVENTION ON COLLEGIATE SOCCER PERFORMANCE

Maya Trajkovski, California State University, Chico, USA;
Aubrey Newland, CSU Chico, USA

Student-athletes have been identified as an at-risk population of the general student body for increased levels of psychological stress (Beauchemin, 2014). College students report increased trends in anxiety due to factors such as time-management and academic stress (Misra & McKean, 2000; Sax, 1997). Student athletes face the same challenges in addition to the pressures that come with athletics—

performance, training, gameplay, and minimum grade requirements. Within these high-achieving environments, student athletes are expected to continuously excel despite their demanding schedule but are not always given guidance or training to navigate through anxiety, focus, and confidence (DiBernardo, 2018). These stressors can cloud athletes' minds and affect performance. Mindfulness training and imagery are effective tools for increasing focus and skill, respectively. With continuous practice, mindfulness stimulates the brain to break out of autopilot mode—where automatic thoughts, unhealthy behaviour patterns, or common habits occur—and, instead, enforce informed decisions. Increasing informed decisions could increase performance. The purpose of this study was to implement a mindfulness and imagery intervention on female collegiate athletes and assess its effect on sport performance. Thirty-four female soccer athletes in a DII program participated in a mixed methods study design, where mindfulness and imagery instruction were delivered twice a week for 12 weeks. To evaluate the effectiveness of the intervention, pre- and post-mindfulness data, and pre- and post-self-perceived soccer performance data was collected. Additionally, the team's coach assessed each player's overall growth over the season (soccer ability and overall player development). Results indicated that although there was no significant difference between change in mindfulness and the coach's perceptions of athletes' ability, the intervention was successful in increasing mindfulness and increasing self-perceived ability. Qualitative data supported these findings; athletes felt that the program increased their awareness and increased their skill level (especially through imagery).

P-79

POSTER WITHDRAWN

P-80

EXERCISE SELF-SCHEMA AND BEHAVIORAL REGULATIONS AS A FUNCTION OF PERCEIVED VARIETY OF EXERCISE

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The purpose of the study was to examine perceived variety of exercise in relation to exercise self-schema and motivational regulations. Marcus (1977) contends self-schema is derived from past experience eventually developing into a cognitive framework organizing and directing information processing related to self. Exercise self-schematics express higher intentions to exercise, engage more exercise activity, possess greater self-perceptions of fitness, and use more tricks and strategies to facilitate exercise adherence than either aschematics or non-exercise schematics (Easterbrooks & Courneya, 1997; Kendzierski 1988, Yin & Boyd, 2000). Moreover, variety of exercise has been shown to be a significant correlate of autonomous motivation and exercise behavior (Sylvester et al., 2014a). Research, however, has yet to examine whether perceived variety of exercise predicts exercise self-schema. Students (N=224, Mage = 21.55, SD= 2.68) enrolled in physical activity classes were recruited for participation in the study and completed the Exercise Self-Schema Questionnaire (Kendzierski, 1988), the Perceived Variety of Exercise Questionnaire (PVE; Sylvester et al., 2014b), and the Behavioral Regulation in Exercise Questionnaire-2 (BREQ-2, Wilson et al., 2006). The self-schema (SC) subscales (descriptiveness-SCD and importance-SCI) were utilized as continuous variables (Sheeran & Orbell, 2000,

Greenwell et al., 2014). Results of path analysis supported the proposed model. Perceived variety significantly, positively predicted exercise self-schema and motivational regulations (GFI =.99, CFI = .99, TLI = .96, RMSEA= .08 and SRMR = .025). The final model demonstrated that perceived variety of exercise was positively linked with both continuous exercise self-schema (SCD and SCI) variables. The SCD subscale was positively associated with autonomous motivation while negatively related to controlled motivation. Interestingly, the SCI subscale significantly, positively predicted controlled motivation. The findings suggest that variety of exercise may foster development of exercise self-schema, SCD in particular, and motivational processes, encouraging practitioners to adopt variety of exercise programs for desirable outcomes.

P-81

POSTER WITHDRAWN

P-82

EXPERIENCES OF HIGH SCHOOL STUDENT-ATHLETES AND STAKEHOLDERS PARTICIPATING IN A LONGITUDINAL LIFE SKILLS PROGRAM

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The mission of school sport is to facilitate the positive development of student-athletes by fostering the acquisition of life skills that can be useful in school and sport. Stakeholders (i.e., teachers and coaches) play a key role in facilitating this process but have reported the need to be better equipped to ensure the teaching and transfer of life skills in their practices. A high school contacted our research team to collaborate on the establishment of a longitudinal participatory action research study that targets specific life skills to be acquired by their student-athletes (e.g., goal setting, concentration). The purpose of this study is to present the qualitative results following the first and second year of the program. Semi-structured interviews were conducted: (a) with a sub-group of student-athletes (N=24) to assess life skills learning and transfer over time, and (b) with stakeholders (N=7) to assess their experience in teaching and ensuring life skills transfer in their respective context. Data were analysed using inductive and deductive content analysis. The results indicated that stakeholders implemented interventions with student-athletes to ensure the teaching and transfer of life skills through different strategies (e.g., using program material, planning teaching lessons). These interventions appeared to be facilitated or hindered by factors such as the cognitive maturity of student-athletes and the level of collaboration between stakeholders. Similarly, student-athletes reported learning about life skills through different interventions (e.g., instructions about life skills, group interventions). They also shared their perceptions regarding these interventions, addressing the support provided by stakeholders, the usefulness of learning and transferring life skills as well as desired interventions in the future. Globally, these results will help the research team ensure the continued improvement of the program and provide tools for stakeholders to continue promoting the positive development of student-athletes.

P-83

EXPERT COACHES USE OF ATTENTIONAL FOCUS CUES IN THE DISCUS THROW

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Previous research shows that adopting an external focus of attention when learning a novel task facilitates skill acquisition (Wulf, 2007). Research on elite performers or athletes has not been as clear with research showing that altering the natural attentional focus leads to poorer performance (Porter & Sims, 2013). What has seldom been investigated is the attentional focus cues provided by elite coaches, which may lead to the preferred attentional focus of the athlete. The purpose of the current study was to investigate attentional focus cues provided by elite level throws coaches during training. Twenty throws coaches at the collegiate or professional level were contacted and asked to participate in the study. Ten coaches agreed to participate and were then emailed a questionnaire asking about focus cues and feedback used for instruction during training. Coaches were also asked for general demographic information as well as information about their coaching experience. Responses were analyzed and thematized for general meanings. Results revealed that seven of the coaches provided instructions that promoted an internal focus of attention, while only three provided instruction that promoted an external focus or a combination of external and internal cues. Additionally, seven coaches reported providing augmented feedback following each practice throw. This study is consistent with previous research showing that coaches of elite performers tend to provide focus cues more consistent with an internal focus (Porter, Wu, & Partridge, 2010). These results are however inconsistent with typical motor learning literature which suggests that performers should adopt an external focus to maximize performance (Wulf & Lewthwaite, 2016) and reduce the amount of augmented feedback (Salmoni, Schmidt, & Walter, 1984). Research needs to continue to investigate elite coaches and performers to better understand how to incorporate proper focus cues in training and competition.

P-84

EXPLORING THE EFFECTS OF GRATITUDE ON ATHLETES' WELL-BEING DURING THEIR TRANSITION OUT OF HIGH-PERFORMANCE SPORT

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Transitioning out of sport is an inevitable reality for elite athletes. Research on athletes transitioning from sport to a career as non-athletes has been increasing over the last four decades. However, the focus has been on understanding the negative physical, behavioral, cognitive, and emotional challenges athletes experience during their transitions out of sport (Jewett, Kerr, & Tamminen, 2019). Though the literature recommends that it is in the best interest of athletes to be proactive in their retirement planning (Park, Lavalley, & Tod, 2012; Taylor & Ogilvie, 1994), accessibility to necessary pre-retirement resources for high-performance athletes is often limited (Park, Lavalley & Tod, 2012). Positive psychology concepts such as gratitude have been shown to have positive correlations with well-being, sport experience, and life satisfaction (Chen, 2013; Ntoumanis et al., 2012;

Parker, 2004). Gratitude practices and interventions have been applied within the athletic population and have been shown to play a role in promoting psychological and physical well-being for athletes (Chen & Hwa 2008; Emmons & McCullough 2003; Kashdan et al. 2006; McCullough et al. 2002; Ntoumanis et al., 2012). In this study, gratitude was explored within the context of athletes' transitions. Two individuals at different periods of their transition out of high-performance sport were interviewed. Thus, the aim of this phenomenological study was twofold: (a) to gain a better understanding of the psychological transition process and, (b) to examine the relationship between gratitude and the transition process out of high-performance sport. Results from the thematic analysis indicated that the practice of gratitude showed a positive relationship with well-being, and promising potential to be an effective and feasible tool for active athletes preparing to transition out of sport and/or for retired athletes who may be experiencing challenges coping with their transition out of sport.

P-85

FACTORS INFLUENCING CHOICE OF EDUCATIONAL INSTITUTION OF MISSISSIPPI HIGH SCHOOL MALE BASKETBALL PLAYERS

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Recruiting is the lifeblood of all college basketball programs (Yeats, 2019). The present study examines the recruiting background of top 30 Mississippi high school male basketball players' selection of a university. The information gathered from this study can hopefully assist both high school basketball coaches and college basketball coaches in analyzing the most critical aspects of the decision-making process of Mississippi high school male basketball players. Participants were selected by collecting composite ratings' information from the three primary Mississippi basketball recruiting services: Gerald Snider Basketball, Mississippi Hoop Report, and Magnolia Hoops. Participants were asked to participate in two components of the study: a short questionnaire and a semi-structured interview via telephone. The findings from 23 high school basketball players, seven of which participated in a follow-up qualitative interview, revealed that 62% of basketball players made their selection during the spring or late recruiting window. Categories rated as very important factors influencing college selection at a 74% or higher rating included a relationship with the head coach ($M = 3.78$, $SD = .51$), relationship with assistant coach ($M = 3.74$, $SD = .53$), anticipated playing time ($M = 3.61$, $SD = .77$), opportunity to advance to the NBA ($M = 3.70$, $SD = .55$), and athletic scholarship available ($M = 3.61$, $SD = .71$). The most impactful individual was the mother (76%, $M = 3.37$, $SD = .85$), and most important contact method was telephone calls from the head coach (72%, $M = 3.56$, $SD = .83$). Overall, the qualitative interviews supported previous research that college selection is a very individualized process. Although much of the qualitative data was dependent on individual characteristics of the student-athlete and their personal situations, three themes were consistent across responses: the importance of family, coaches maintaining relationships, and social media as a research tool.

P-86

FACTORS INFLUENCING NCAA DIVISION-I ATHLETIC TRAINERS' USE OF PSYCHOLOGICAL TECHNIQUES DURING SPORT INJURY REHABILITATION

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Although athletic trainers (ATs) recognize the potential benefits of incorporating psychological techniques (e.g., goal-setting, self-talk) into sport injury rehabilitation, reported use appears to be limited (Clement et al., 2013; Zakrajsek et al., 2017). Therefore, the purpose of this study was to explore factors that influence National Collegiate Athletic Association (NCAA) Division I ATs' use of psychological techniques during sport injury rehabilitation. A total of 485 NCAA Division I ATs (245 males, 240 females, Mean age = 34.31 years) were surveyed about their sport psychology knowledge as well as their perceived familiarity, confidence, and qualification to use psychological techniques. They were also asked to indicate their beliefs about the effectiveness of psychological techniques for improving rehabilitation outcomes. Finally, participants were requested to report their frequency of using psychological techniques with athletes during sport injury rehabilitation. Overall, ATs reported that they occasionally utilize psychological techniques ($M = 4.40$ out of 7, $SD = 1.14$), with goal-setting ($M = 5.61$ out of 7, $SD = 1.37$) and communication skills ($M = 5.33$ out of 7, $SD = 1.62$) being most frequently used. A higher level of sport psychology training (e.g., graduate coursework) was significantly related to an increase in usage of psychological techniques with injured athletes ($p < .001$). A multiple regression model revealed that ATs' perceived confidence, effectiveness, familiarity, and qualification were all significant predictors and accounted for 79% of the variance in ATs' frequency of using psychological techniques ($p < .001$). Specifically, ATs' confidence in effectively using psychological techniques was found to be the strongest predictor of them being used during sport injury rehabilitation. This presentation will highlight how to foster ATs' use of psychological techniques during sport injury rehabilitation and promote an inter-disciplinary approach for the support of injured athletes.

P-87

FITNESS LEVEL AND STRESS APPRAISAL EFFECTS ON STRESS RESPONSES AND SUBSEQUENT COGNITIVE PERFORMANCE

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Restructuring stress management strategies have gained momentum in the stress and performance literature (Brooks, 2013), but its association with fitness remains unknown. Grounded in Lazarus and Folkman's (1984) transactional model of coping, the goal of this study was to examine the combined effects of fitness and stress appraisal on stress response and cognitive performance following a stressful event. Highly and poorly fit college students were exposed to the Trier Social Stress Test (Kirschbaum, Pirke, & Hellhammer, 1993) where they were asked to do a 3-minute mock job interview in front of a judge, followed by a mental arithmetic challenge. Immediately before the social stress test, participants were inducted to view their stress either

as facilitative (i.e., "I am excited") or debilitating (i.e., "I am nervous") for performance. Stress responses (i.e., cortisol levels, heart rate, and state anxiety) were assessed before and immediately after the Trier Social Stress Test. Cognitive performance was evaluated before and immediately after the stress test via the Stroop test. Analysis revealed that the high fit/negative appraisal group reported significantly lower anxiety scores than the low fit/negative appraisal group, but no difference in heart rate, cognitive function, or cortisol emerged between the groups. The results are explained in light of the stress appraisal manipulation, the stress induction protocol, and the number of stress response measurement points. Limitations of the study and possible applications of restructuring stress management strategies for the general population will be presented to the audience.

P-88

FLOW IN COLLEGE ATHLETES: AN EXAMINATION OF BOTH GENERAL AND SPORT-SPECIFIC MEASURES OF MINDFULNESS AND ANXIETY

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Megan Hut, Catholic University of America, USA;
Thomas Minkler, West Virginia University, USA;
Caroline Weppner, The Catholic University of America, USA*

Previous research has considered factors that facilitate and disrupt the state of flow, demonstrating that athletes with greater mindfulness have higher levels of dispositional flow (e.g., Kee & Wang, 2008). Additionally, inverse relationships have been found between anxiety and flow (Jackson et al., 1998). However, to our knowledge no research has examined whether sport-specific measures of anxiety and mindfulness are more related to flow compared to general measures. The present study aimed to answer this question, while also exploring the impact of varying approaches to flow assessment.

Participants were 83 varsity student-athletes at a Division III university from three different sports: women's lacrosse, field hockey, and track & field. Prior to receiving mindfulness training with their teams, athletes completed questionnaire booklets that included measures of both general and sport-specific mindfulness (Philadelphia Mindfulness Scale, PHLMS; Cardaciotto et al., 2008 and Mindfulness Inventory for Sport, MIS; Thienot et al., 2014) as well as overall and sport anxiety (Depression Anxiety Stress Scales, DASS-21; Henry & Crawford, 2005 and Sport Anxiety Scale-2, SAS-2; Smith et al., 2006). The two measures of flow were the Short Dispositional Flow Scale (SDFS-2; Jackson et al., 2008) and the Core Dispositional Flow Scale (CDFS-2; Martin & Jackson, 2008).

Pearson correlations revealed that the general measure of mindfulness was significantly associated with flow to a similar extent as was sport-specific mindfulness, but significant relationships with flow were found only for mindful awareness subscales and not mindful acceptance. In contrast, only sport anxiety (and not overall anxiety or stress on the DASS-21) was significantly negatively related to flow. Finally, it was notable that many correlations with the phenomenological construct of core flow were stronger than those with dispositional flow, which assesses Csikszentmihalyi's (1990) nine dimensions. Although correlational, these findings suggest potential modifications for mindfulness interventions as well as outcome assessment.

P-89

FUNCTIONALITY APPRECIATION AMONG STUDENT ATHLETES OUTSIDE OF SPORT VS. FOLLOWING SPORT PRACTICE

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Lindsey Poe, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA

Background: One's body image is not static; the environment can impact the salience of body image. Collegiate athletes are commonly in situations (e.g. practice, competition) in which they are aware of their bodies. Overall, athletes tend to have greater positive body image compared to same-aged, non-athlete peers. One facet of positive body image includes functional appreciation (FA), the gratitude individuals have for what their body does. We expected FA would be higher following practice and sought to explore predictors related to change.

Methods: Participants were NCAA Division I swimming (n=32), baseball (n=6), softball (n=13), men's soccer (n=5), and women's soccer (n=19) athletes from a Midwest university. The sample was predominantly White (82%), female (72%), and ranged from 18-30 years old (M=19.1). The Functionality Appreciation Scale was administered at two time points (i.e., outside of sport and immediately following practice). Demographic data and subjective performance satisfaction ratings were also collected following their sport practice.

Results: Paired samples t-tests revealed a significant increase in FA, $t(74)=2.02$, $p<.05$, following sport practice. FA change scores were positively related to satisfaction of one's performance in practice, ($r=.39$, $p<.01$), but not overall performance rating from practice nor comparing oneself to other athletes ($ps>.05$). Demographics, including age, gender, race, and body mass index (BMI) were not related to changes in FA ($ps>.05$).

Conclusion: Overall, FA was higher immediately following practice, perhaps as a result of athletes having been directly engaged in physical activity that may have led to a greater focus on what their bodies can do (i.e., specific skills in their sport). Interestingly, the ratings of overall practice quality and subjective comparison to other same-sport athletes were not associated with changes in FA. These findings call for further investigation as to what aspects of performance satisfaction are, and are not, most associated with changes in FA.

P-90

GOAL ORIENTATIONS IN EXERCISE, STRESS AND SUBJECTIVE VITALITY AFTER WEARING SMARTWATCH FOR 6 DAYS

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Takahiro Sato, Western New Mexico University, USA;
Melissa Knight-Maloney, Fort Lewis College, USA;
Maggie Shields, Fort Lewis College, USA

Both physical and psychological well-being could aid subjective vitality (Ryan & Frederick, 1997). Experiencing uncontrolled stress prevents individuals from reaching the important outcome: feeling vital. Goal orientations, one major concept in achievement goal perspective theory

(Nicholls, 1989) could be used to examine individuals' personal definitions of success in exercise and the possible connections to their daily life stress and vitality. Therefore, the purpose of this study was to test a mediation model that individuals' task orientation in exercise predicted their stress response, and in turn, the stress linked to their subjective vitality. 69 college students, faculty, and staff (Mage = 22.60, SD = 5.73) volunteered to complete surveys before and after a 6-day smartwatch wearing. Pre-survey was used to assess participants' task and ego goal orientations in exercise and subjective vitality for the past week. Post-survey examined their vitality for the 6-day while they were wearing smartwatch. Their stress responses were evaluated by smartwatch. Reliability coefficients were good for pre, post subjective vitality, task and ego orientations that were ranged from .85 to .89. Final mediation model revealed a significant path: task orientation – average stress for 6 days – subjective vitality after the 6 days (ab path = .15, 95% CI: .03, .47). Results suggest that fostering task orientation in exercise: defining success based on individuals' improvement, effort, and skill mastery, may control varied daily stress experience, which help them stay vital. Limitations of the current study and strategies to support task orientation in exercise were discussed. Future projects should integrate interventions and examine the effects with larger samples.

P-91

GRATITUDE AND COACH-ATHLETE RELATIONSHIP PROFILES: ASSESSING BURNOUT IN COLLEGIATE STUDENT-ATHLETES

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Nicole Gabana, Florida State University, USA;
Jenelle Gilbert, California State University, Fresno, USA

The purpose of this study was to examine distinct groups of collegiate student-athletes (N = 576) based on their reported levels of gratitude and coach-athlete relationships (CAR) in order to compare the groups on three dimensions of athlete burnout: sense of reduced accomplishment, emotional and physical exhaustion, and sport devaluation. Types of gratitude measured included general trait gratitude, general state gratitude, sport state gratitude. Findings showed four distinct groups: "ungrateful in life and sport, and disconnected from the coach" (Group 1, n = 86), "highly grateful in life and sport, and well-connected with the coach" (Group 2, n = 206), "generally less grateful in life, but connected with the coach" (Group 3, n = 170), and "generally grateful in life, but disconnected from the coach" (Group 4, n = 114). The ungrateful and disconnected athletes (Group 1) reported the highest levels of burnout across the groups. In contrast, the highly grateful and well-connected athletes (Group 2) reported the lowest levels of burnout. Athletes in Groups 3 and 4 (which were similar on sport state gratitude, but differed on other indicators) reported moderate levels of burnout, but Group-4 athletes were more burned out than Group-3 athletes. Specifically, both groups reported similar levels of devaluation; yet, the generally grateful but disconnected athletes (Group 4) scored higher on reduced sense of accomplishment and emotional/physical exhaustion than the less grateful but connected athletes (Group 3). Additionally, examination of group composition in terms of demographic characteristics revealed that male athletes were overrepresented in Group 2, and underrepresented in Group 4. As well, Group-1 athletes tended to identify as non-religious. Taken together, findings

point to the protective role that gratitude and a positive CAR may play in athlete burnout prevention. All findings are discussed in light of previous literature with consideration of practical and empirical implications.

P-92

GRIT IN COLLEGIATE SPORTS: DOES PERSEVERANCE OF EFFORT PREDICT MEANINGFUL SPORT OUTCOMES ABOVE AND BEYOND CONSCIENTIOUSNESS?

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James Doorley, George Mason University, USA;
Carol Glass, The Catholic University of America, USA

Grit is defined as the tenacious pursuit of a specific goal regardless of setbacks (Duckworth & Gross, 2014). The most widely used measure of grit has two subscales: perseverance of effort and consistency of interest (Duckworth & Quinn, 2009). Recent meta-analytic findings suggested that perseverance of effort predicts more meaningful behavioral and performance-related outcomes than does consistency of interest (Credé, Tynan, & Harms, 2017). However, perseverance of effort is also highly correlated with conscientiousness – a well-established predictor of similar behavioral and performance-oriented outcomes (e.g., Ivcevic & Brackett, 2014; Richardson & Abraham, 2009). To our knowledge, no studies have explored whether perseverance of effort predicts meaningful sport-related outcomes above and beyond conscientiousness.

Participants were 82 NCAA Division I student-athletes at a public Mid-Atlantic university (17 men, 65 women) from seven sports including softball, lacrosse, track and field, wrestling, cross country, volleyball, and soccer. Athletes completed an online set of questionnaires, including the Short Grit Scale (Grit-S; Duckworth et al., 2009), the Conscientiousness subscale of the Big Five Inventory (BFI-2-S; Soto & John, 2017), and measures of sport confidence, sport achievement orientation, sport motivation, basic psychological needs satisfaction in sport, goal-specific hope, and athlete burnout.

Pearson correlations revealed that perseverance of effort and conscientiousness were positively and significantly correlated with each other ($r = .65, p < .001$). Additionally, the perseverance of effort subscale was significantly correlated with all sport-specific traits, and conscientiousness only with two. Hierarchical multiple regression analyses revealed that persistence of effort was a stronger predictor than conscientiousness, and in most cases was the only significant predictor of the above sport-related traits. These findings suggest that grit, while similar to conscientiousness, may be a better predictor of meaningful sport outcomes. Sport psychology practitioners and coaches may benefit from assessing perseverance of effort more so than conscientiousness when recruiting athletes.

P-93

HAVE YOU EVER ROWED AN OCEAN? ANTICIPATED PERFORMANCE FACTORS OF A 4-PERSON RACE TEAM IN AN ISOLATED, CONFINED, AND EXTREME ENVIRONMENT

Scotty Hanley, University of Denver, USA

More people have climbed Mount Everest than have rowed an ocean (Talisker Whisky Race, 2019). The Atlantic Challenge, “The World’s Toughest Row,” goes from the Canary Islands to 3,000 nautical miles west to the Caribbean. It is predicted

that prolonged exposure to the elements will impact racers physiologically and psychologically. The continuous physical demands and limited recovery and recuperation can lead to mood impairments, delayed reaction times, ineffective communication, and diminished motor skills (Fletcher, Wesensten, Kandelaars, & Balkin, 2012). The nature of isolated, confined, and extreme environments insinuates the amount of research which can be effectively collected; in turn, this renders a smaller empirical base from which future interventions can be generated. This poster presents pertinent information that has been extrapolated from austere contexts, such as, polar environments, space missions, and sailboat circumnavigation. Research from polar regions can speak to anticipated isolation issues, optimal personality traits suited for the environment, and common themes in interpersonal conflicts (Palinkas & Suedfield, 2008; Leon, Sandal, & Larsen, 2011). Space missions will inform living in close proximity to others, working in a hazardous environment, and coping with long absences from home (Riley, 1992; Landon, Slack, & Barrett, 2018). Previous sea expeditions can give insight into the nature and danger of living at sea. A solo sailboat circumnavigation can inform sleep hygiene, psychological pressures, and healthy reintegration post-expedition (Kjaergaard, Leon, & Venables, 2015). Isolated, confined, and extreme environments impact optimal human performance by influencing physiological and psychological reactions. This presentation will combine what is known about the demands of The Atlantic Challenge row race along with available empirical data to be used as a starting point for anticipating performance factors for future race teams.

P-94

HBCU FOOTBALL PLAYERS’ PERCEPTIONS OF ATHLETIC AND ACADEMIC IDENTITIES

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Lindsey Cox, Concordia University of Chicago, USA;
C. Keith Harrison, University of Central Florida, USA;
Jeffery Eyanson, San Diego Christian College, USA

Student athletes’ perceptions, career plans, and self-identification play a significant role in their development throughout college and their career transition process after college. Administrators and coaches are responsible for enhancing the cultural outcomes by creating awareness of cultural biases, identification of concerns, and making intervention strategies easy to identify. Researchers examined how football players from an HBCU Division I Team perceive their social identity within the constructs of their competitive sport. The Baller Identity Measurement Scale (BIMS; Harrison et al., 2014) was utilized to collect data for this study, which continues to build on the work of scholars investigating academic and athletic identity with psychometric tools (Brewer et al., 1993; Gaston-Gayles, 2004; Harrison et al., 2014). The BIMS (Harrison et al., 2014) gathered HBCU football players’ perceptions of athletic and academic identities tied to motivation for performance. The BIMS, which uses the term “baller” instead of “student-athlete,” more precisely taps into identity formation of individuals recruited for revenue sports such as American Division I college football. The four factors measured are social identity, exclusivity, positive affectivity, and negative affectivity. Results showed social identity and positive affectivity were contribution factors if the participants considered themselves to be a “baller.” Additional results in regard to negative affectivity showed participants believed they would become depressed when participation was terminated due to injury. Current findings echo the culture

of major college football programs, the need to address the high status identity of ballers as popular figures on college campuses, and also how the impact of the baller identity relates to career engagement (or lack thereof) as the subculture of college football has become a “super-culture” with respect to the identity of the star football athlete. Further research might investigate the importance and impact of language and labels with respect to athletic and academic identity.

P-95

HEGEMONIC MASCULINITY THROUGH THE SOCIAL MEDIA OF MAJOR LEAGUE BASEBALL

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Mara Simon, Springfield College, USA;
Elizabeth Mullin, Springfield College, USA

Users of social media platforms communicate messages, both direct and more subtle, through images, videos, and captions. Hidden messages in social media posts may represent cultural gender norms (Head & Bruchmann, 2018; Yu & Jung, 2018) including hegemonic masculinity (Messerschmidt, 2019). We aimed to determine if themes of hegemonic masculinity were implicitly communicated in a men’s professional league social media account. Specifically, we examined the verified Major League Baseball Instagram posts made on Opening Day 2019. Using visual analysis methods, 14 posts containing a total of 28 images were reviewed for hidden messaging through analysis of content, graphics, and captions. Following an initial inductive analysis, images were deductively analyzed for five characteristics of hegemonic masculinity: physical force, occupational achievement, familial patriarchy, frontiersmanship, and heterosexuality (Connell, 1990, 2005; Trujillo, 1991). Nineteen images represented at least one of the five outlined characteristics of hegemonic masculinity. Occupational achievement, found in 12 images, was evident through visuals of popular player jerseys, Hall of Fame players, and captions indicating “the best” athletes and teams. Physical force, found in 10 images, was demonstrated through a focus on the number of home runs and were captioned with muscle emojis. Frontiersmanship and heterosexuality, while identified, were only evident in a few posts, and familial patriarchy was not identified at all. We concluded that hegemonic masculinity was (re)produced through the MLB Instagram account, possibly influencing the ~6.2 million followers, in particular youth fans and aspiring players. Given the potentially harmful effects of hegemonic masculinity, such as overemphasis on winning and success and exclusion of sport femininities (Connell, 1990, 2005; English, 2017; Trujillo, 1991), mental performance consultants need to be aware of the subtle messages professional leagues are communicating and encourage athletes to recognize the limitations and negative impacts of internalizing and reinforcing hegemonic masculinity in sporting culture.

P-96

HIGH SCHOOL ATHLETES’ PERSPECTIVES ON A SPORT-BASED YOUTH DEVELOPMENT PROGRAM THEORY OF CHANGE

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Andrea Vest Ettekal, Texas A&M University, USA;
Richard Lerner, Tufts University, USA

Many sport-based youth development (SBYD) program curricula include elements of character development. The theory of change (TOC) of one such program, Positive Coaching Alliance (PCA), suggests that engaging in PCA programming promotes competitors of character who better the Self, Teammates, and Game. It also suggests this change in character will transfer to contexts beyond sport in ways that reflect the 6 C’s model of positive youth development (PYD, Lerner et al., 2005). In a modified Scanlan Collaborative Interview Method (SCIM, Scanlan et al., 2013) high school athletes (N = 20; 65% male) previously illustrated their personal theory of change by generating and associating characteristics, sources, and outcomes of their conceptions of “a good competitor”. Then, the PCA TOC was tested by asking athletes to verify each dimension of the TOC and to confirm its salience by connecting back to athlete-derived constructs. Mixed-method analyses of the PCA TOC confirmed support for the components of Self, Teammates, and Game: all 20 athletes agreed with the importance of growth mindset (PCA’s Self tool, ELM Tree of Mastery) and honoring the game (PCA’s Game tool, ROOTS); 19 athletes verified positive encouragement (PCA’s Teammates tool, emotional tank-filling). However, there was little support for PCA’s curricula as salient sources of athletes’ development of these characteristics. There was very strong support for the 6 C’s model of PYD as outcomes of being competitors of character, especially confidence, competence, and connection. Altogether, this study provides an innovative example of evaluation research by deconstructing and testing personal, as well as programmatic, theories of change. Findings unveil a potential theory-to-practice divide in that athletes may believe in SBYD programs, but learn little about how to put what they learn into practice.

P-97

HIGH SCHOOL SPORTS COACHES’ PERSPECTIVES OF MENTAL SKILLS TRAINING IMPLEMENTATION

Arlene Bauer, SAIC, USA

The National Association for Sport and Physical Education (NASPE) and Society of Health and Physical Educators (SHAPE America) set forth an expectation for sports coaches to teach and incorporate mental skills into training for athletes in the National Standards for Sport Coaches (NSSC). Number 27 on their list of standards states that coaches should provide training on mental skills such as goal-setting, self-talk, imagery, and emotion regulation to enhance performance and athlete well-being (SHAPE America, 2018). With these recommendations in place, the lack of research surrounding high school coach perceptions of mental skills training demands exploration. The purpose of this qualitative multiple case study was to gain an in-depth understanding of the perceived benefits and challenges that exist when implementing a Mental Skills Training (MST) program in high school sports, from the perspectives of

high school sports coaches (Yin, 2014). For this research, interactions with six high school sports coaches took place through one-on-one virtual interviews and an asynchronous online focus group to not be limited by geography (Burton & Bruening, 2003; Merriam & Tisdell, 2016; Salmons, 2015). The primary research question that guided this study was, "How do high school sports coaches perceive the benefits and challenges of implementing an MST program?" An analysis of the findings resulted in five major themes: (a) reasons for implementing MST; (b) structure of MST and topics; (c) coach opinions of effects on athletic performance; (d) coach opinions of effects on life skills; and (e) support. The findings in this study can offer future high school sports coaches with relevant evidence about whether MST programs are a viable method of improving high school athlete performance and life skill development.

P-98

HOW DO YOU HEADSPACE?: EXPLORING THE BENEFITS OF MEDITATION APPLICATIONS ON STUDENT-ATHLETE HEALTH AND WELL-BEING

Stephany Coakley, Temple University Athletics, USA

Meditation and mindfulness interventions in sport have primarily been associated with performance outcomes (MSPE, Kaufman & Glass, 2006). However, meditation and mindfulness can impact a host of significant well-being outcomes. This exploration is proactive and aims to promote student-athlete well-being in two key areas: mental health, and sleep, which are core health and safety priorities established by the NCAA (Sport Science Institute).

In an environment where time is limited, using technology has numerous advantages. It eliminates barriers associated with interventions that include multiple group sessions. With 1000+ hours of content, student-athletes can engage in meditation and mindfulness independently, based on their individual needs. A program was introduced to student-athletes in the fall of 2019. Each student-athlete was given free access to the Headspace App, and encouraged to use it to help with: focus, sleep, stress, anxiety, resilience, and other health, and well-being factors.

We aim to: encourage meditation and develop mindfulness skills, increase time spent meditating, and incorporate mindfulness skills into their daily routine. The goal is for our student-athletes to spend 100,000 minutes meditating in 2019 - 2020. Using social media and other strategies, student-athletes are encouraged to "Headspace" before rehabilitation, academic tests, and bed. We will specifically focus on the following outcomes, in addition to performance: academics, injury and rehabilitation, and sleep (self-report). To date 263 (51%) Temple University student-athletes have enrolled, and have meditated for a total of 59,375 minutes. The most used meditations are: sleepcasts and wind downs, doze, and stress and anxiety. Using technology, eliminating barriers i.e. time, cost, and improving the overall well-being in college student-athletes is a win-win. This preliminary data suggests that this is a promising intervention to develop and strengthen mindfulness skills and meditation in collegiate athletes, now and in the future.

P-99

HUMANS ARE MORE IMPORTANT THAN HARDWARE: APPLIED COGNITIVE & PHYSICAL PERFORMANCE FOR AIR FORCE PILOT TRAINING NEXT

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Scott Gadeken, SAIC/Pilot Training Next, USA;
Dave Brunner, SAIC/Pilot Training Next, USA*

A team of Applied Biometric Analytics and Human Performance consultants from SAIC has been integrated as part of the United States Air Force's Pilot Training Next (PTN). PTN is the proposed revolutionary solution to the shortage of Air Force pilots. PTN utilizes state of the art simulated flight technology, along with student centered learning principles, and a holistic human performance methodology in order to help expedite the training and learning pipeline. The PTN holistic human performance program is charged with the education, testing, monitoring and application of mental and physical performance principles to help maximize expertise development, well-being states and performance. A central focus of the program is the human being as the performer and decision maker that allows technology to be utilized to its maximum capability. As such the focus of the program is to maximize human functioning consistent with the SOF truth that "Humans are more important than Hardware."

As part of PTN, extensive cognitive, psychometric, movement and biometric analysis are completed. The information gathered is utilized in individualized student and Instructor Pilot (IP) Aviator Performance Profiles (APPs). These profiles are provided to students, IP's and leadership to help facilitate relationships and a learning environment conducive to individual success. The metrics are utilized by the human performance team to develop applied individualized and targeted training for students and IP's alike. Both quantitative and qualitative results indicate that despite the elevated stress levels recognized throughout the course, the students as a whole demonstrated improvement in key cognitive and physical performance metrics that can be considered critical to flight and sustained performance. This presentation will describe the methodology of the PTN Holistic Human Performance program, with an emphasis on the role of the Aviator Performance Profile in facilitating learning and performance relationships to include key metrics.

P-100

ICE IN THEIR VEINS: COLLEGIATE ATHLETE COPING DURING A PHYSICAL STRESSOR TASK

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Joanne Perry, University of North Carolina Charlotte, USA;
Jordan Collins, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA*

Introduction: Physiological coherence illustrates the complex relationship between the mind and body. Heart rate variability (HRV), or the rhythmic pattern from one heartbeat to the next, determines an individual's level of coherence (McCraty et al., 2009). Biofeedback assessment can be used to compute coherence levels. Research shows that athletes employ a variety of coping strategies when put under stress (Crocker & Graham, 1995; Joyce, Smith, & Vitaliano, 2005). The effects

of coping strategies on coherence scores when athletes face physical stressors remains an underdeveloped area of research.

Methods: Drawing from the HRV assessment developed by Perry et al. (2019), NCAA Division I collegiate athletes (n = 62) participated in a cold pressor task. During this task, an athlete was asked to submerge their hand in ice water for 1 minute and 30 seconds. Following exposure to the physical stressor, individuals were prompted to self-report any coping strategies utilized to manage discomfort during the task. Coherence scores were continuously monitored using EM Wave Pro (HeartMath) technology.

Results: A two-way analysis of variance tested the differences in coherence scores among individuals in terms of the five coded coping strategies (distraction, self-talk, imagery, breathing/mindfulness, none) used during the cold pressor task. Significant differences were found between type of coping strategy used ($F(4,62)=4.798, p=.002, \eta^2=.270$). Post hoc analysis with Tukey test and inspection of marginal means were conducted to compare coping style's effect on coherence.

Discussion: Findings suggest style of coping influences coherence within student-athletes. Given the health and performance benefits of increased coherence (Morgan & Mora, 2017), coping effectiveness should be considered when examining the physical stressors of sport performance. These results reflect the importance athletes should place on coping strategy utilization to maximize success in their competitive environment.

P-101

IDENTITY AND CAREER MATURITY IN KINESIOLOGY STUDENTS

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Malia Johnson, University of North Texas, USA;
Taylor Casey, University of North Texas, USA;
Scott Martin, University of North Texas, USA

The purpose of this study was to examine athletic identity, identity foreclosure, and career maturity in undergraduate college students enrolled in kinesiology related courses. Participants (N = 306; 123 male, 183 female) provided demographic information and completed the Athletic Identity Measurement Scale (Brewer et al., 1993), foreclosure subscale of the Extended Objective Measure of Ego Identity Status (Bennion & Adams, 1986), and Attitude Scale of the Career Maturity Inventory (Crites, 1978). Pearson product-moment correlations indicated that the higher the sport participation during high school, the greater the athletic identity and identity foreclosure, and lower the career maturity attitudes. Separate analysis of variances were used to determine whether athletic identity, identity foreclosure, and career maturity differences existed because of gender, college major, or race/ethnicity. Results revealed that males had significantly higher response scores on athletic identity and identity foreclosure, and significantly lower response scores on career maturity than females ($p > .05$). Also, kinesiology students' response scores were significantly higher on athletic identity and identity foreclosure, and lower on career maturity than non-kinesiology students ($p > .05$). Finally, individuals who self-classified themselves as White had significantly higher athletic identity, lower identity

foreclosure, and significantly higher career maturity than non-Whites ($p > .05$). The findings from this study may be important to consider when designing career development programs for kinesiology students and collegiate athletes.

P-102

INFLUENCE OF LOCUS OF CONTROL ON ATHLETES PERFORMANCE IN LAGOS STATE, NIGERIA

Celina Adewunmi, University of Lagos, Nigeria;
Jatto Charles, Sport Psychology Association of Nigeria, Nigeria

Locus of control can have a major impact on life, from how one copes with stress to the motivation to take charge of life. In many cases, having a locus of control can be a good thing. This study investigated influence of locus of control on athletes performance in Lagos state, Nigeria. A sample size of four hundred respondents from Basketball, Football and Athletics were used. A self-developed and validated questionnaire was the instrument used for the study. The data collected was statistically organized and analysed using descriptive statistics of frequency counts for demographic data while inferential statistics of Chi-Square was used to test all hypotheses at 0.05 alpha level. Findings of the study revealed that knowledge of locus of control will significantly have a positive impact or impede team success. The study also established that poor self-esteem and poor emotional intelligence will significantly impede the success and performance of athletes. It was established that positive self-esteem will significantly have an impact on the performance of athletes and teams. It was recommended that coaches, sport and exercise psychologists should ensure the promotion of positive self-esteem and self-perceptions by establishing relationships, communications style and challenges that help individual athlete to nurture competence, autonomy and relatedness to a certain extent by making sure any critique is aimed at their performance and not at them as individuals and always offer a feasible strategy for them to improve.

P-103

INFLUENCE OF MINDFULNESS DOMAINS ON MENTAL TOUGHNESS IN COLLEGIATE ATHLETES

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Luke Evans, Saint Louis University, USA;
Hannah Fitterman-Harris, Saint Louis University, USA;
Jordan Collins, Saint Louis University, USA;
Jeffrey Shulze, USA;
Joanne Perry, University of North Carolina Charlotte, USA;
Michael Ross, Saint Louis University, USA

Introduction: Mental toughness is the capacity to deal effectively with stressors despite present circumstances (Clough & Strycharczyk, 2012). Mindfulness has been identified as a key psychological underpinning of mental toughness and both are highly valued within competitive sport. High levels of mindfulness results in higher control, constancy, and general mental toughness than lower levels of mindfulness (Walker, 2016); however, the impact of specific facets of mindfulness remains unclear.

Methods: NCAA Division I collegiate athletes (N=68) completed the Mental Toughness Questionnaire – Lite (MTQLite) and the Five Facet Mindfulness Questionnaire (FFMQ). The FFMQ measures five facets of mindfulness

including observation, description, mindful actions, non-judgmental inner experience, and non-reactivity.

Results: A multiple linear regression was conducted to assess the relationship between facets of mindfulness and mental toughness. The overall regression model yielded a statistically significant finding ($F(1,62) = 5.57, p < .001, R^2 = .31$). While mindful actions ($\beta = .33, t = 2.76, p < .01$) and non-reactivity ($\beta = .28, t = 2.18, p < .05$) predicted mental toughness, observation, description, and non-judgmental inner experience were not significant in the model ($p > .05$).

Discussion: When building mental toughness, athletes may benefit from utilizing psychological strategies such as mindfulness to aid and enhance their performance. Although previous literature has demonstrated that higher levels of mindfulness may be related to mental toughness, this study further clarifies the importance of distinguishing aspects of mindfulness. Mindful actions (i.e., acting out of quick judgment) and non-reactivity (i.e., active detachment from negative thoughts) may play a larger role in one's ability to maintain poise throughout stressful circumstances compared to other mindfulness domains. It is noted that these results do not imply causality and future studies should assess these variables over time. Knowledge of the impact of specific mindfulness domains may inform more targeted interventions.

P-104

INFLUENCE OF USING QUIET EYE ON PERCEPTIONS OF FIREARM SELF-EFFICACY AND SELF-REGULATION

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Scott Martin, University of North Texas, USA

The use and effectiveness of the quiet eye technique – the prolonged final gaze at a target just before executing action – have been topics of interest in performance psychology (Vickers & Lewinski, 2012). The quiet eye technique has been examined during attention-focused tasks and within anxiety-performance settings (Vickers & Lewinski, 2012; Vine et al., 2014; Vine & Wilson, 2010). Although support exists for using the quiet eye technique, there are still many unanswered questions regarding its effectiveness in various settings, specifically the influence it has on internal processes for performance enhancement. Therefore, the purpose of this study was to investigate individuals' experience with and knowledge of the quiet eye technique when using firearms. Through semi-structured interviews, firearm users were asked about their firearm experiences regarding: (a) routines used when shooting (e.g., at the range); (b) the quiet eye technique; (c) self-efficacy; (d) self-regulation; and (e) perceptions of current performance enhancement resources. Participants included nine males ($M_{age} = 43.44 + 7.17$) with greater than 15 years of firearms experience from the mid-west and southern United States. Interview transcriptions were coded using a consensual qualitative research approach (Hill et al., 1997). Cross-case analysis revealed 13 general themes present in all cases across six domains labelled as: (a) personal, occupational, and firearm identity; (b) firearm performance strategies, skills, and processes; (c) firearm confidence and self-efficacy; (d) self-regulated thoughts and behaviors while shooting; (e) knowledge of the quiet eye and attentional focus utilized during firearm performance; and (f) perceptions of firearm resources. The findings of this study indicate that the quiet eye technique, self-efficacy, and self-

regulation strategies may be beneficial with individuals who regularly use firearms to enhance performance success in static and dynamic settings.

P-105

INITIAL FEASIBILITY OF AN EVIDENCE-SUPPORTED APPROACH TO MENTAL HEALTH AND SPORT PERFORMANCE IN YOUTH ATHLETES

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Brad Donohue, University Nevada Las Vegas, USA

No sport-specific mental health interventions have been examined in youth athletes, although in collegiate athletes The Optimum Performance Program in Sports (TOPPS) has demonstrated better mental health and sport performance outcomes than campus counseling in a controlled trial (Donohue et al., 2018). The aims of the current study were to adapt the emerging adult TOPPS protocols to fit youth athletes based on expert recommendations, and determine its feasibility in a case study. Two sport psychologists and one professional coach from North-Ireland, England, and the USA viewed demonstrations of youth adapted protocols, implemented protocols with proxies, and provided recommendations. A second group of experts (3 psychiatrists from Brazil and a coach from USA) viewed demonstrations of the revised protocols with proxies, implemented each intervention with proxies, and provided recommendations. All professionals completed a 7-item survey about their experiences, utilizing a 7-point scale of agreement (1 = strongly disagree, 7 = strongly agree). Survey questions were relevant to the likelihood of engagement, effectiveness with sport performance/mental health, enjoyment to implement, safety, ease of administration, and consideration of their feedback. Average scores were high ($M=6.64; SD=.14$). Interventions were adapted based on feedback and four trained community-based practitioners implemented the interventions with 4 youth from low-income neighborhoods. Intervention integrity checks between these practitioners and independent raters, based on the percentage of protocol items administered was high ($M=83\% \text{ to } 100\%$). These practitioners completed the aforementioned survey. Average survey scores for community professional was high ($M=6.55; SD=.30$). A doctoral student then administered the revised protocols with a youth athlete who was formally diagnosed with Social Anxiety Disorder. Results showed significant improvements in sport performance, relationships, consumer satisfaction and diagnostic symptomology. The overall results suggest controlled evaluation of TOPPS in youth is warranted.

P-106

INTEGRATING EMOTIONAL SUPPORT WITHIN FITNESS TRAINING DELIVERY: A PROPOSED INTERVENTION FOR REDUCING STRESS ON-CAMPUS

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Pinto Jose, Florida State University, USA

College students in the US report alarming levels of stress with over 35% of this population experiencing mental health concerns like anxiety and depression (Beiter et al., 2015). These growing levels of stress bear an extreme burden to public

health and call for an immediate action on-campus. Exercise is a recommended strategy to cope with stress. However, only 30% of US college students are sufficiently physically active (Fuller et al., 2015). Starting to exercise faces people with barriers at the mental, emotional, and motivational level. However, in most gyms, the focus is on the physical aspects of exercise, while the emotional needs of exercisers are often overlooked. The purpose of this study was to explore the perceived exercise-related outcomes of providing emotional support throughout the delivery of a fitness program. A single-subject pilot case study was employed to assess the emotional-motivational experiences of a 21-year-old college student, who has engaged in a 4-weeks Exercise-Emotional Support (EES) fitness-program comprised of 12-treadmill exercise sessions (each performed at a moderate intensity for 45-60 min). The EES intervention was based on components of Motivational Interviewing (i.e., empathy, autonomy-support, supportive feedback, and collaboration; Miller & Rollnick, 2000). These components were employed through one-on-one trainer-exerciser conversations during each exercise session. A summary semi-structured interview was conducted upon intervention-completion. Content analysis revealed five main categories of perceived EES outcomes: (1) Companionship as a motivational source; (2) Enhanced self-care; (3) Exercise-related self-growth; (4) Enhanced mind-body improvements (i.e., improved fitness, reduced stress, etc.); and (5) Insightful self-realization. This study reveals that providing emotional support during the delivery of fitness program presents can help people continuously engage in exercise and practice self-care while experiencing meaningful self-realization experiences. These results set the foundation for an extended investigation of the effectiveness of an EES intervention for stress relief, exercise-motivation, and self-growth among college students.

P-107

INTRODUCING SPORT PSYCHOLOGY TECHNIQUES INTO COLLEGIATE COMPETITIVE DANCE

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Cameron Pryor, Southern Illinois University Edwardsville, USA;
Alyssa Lowe, Southern Illinois University Edwardsville, USA;
Lindsay Ross-Stewart, Southern Illinois University Edwardsville, USA

Aspects of performance have been studied heavily in regard to the world of sport, but there is very little research within the competitive dance community (Hanrahan, 2007). The limited research that has been done suggests that competitive dancers experience similar psychological experiences while performing as athletes in other sports (e.g., Walker & Nordin-Bates, 2010). Taken together these findings suggest the need for mental training interventions with competitive dance athletes. Hanrahan (2007) identified self-confidence and performance anxiety as common themes among dancers that could benefit from psychological skills, while Sweeney & Horan (1982) concluded that a combination of cue-controlled relaxation and a cognitive restructuring approach to performance anxiety be used with dancers. Therefore, the purpose of this presentation will be to highlight a mental training intervention that focused on these areas with a competitive collegiate club dance team. Specifically, it will focus on the skills targeted by the mental training intervention, including how they were modified to best match the unique needs of dancers. Participants, coaches and consultants' self-reflections on the experience will also be highlighted, with a particular focus on the unique challenges of working with college dancers.

P-108

INVESTIGATING THE RELATIONS OF HEDONIC AND EUDAIMONIC MOTIVES WITH THRIVING IN COMPETITIVE YOUTH SPORT: CROSS-CULTURAL STUDY IN CANADA AND JAPAN

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Eric MacIntosh, University of Ottawa, Canada;
Shintaro Sato, Waseda University, Japan

Youth athletes vary in the degree to which they struggle or thrive in the competitive circumstance. Thriving, the joint experience of learning and vitality (Spreitzer, Sutcliffe, Dutton, Sonenshein, & Grant, 2005), is the desired state by which people guide goal-directed behaviors to overcome stressful circumstances. Porath and Spreitzer (2014) indicated that basic psychological needs (BPN) are important predictors of thriving, and that a person's motivational orientation is an indicator of BPNs (Saunders, Huta, & Sweet, 2018). As the cultural difference between western and eastern countries is well-acknowledged, we investigated the relationship between motivational orientation (i.e., hedonic or eudaimonic motives) and salient outcomes for youth athletes (i.e., intention to continue, athletic well-being, & goal progress) through BPN satisfaction and thriving within a young athlete sample (Mage = 15.22) from Canada (n = 216) and Japan (n = 364). The participants answered an online survey regarding their motivation, thriving, intention, well-being, and goal progress. The latent-based structural equation modeling demonstrated an acceptable model fit ($\chi^2/df = 2.49$; CFI = .94; RMSEA = .05; SRMR = .06). The indirect effect tests showed only eudaimonic motives are significantly associated with the three outcomes through both BPN satisfaction and thriving. The measurement invariance test showed a significant difference between Canadian and Japanese samples. The final model for the Canadian sample accounted for 14.6% of the variance in intention, 77.5% of well-being, and 47.1% of goal progress while the final model for the Japanese sample accounted for 10.3% of the variance in intention, 72.2% of well-being, and 51.9% of goal progress. The results indicate that eudaimonic motives (e.g., seeking to develop a skill) are important personal resources for thriving, which associates with greater intention, well-being, and goal progress. This study suggests the importance of psychological intervention to develop youths' eudaimonic motives to facilitate their optimal development.

P-109

INVOLUNTARY CAREER TERMINATIONS OF IRISH PROFESSIONAL RUGBY UNION PLAYERS: A QUALITATIVE STUDY

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This qualitative study explored the involuntary career termination experiences of six Irish, male, retired professional rugby players. The purpose of this study was to gain insight and understanding of the sport-career termination experiences of Irish professional rugby players who were forced to retire from the game involuntarily. The average retirement age of participants was 28 years (SD = ± 5.4), with the average length of professional career being 8 years (SD = ± 7.1). The participants volunteered and consented to partake in retrospective semi-structured interviews. Transcripts from the interviews was analysed, coded and separated in to nine themes including Athletic Identity, Player Welfare, Organisational

Conflict, and social support. Involuntary retirements were separated into two groups, Group one (N=3) retired due to injury, Group two (N=3) retired due to the non-renewal of their contract. A subjective feeling of control plays a crucial role in social psychological theories of health and illness, as well as having a massive impact on career termination emotional and coping reactions (Alfermann et al., 2004). The loss of control over one's athletic career resulted in all participants reflecting negatively on their initial retirement experiences with feelings of bitterness, loss and resentment emerging from both groups. However, acceptance and emotional readiness to transition appeared stronger in Group one participants. Feeling adequately prepared for life after professional rugby was the primary concern for all participants.

P-110

IS THE SELF-REGULATED LEARNING FOR SPORT PRACTICE SURVEY A UNIVERSAL TOOL? CONSIDERING RESEARCH-ASSESSMENT AND APPLIED PERSPECTIVES

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Stuart G. Wilson, University of Ottawa, Canada;

Bradley W. Young, University of Ottawa, Canada;

Jan Blecharz, University of Physical Education in Cracow, Poland

Research shows that self-regulated learners may get more out of their potential, and self-regulation has been found to be positively related to sport performance and skill level (e.g., Anshel & Porter, 1996; Bartulovic et al., 2017). An instrument measuring self-regulation of learning may identify individuals' strengths and weaknesses with respect to optimal practice activity. The Self-Regulated Learning for Sport Practice (SRL-SP) short form survey (Wilson et al., 2019) showed factorial and criterion validity, however, there remains a need for research to test its general utilization and psychometric characteristics in different cultures, and explore its usefulness as an applied sport psychology tool. To achieve these goals, a two-step investigation was pursued by a team of international collaborators. First, 126 collegiate athletes (Mage=20.68, n females=64, n males=62) representing both individual and team sports completed a back-translated version of the SRL-SP short survey, the General Self-Efficacy Scale, and Metacognitive-Self Scale. CFA of the SRL-SP resulted in fit indices (RMSEA=.086, SRMR=.068, CFI=.87, TLI=.85) implicating further necessary analysis, though both motivational ($\alpha=.79$) and metacognitive ($\alpha=.83$) subscales revealed good reliability. SRL-SP scores were associated with self-efficacy and metacognitive self criterion variables. In a second qualitative step, an experienced sport psychology consultant employed the SRL-SP short form in her discussions with an experienced elite athlete (multiple World Record holder, multiple World Champion in individual water sport). Following distribution of the same surveys, she conducted a semi-structured interview asking the athlete about each item, and their relation to his quality practice efforts. Idiosyncratic descriptive analyses revealed that the SRL-SP is a useful dialogue tool and is helpful for monitoring the development of self-regulated learning competencies. This research informs perspectives on cultural sport psychology (McGannon & Smith, 2015) through international examples of how the SRL-SP can be a consulting tool for helping athletes develop proactive approaches to their practice tasks.

P-111

IT IS NOT BLACK OR WHITE: THE IMPLEMENTATION OF A RATIONAL EMOTIVE BEHAVIOR THERAPY WORKSHOP WITH ROLLER-HOCKEY PLAYERS

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Marta Borrueco, Universitat Autònoma de Barcelona, Spain;

Miquel Torregrossa, Universitat Autònoma de Barcelona, Spain;

Yago Ramis, Universitat Autònoma de Barcelona, Spain

In sport context, dysfunctional beliefs can threaten well-being and objectives' achievement, partly due to the relation between dysfunctional beliefs with burnout and psychological distress in the face of adversity (e.g., pressure, failure, injury). Rational-Emotive Behavior Therapy (REBT; Ellis, 1957), and specifically the growing literature reporting on the application of REBT in sport environments (Turner, 2016), offers the possibility of coping with the demands related to performance situations through beliefs' functionalization. The current study had the goal to implement and evaluate a REBT workshop to promote roller hockey players' functional beliefs and their resultant adaptive consequences. A total of 8 players participated in the 3-hour workshop, which was divided into three phases: (a) the educational phase on the (G)ABCDE framework, (b) the recognition and disputation phase (i.e., logic, pragmatic, evidence-based) of dysfunctional beliefs, and (c) the functionalization of beliefs phase. The three phases were worked through exercises to offer practical skills, such as the recognition of the personal (G)ABC process, the elaboration of triggering words to dispute dysfunctional beliefs, the identification of resources to facilitate functional beliefs, and the differentiation between controllable and non-controllable situations. Participants evaluated the module through a satisfaction survey. Overall impression of the participants was positive. The main strengths were a proper balance between theoretical and practical parts, exchanging experiences between participants through a dynamic context, and the opportunity for introspection. To further improve, participants recommended making the module longer and scheduling the workshop at another time instead of just before their training sessions. The evidence-based approach of this workshop offers the first steps to develop strategies to prevent desadaptative consequences on the field. In addition, it intends to encourage athletes to take responsibility of their own beliefs, emotions and behaviors, which will help to achieve their short and long-term performance and well-being objectives.

P-112

"JUST KIDDING" NO LONGER CUTS IT: MICROAGGRESSIONS IN COLLEGE SPORT

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Tyra Rucker, Ball State University, USA;

Lindsey Blom, Ball State University, USA

Microaggressions are daily verbal and behavioral indignities that communicate derogatory or negative slights and insults (Suárez-Orozco et al., 2015, p. 151). Research has been conducted on racial history that influences microaggression (Coakley, 2014, p. 227; Collins, 2000) and the types of microaggression that Black Americans experience as a whole (Mekawi, Bresin, & Hunter, 2017; Smith et al., 2015). Furthermore, research also indicates that the racial history

within the U.S. society is consequently reflected within sport (Burdsey, 2011; D'Ugo, 2019; Haigwara, Alderson, & McAuley, 2015; Liao, Weng, & West, 2016; Paradise et al., 2015). Examples include player position placement, socioeconomic representation regarding ticket prices/sales, and different racial commentary (Coakley, 2014, p. 229). These microaggressions, in general, are known to affect student-athletes' well-being, mental health, sport performance and feeling of social acceptance (Nadal et al., 2012), but little research has actually discussed the implication of microaggression on Black athletes.

Thus, the purpose of this project was to further understand the experiences that Black college student-athletes have in sport related to microaggressions in order to develop coach educational resources. The researchers compiled literature on microaggressions and conducted interviews with college student-athletes of color in Indiana. From this information, the researchers formulated a coach/administrator education workshop that discussed microaggressions and the effects on athletes of color in the sport environment. The workshop supports an educational process, starting with information, then activities to allow individuals to interpret their own biases, along with how to intervene as a bystander. Educational workshops like this one are needed to enhance multicultural competence, improve team cohesion, help make the sport environment feel more inclusive, and positively influence the well-being of student-athletes.

P-113

LEADERS IN THE MAKING: THE DEVELOPMENT OF SKILLS AND STRATEGIES OF AN EFFECTIVE LEADER IN WOMEN'S COLLEGIATE SPORT

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Sarah Phelps, Miami University Ohio, USA;
Kayla Sliz, University of New Hampshire, USA

Leadership is broadly defined as a behavioral process in which an individual influence another individual or group to accomplish a set of shared goals (Barrow, 1977). While leadership impacts both men and women in regard to collegiate sport, Burton (2015) highlights the underrepresentation of women in sport leadership. Further, recognizing a lack of focused programming for leadership for female athletes, this investigation focuses on female collegiate athletes and their experience in a Leadership Development Program (LDP); a program in place to help prospective leaders learn about skills and strategies associated with leadership. Specifically, participants included 20 female collegiate athletes identified by their coach as key contributors to the team performance wise, with strong leadership potential. Focus group interviews highlighted individual perspectives relative to skills, roadblocks, and styles specific to leading women in collegiate sport. Additionally, these interviews provided feedback for what the participants considered to be the most valuable parts of the program. Through hierarchical thematic analysis results of this investigation indicated that in order to be an effective leader, female athletes should be able to build strong relationships, communicate effectively, hold themselves and others accountable, and stay composed during high pressure situations. Further, participants noted that leading by example was ranked

as most important to all teams involved in LDP, yet team leaders felt the strongest and had more responses about performance and relational leadership. These finding highlights and reinforces the complexity of components of leadership and validates the importance of developing programs which encompass multiple styles of leadership and take into account the perspectives of team context.

P-114

LET'S GET SMART AND SET SPORTS GOALS

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

Goal setting has been a long-supported performance enhancement strategy in sport (Weinberg & Butt, 2008), in large part due to goals' functions on attention, effort, persistence, confidence, and strategy-driven planning and action (Locke & Latham, 2002). However, a goal's efficacy is largely dependent on its structure and related support systems (Mann et al., 2013; Milyavskaya & Werner, 2018). While methods exist that target goal quality (e.g., SMART goals), these guides can fall short as they focus exclusively on goal structure. To address this issue, the SPORTS goals method includes both structural and procedural guidelines by advocating for goals to be:

- Specific
- Positively-worded Performance and Process focus
- Observable/measurable
- Record and commit to a Realistic, yet challenging target
- (include a) Target evaluation date
- Short-term leading to long term goals

SPORTS goals have a structure that is more inclusive of the many moderators associated with goal setting efficacy. Beyond being specific, observable/measurable, realistic, and time-oriented, goals should primarily be performance and process-based (i.e., focusing on personal, controllable, and strategy-driven behaviors) and positive (i.e., focusing on approach, as opposed to avoidance, behaviors). While a performance outcome may be the ultimate objective, performance goals are more likely to generate the requisite focus and strategy-driven action necessary for success and avoid anxiety more frequently associated with outcome goals (Weinberg, 2013). Additionally, positively-worded goals provide more definitive criteria for achievement (and help minimize the influence of ironic processes; Wegner, 1994). SPORTS goals also advocate for goals to be recorded (and for other goal commitment strategies to be employed), evaluated, and structured where proximal goals lead to the ultimate attainment of more distal goals. By including these support strategies for goal setting within the SPORTS acronym, performers are more likely to avoid common issues that detract from goal setting effectiveness (Locke & Latham, 2002; Weinberg, 2013).

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LIMITED COPING SKILLS, YOUNG AGE AND HIGH BMI ARE RISK FACTORS FOR INJURIES IN CONTEMPORARY DANCE: A 1-YEAR PROSPECTIVE STUDY

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Dancers are high-performance athletes who are particularly susceptible to injuries, which can have severe consequences, such as medical treatment and restricted artistic development. Insight into the aetiology and mechanisms of injuries is of great importance to develop preventive measures. The stress-and-injury model of Williams and Andersen (1998) suggests that psychosocial factors, namely coping resources, personality and history of stressors, influence the stress response and, thus, the likelihood of injury occurrence. However, high-quality prospective studies focussing on mental risk factors for dance injuries are lacking. This study investigated potential risk factors for substantial injuries in contemporary dance students using a prospective cohort design. Student characteristics (age, sex, BMI, educational program and history of injury) and psychological constructs (coping, perfectionism and self-regulation) were assessed using the Performing artist and Athlete Health Monitor. Substantial injuries were measured with the Oslo Sports Trauma Research Center Questionnaire on Health Problems and recorded on a monthly basis. Univariate and multivariate logistic regression analyses were conducted to test associations between potential risk factors (i.e. student characteristics and psychological constructs) and substantial injuries. During the academic year 48.5% of the students reported at least one substantial injury. Of all factors included, coping skills (OR 0.91; 95% CI, 0.84–0.98), age (OR 0.67; 95% CI, 0.46–0.98) and BMI (OR 1.38; 95% CI, 1.05–1.80) were identified as significant risk factors in the multivariate analysis, explaining 24% of the variance in the substantial injury group. Further prospective research into mental risk factors for dance injuries with larger samples sizes is needed to develop preventive strategies. Yet, dance schools could consider including coping skills training as part of injury prevention programs and provide special attention to younger dancers and those with a higher BMI through transitional programs to assist them in managing the stress they experience throughout their (academic) career.

P-116

MENTAL HEALTH BUDDY AID – A PEER MENTAL HEALTH SUPPORT TRAINING

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Individuals who are experiencing psychological distress may face barriers in sharing their difficulties, and delay seeking help as a result. Research has shown that early intervention prevents further deterioration and provides better prognosis of recovery. The Mental Health Buddy Aid (MHBA) workshop was

created to equip junior ranks of military personnel with skills to identify and support their peers who may be experiencing symptoms of psychological distress. The workshop empowers these participants to do so through a three-pronged approach. Firstly, a facilitating psychologist shares about signs and symptoms of psychological distress that are commonly observed. This also provides an introduction to the topic of mental health and destigmatises attitudes towards it. Secondly, participants are taught brief psychological first aid techniques that they can use to support a peer in distress – providing practical actions that they can in situations. Lastly, participants put their knowledge to practice by going through a role play. Anecdotal evidence gathered post-workshop suggest that participants have a greater awareness of mental health and methods to support a peer. Self-reported levels of confidence in supporting peers also increased from pre to post-workshop. Efforts are underway to gather further evidence to examine the efficacy of the MHBA workshop.

P-117

MENTAL SKILLS NEEDS ASSESSMENT OF ICE HOCKEY GOALIES

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An ice hockey goalie is a unique position, fraught with many mental challenges. All goalies experience this and can use mental skills to manage these mental challenges and to improve their performance. Mental skills provide goalies with the opportunity to enhance productive mind/body states, and control unproductive mental states enabling the greatest opportunity of performing at their best (Harrison, 2006). In the sport world developing an athlete's mental skills has become a routine training component (Weinberg & Williams, 2015). However, sport-specific or position-specific mental skills development has not yet made it to ice hockey or the goalie position. In this study we collected data from elite ice hockey goalies and goalie coaches from several North American and European National Teams, university teams, and professional men's and women's teams at the Annual Global Goaltending Retreat in Breckenridge, Colorado. Goalies and their coaches provided information on the mental challenges and mental skills needs and experiences through written surveys, individual interviews, and focus groups.

Participants were 16 male goalies, 18 -26 years old, 6 female goalies, 20-26, and 8 male goalie coaches 32-65. All 30 completed the surveys. In the surveys the most often cited mental challenges and needed skills were, in order of frequency: 1) Nervousness and anxiety, 2) Performance consistency, 3) Confidence and 4) Maintaining concentration and focus.

Focus group participants were 4 male goalies and 2 goalie coaches. Common themes in the focus group were similar: 1) Performance consistency, 2) Nervousness and anxiety, 3) Confidence and 4) Maintaining concentration and focus.

Goalies clearly recognize the need to control anxiety and attentional focus, and development of those skills may promote performance consistency and confidence. These findings provide a foundation for developing a goalie-specific mental skills training program.

P-118

MENTAL TOUGHNESS AS A PREDICTOR OF COPING IN COLLEGE ATHLETES

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Introduction: Given the important role that athletic coping skills play in sport performance, it is important to investigate which factors might be related to athletic coping in college athletes (Smith, Schutz, Smoll, & Ptacek, 1995). Previous studies (e.g., Kaiseler, Polman, & Nicholls, 2009) suggest that mental toughness might predict coping ability in response to a self-selected stressor, but it remains unclear whether mental toughness is predictive of overall athletic coping skills. To help elucidate the relationship between these variables, the present study investigated whether mental toughness predicts athletic coping skills in NCAA Division I student-athletes.

Methods: 68 NCAA Division I men and women's student-athletes from various sports who were seeking sport psychology services completed the Mental Toughness Scale (MTS; Madrigal et al., 2013) and the Athletic Coping Skills Inventory (ACSI; Smith et al., 1995). A simple linear regression was then conducted to see whether the MTS predicted the ACSI.

Results: A simple linear regression revealed that the MTS (mental toughness) significantly predicted the ACSI (coping) ($F(1, 66) = 39.600, p < .001$), with a correlation coefficient of .61 and an R^2 value of .366. When using the MTS and ACSI, an athlete's ACSI is equal to $10.87 \times (\text{MTS}) - 13.13$. In other words, athlete's ACSI score increased by 10.87 for each 1-point increase on the MTS (mental toughness).

Discussion: Mental toughness significantly predicted athlete's overall athletic coping abilities. Since mental toughness and coping are both related to sports performance, the present findings suggest that helping athletes to improve their mental toughness could potentially have both a direct and indirect effect (via athletic coping skills) on their athletic performance (Madrigal et al., 2013; Smith et al., 1995). To further elucidate these relationships, it could prove beneficial for future studies to investigate potential mechanisms linking mental toughness and athletic coping skills in collegiate student-athletes.

P-119

MINDFUL APPROACHES TO COACHING PERFORMANCE

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In pursuit of performance excellence, the field of applied sport psychology has placed considerable emphasis on the application of mental skills. Traditional techniques encompassing psychological skills training programs (PSTs) are grounded in cognitive behavioral methods designed to foster self-regulation of internal thoughts and negative emotions. Notably, many authors have commented on the vast number of inconsistencies within empirical research seeking to support the approach of PST programs (Gardner & Moore, 2004).

Frank Gardner and Zellar Moore developed the Mindfulness-Acceptance-Commitment (MAC) program, adapting from clinical models of Acceptance and Commitment Therapy (Hayes et al., 1999) and Mindfulness-Based Cognitive Therapy (Segal et al., 2002). Mindfulness theory states the recognition and acceptance of all stimuli in a surrounding environment supports clearer thoughts and behaviors. Building upon this idea, the MAC approach aims to enhance awareness and acceptance of all possible internal cognitive states, regardless of their orientation, in hopes of diminishing rule-governed behaviors.

To date, mindfulness-based research in an athletic setting has focused on athletes nearly exclusively, leaving coaches largely unexplored (Longshore & Sachs, 2015). Coaches experience stressors through both personal and environmental characteristics yet are often ill-equipped to handle the anxiety they encounter (Frey, 2007; Giges et al., 2004). As leaders of performers, coaches may be ideal candidates for training in mindfulness.

For the presented study, the researcher created a pilot MAC program for coaches consisting of a psychoeducational presentation, guided meditation interventions, and pre and post intervention surveying.

The participant self-reported positive increases in three subscales related to performance, mindfulness and perceived mental health states. Additionally, the program presents a modern solution to long-distance consulting, given the online method of delivery and lack of direct communication between consultant and client. Finally, the program introduces an element of ownership to potential participants by promoting self-guided consumption and participation.

P-120

MINDFULNESS AND DEVELOPMENT: ATHLETES' TRANSITION FROM ADOLESCENCE TO YOUNG ADULTHOOD

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One-third of emerging adults enter this developmental period in college (Arnett, 2000), and many experience mental health issues (Zivin et al., 2009). A growing body of research with college students supports mindfulness for combating stress, increasing self-compassion, and improving well-being (Hindman et al., 2015). Although mindfulness is also beneficial for student-athletes (Wolanin & Gross, 2016), little is known about differential responses of under- and upperclass students. These developmental implications may be important, as it is likely that over four years student-athletes become better at applying mindfulness as a result of experience.

The present study investigated whether 6-week Mindful Sport Performance Enhancement (MSPE) training had a different effect on underclass ($n = 40$) compared to upperclass ($n = 21$) student-athletes' mindfulness, anxiety, and both attention/emotion regulation and physical sport performance satisfaction. Participants were female athletes from three teams at an NCAA Division III private university.

Significant main effects for time were found using 2 (age group) x 2 (time) ANOVAs, with higher self-ratings of both physical performance and attention/emotion regulation skills at post-test compared to before mindfulness training. Additionally, analyses revealed that student-athletes had less sport anxiety (SAS-2) at post-test than at pre-test. A significant interaction between age and time was found only on the Mindfulness Inventory for Sport scale. While underclass student-athletes initially scored higher than upperclass student-athletes, the reverse was true after the mindfulness intervention; upperclass student-athletes increased significantly in mindfulness after MSPE.

Results suggest that athletes have more positive perceptions of their athletic performance (both physical and attention/emotion regulation skills) following mindfulness training, as well as less sport anxiety. Additionally, upperclass student-athletes appeared to benefit more from the mindfulness aspect of MSPE. The implications of these results for theories of emerging adulthood will be presented, as well as suggestions for future research and mental training with college athletes.

P-121

NCAA ATHLETES' PSYCHOLOGICAL SKILLS DIFFER ACROSS GENDER, BUT NOT DIVISIONS

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The use of psychological skills has been shown to benefit athletic performance (Hacker, 2000; Meggs & Chen, 2019), yet little is known regarding how various psychological skills may differ across collegiate athletes' gender and competition levels. Therefore, the purpose of this study was to examine NCAA athletes' psychological skills across gender and divisions.

Participants were 189 NCAA Division I to III athletes (Mage = 19.71; 130 females, 59 males; 88 Division I; 101 non-Division I) across 19 sports. Participants completed the Athletic Coping Skills Inventory-28 (ACSI-28; Smith et al., 1995) that assessed the athletes' psychological skills, including coping with adversity, coachability, concentration, confidence and achievement motivation, goal setting and mental preparation, peaking under pressure, and freedom from worry. A 2 x 2 MANOVA was conducted to examine the main and interaction effects of gender and division on collegiate athletes' use of psychological skills, and a follow-up univariate test was used to examine any significant differences ($p < .05$).

The MANOVA results revealed a significant main effect for gender (Wilks' lambda = .900, $F(7, 179) = 2.830$, $p = .008$, $\eta^2 = .100$), but not for division (Wilks' lambda = .950, $F(7, 179) = 1.34$, $p = .234$, $\eta^2 = .050$), on psychological skills. The follow-up univariate analysis indicated that male athletes scored higher in peaking under pressure ($M = 7.95$ vs. 6.62) and freedom from worry ($M = 6.42$ vs. 4.90) than their female counterparts. There were no significant interaction effects.

Findings indicated that gender may play a role in NCAA athletes' use of psychological skills. Male athletes appear to perform better under pressure and report more freedom from worry regarding their mistakes as compared to female athletes. NCAA sport psychology professionals should pay

attention to these potential psychological skills differences across gender and address them accordingly.

P-122

NCAA COACH PERCEPTIONS OF LIFE SKILLS DEVELOPMENT IN COLLEGIATE SPORT

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Athletes can develop life skills (LS) that not only make them more efficacious team members, but also influence their effectiveness in other life domains (e.g., Fourie et al., 2011). A key factor that determines if life skills development (LSD) occurs in sport is the role of the coach (Camiré & Kendellen, 2016). Much is known about LSD in youth sport; however, scant research has investigated LSD in collegiate sport. Therefore, the purpose of this study was to explore current NCAA head coaches' perceptions of their role in LSD, LS taught, and strategies used to promote LSD, and to test whether coaches' perceptions positively predicted LSD strategies and whether both general and specific LSD strategies positively predicted LS taught. Surveys assessing types of LS taught, coaches' perceived role in LSD, and strategies for LSD were completed by 289 coaches ($n_m = 171, n_f = 114, n_{missing} = 4$), representing all 3 NCAA Divisions, 21 sports, and an average NCAA coaching tenure of 15yrs ($SD = 10.84$). Overall, 27% of coaches ranked LSD as a top coaching objective (second to winning, which 30% of coaches ranked first). Further, coaches agreed that LSD was part of their job, felt moderately prepared to teach LS, and felt moderately successful in LSD. Coaches reported addressing teamwork and leadership most often (both within the mean spread's top tertile; range = 3.67-4.43) using a variety of specific and general LSD strategies. Results of a path analysis model revealed a good fit, $\chi^2(25) = 65.58, p < .000, CFI = .98, TLI = .93, RMSEA = .08$, indicating that coaches' perceptions positively predicted use of LSD strategies; with specific LSD strategies positively predicting all LS taught and general strategies positively predicting all LS except goal setting and problem-solving (R^2 values range = .20-.51). These initial findings indicate NCAA coaches see value in continuing the important LSD work youth coaches do and are using varied strategies to facilitate this personal growth.

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NCAA DIVISION I ATHLETIC ADMINISTRATORS' PERCEPTIONS OF AND EXPERIENCES WITH MENTAL PERFORMANCE CONSULTANTS

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As a governing body, the National Collegiate Athletic Association (NCAA) attempts to ensure the well-being and life-long success of student-athletes. To meet this agenda, the NCAA recognizes the value in adopting an interprofessional team approach within NCAA athletic departments. While some support staff (e.g., athletic trainers) are employed as full-time interprofessional members in every NCAA Division I (DI) athletic department, other support staff, such as mental performance consultants (MPCs), have yet to achieve the same employment status. Survey research with NCAA DI Athletic Administrators (AAs) indicates that AAs hold positive

perceptions of MPCs as a valuable resource that can help student-athletes improve focus, build confidence, and manage anxiety (Wilson et al., 2009; Wrisberg et al., 2012). Yet, AAs also reported uncertainty for the need of full-time MPCs (Bemiller & Wrisberg, 2011). There seems to be a discrepancy between the AAs' positive perceptions of mental performance services and the actual hiring of full-time MPCs. The purpose of this study was to explore AAs' perceptions of and experiences with MPCs within NCAA DI athletic departments. Semi-structured interviews were conducted with 11 NCAA DI AAs (9 males, 2 females) using Thematic Analysis (Terry et al., 2017), three themes were constructed: (a) AAs' knowledge about and experiences with MPCs; (b) Factors that influence AAs' hiring of MPCs; and (c) Coaches' and athletes' belief in and actual use of MPC services. Participants emphasized that coaches have a powerful voice within athletic departments and influence their decision to hire MPCs. Athlete testimonials and tangible results were also factors in demonstrating the need for AAs to allocate resources for employing MPCs. Importantly, participants provided insight into ways MPCs can increase visibility and establish their value within NCAA DI athletic departments. Practical implications for MPCs interested, or currently working, in the NCAA DI environment will be highlighted.

P-124

NOT JUST FOR GIRLS: BODY DISSATISFACTION AND DRIVE FOR MUSCULARITY PREDICT PATHOLOGICAL EATING BEHAVIORS IN MALE COLLEGE ATHLETES

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Research has only recently begun to explore constructs such as body dissatisfaction and drive for muscularity in male collegiate athletes (e.g., Galli et al., 2015; Perelman et al., 2018). Eating pathology is traditionally considered a female issue, likely contributing to the dearth of literature examining this construct in male athletes. The purpose of this study was to determine whether drive for muscularity and body dissatisfaction predict dietary restriction, cognitive restraint, and binge eating behavior in a sample of NCAA male collegiate athletes. Participants were 93 male athletes recruited from two Midwestern universities. Independent variables were the Appearance Orientation, Appearance Evaluation, and Overweight Preoccupation subscales of the Multidimensional Body-Self Relations Questionnaire and the Drive for Muscularity Scale. Dependent variables included the 1) Dietary Restriction, 2) Binge Eating, and 3) Cognitive Restraint subscales of the Eating Pathology Symptoms Inventory. Separate multiple regression models were conducted for each dependent variable, and models for cognitive restraint and restriction controlled for BMI. Appearance Evaluation was related to dietary restriction ($p < .000$), such that a more negative evaluation of one's appearance was related to more behaviors to limit food intake. Drive for Muscularity ($p < .05$) and Overweight Preoccupation ($p < .05$) were predictors of Binge Eating, such that greater preoccupation with being overweight and drive for muscularity were associated with increased binge eating frequency. Overweight Preoccupation was a predictor of Cognitive Restraint, such that greater preoccupation with being overweight was related to higher levels of cognitive

intent to control eating ($p < .000$). Findings suggest that drive for muscularity predicts binge eating behavior but not restraint/restricting, whereas overweight preoccupation predicts both restrictive and binge eating behaviors. As eating pathology is associated with decreased sport performance (El Ghoch et al., 2013), athletes may need interventions designed to help them resist sociocultural pressures to meet an unattainable and potentially dangerous athletic body ideal.

P-125

POSITIVE COACHES: A NEW PERSPECTIVE FOR SELF-COMPASSION IN SPORT

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Self-compassion is an effective resource for helping athletes cope with the daily struggles and adversities of sport; however, many athletes also report hesitancy to this approach out of fear that too much compassion may harm performance (Ferguson et al., 2014). Self-compassion is traditionally conceptualized as treating oneself the same way a good friend might treat you (Neff, 2003). More recent research shows that athletes may actually prefer treating themselves the way a coach or mentor might treat them, and that this chosen perspective influences their self-talk (Kuchar et al., 2020). The present study extends this research by asking athletes about qualities of their preferred perspective after making sport-related mistakes. Athletes ($N=224$) chose a person (e.g., coach, teammate) and two adjectives to describe the ideal perspective from which they prefer to receive feedback. Chi-square tests revealed that the preferred person was not equally distributed, nor were the adjectives ($ps < .001$). Athletes preferred the perspective of a coach ($N = 71$) or teammate ($N = 46$) and described them as positive ($N = 80$) and mentally tough ($N = 44$). Follow-up binary logistic regression analyses were conducted testing the significance of gender, age, ethnicity, and highest competition level (e.g., NCAA) as predictors. Of these tests only gender was significant, and only in the coach perspective. For males the odds of choosing coach was higher than for females. Findings from this study may help tailor self-compassion interventions for athletes by using the perspective of a positive coach or teammate, rather than a good friend. This change in perspective may decrease athletes' apprehension towards self-compassion; however, future studies are needed to examine the effectiveness of this approach including the effect on psychological and performance measures.

P-126

PROMOTING THE 5CS: DESIGNING AND IMPLEMENTING AN EVIDENCE-BASED EDUCATION PROGRAM FOR COACHES

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Sport context represents a great opportunity to foster young athletes' psychosocial development (Côté & Erickson, 2016). In that context, coaches are an essential part of the entourage as they can facilitate athletes' psychosocial development by promoting commitment, communication, concentration,

control and confidence, namely the 5Cs (Harwood et al., 2015). The purpose of this work was to design and implement an evidence-based education program aimed at enhancing coaches' effectiveness to promote the 5Cs in their training sessions. Coaches' needs were assessed to adapt the content of the program to their experiences and demands based on the GEPE model of evidence-based practice (Ramis et al., 2019). The education program consisted of 5 sessions (i.e., one for each C) and the number of coaches attending to every workshop ranged from 5 to 11. To ensure an evidence-based approach but also the practical applicability of the contents, every workshop had the following structure: (a) presentation of each C, (b) theoretical principles underpinning each C, (c) advantages of developing each C, and (d) strategies for training sessions. Participants' satisfaction, evaluated after every workshop, showed that coaches' expectations were fulfilled (M=4,8) and the qualitative analysis of their responses enlightened that the overall impression was positive and the program offered an appropriate environment to generate debate about daily situations. However, coaches felt that more practical exercises were needed. After the program, a follow-up session was conducted to check the applicability and sustainability of the contents. This education program supports the importance of evidence-based practices and the benefits of including participants' demands to adapt the content of the program. Future researches should continue the tendency of involving key informers throughout the process, coproducing not only the program contents but also determining the education program direction.

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"PROVIDE US WITH RESOURCES WE CAN ADAPT TO OUR SPORTS:" BARRIERS FACED BY SPORT ADMINISTRATORS IN ADVANCING SAFE SPORT STRATEGIES

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In 2019, a national survey on the prevalence of maltreatment conducted in Canada demonstrated that 67% of current national level athletes experienced neglect and 62% experienced psychological harm (Kerr et al., 2019). These results in addition to the constant flow of athletes stepping forward to speak about experiences of abuse, including Kaillie Humphries and Mary Cain, demonstrates that the need for safe sport initiative has never been more urgent. The Ontario Safe Sport Task Force sought the input of stakeholders to prevent and address abuse, harassment and bullying in sport. A survey on barriers and facilitators to safe sport policy, education and organizational structure was conducted with the leads of sport and recreation organizations in Ontario, including, directors, administrators, principals, and sport leaders within Municipal/Community/Recreation environments; Elementary/Secondary/College/University Sport environments; and Provincial/Territorial Governments/Canada National/International Sport Federations. A total of 119 participants completed the online survey and more than 30 sports were represented. Findings highlight existing procedural, educational and structural challenges faced by administration as well as suggestions of administrators for progressing towards a harmonized safe sport strategy. Recommendations for the role of sport psychology consultants in supporting the advancement of safe sport strategies are suggested along with questions for future research.

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POSTER WITHDRAWN

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PSYCHOSOCIAL STRATEGIES FOR OPTIMAL PATIENT OUTCOMES: WHAT DOES THE EVIDENCE TELL US?

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It is widely accepted that psychosocial strategies should be incorporated into sport injury rehabilitation for optimal patient outcomes. However, evidence related to the use of psychosocial strategies within the sport rehabilitation setting is often not readily available to sport psychology professionals and published studies have many conflicting results and recommendations. As sports medicine, and health care in general, is moving towards an evidence-based practice (EBP) approach, sport psychology professionals need to be equipped with the best possible evidence to support the use of psychosocial strategies in rehabilitation. This lecture will discuss psychosocial aspects of rehabilitation and examine the evidence related to the use of psychosocial strategies. From an EBP approach, this lecture will address the primary question of: which psychosocial strategies can be incorporated into rehabilitation to enhance patient outcomes? This lecture will begin with an overview of the EBP process, will then discuss EBP of psychosocial strategies in rehabilitation, and will conclude with an applied case-study based on the Biopsychosocial Model of Sport Injury Rehabilitation (Brewer et al., 2002). After attending this lecture, attendees will be able to: 1) describe the EBP process, 2) describe the evidence of the use of psychosocial strategies in rehabilitation, 3) identify psychosocial strategies to incorporate into rehabilitation based on EBP.

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QUALITATIVE ANALYSIS OF INTERACTION PATTERNS BETWEEN INSTRUCTOR AND SENIOR PARTICIPANTS IN A SIX-WEEK COMMUNITY-BASED EXERCISE PROGRAM

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The number of senior citizens in the world is increasing rapidly. Regular exercise is known to promote healthy aging by improving fitness, health, and general well-being (Huang, Gibson, Tran, & Osness, 2005). Previous research findings demonstrate that exercise instructors play significant roles in facilitating participants' exercise experiences (Fox, Rejeski, & Gauvin, 2000). The aim of this study was to gain an understanding of the detailed interaction patterns shown between an instructor and senior participants in each exercise session. This is a qualitative study conducted as part of a larger research project regarding a personalized six-week community-based exercise program provided for senior citizens with an emphasis placed on satisfying their basic psychological needs (i.e., autonomy support, competence, and relatedness: Deci & Ryan, 2000). Semi-structured interviews were conducted individually with the instructor and the three participants in an exercise group on a weekly basis, among a total of three exercise groups (i.e., three instructors and nine participants). The interviews asked instructors about their strategies to provide encouragement and challenge participants, and participants when they felt

encouraged and challenged. Qualitative analysis revealed that the instructors utilized multiple strategies to provide encouragement for their participants, such as providing a good quality of instruction, providing positive feedback, ensuring participants were engaged, and respecting their fitness level. The instructors challenged them by making an exercise session more demanding and prompting individuals to challenge themselves. Qualitative analysis also indicated that the senior participants felt encouraged by the instructor's approaches, such as when receiving verbal encouragement, obtaining individualized instruction, and finding open-mindedness to input. The participants indicated that they felt challenged when the instructor utilized strategies, such as increasing exercise volume and including a variety of exercises in each session. The presentation includes implications for facilitating senior participants' exercise experiences through providing encouragement and challenging.

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RANKING UP: USING PSYCHOLOGICAL SKILLS TRAINING WITH ESPORT GAMERS

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Edwardsville, USA*

Esport has grown rapidly since the 2000s. In 2014, 205 million people watched or played esports (Casselman, 2015). Esports is a global phenomenon, hosting tournaments around the world in varying genres of games such as first-person shooter (FPS), multiple online battle arena (MOBA), fighting, real-time strategy, and sport video games. Esports attracts over \$500 million in sponsorships annually, including heavyweights Coca-Cola, Red Bull, Intel, and Nissan (Casselman, 2015). With esports exponential growth, it is imperative that the field of sport psychology begin to understand the unique needs of esports athletes. Therefore, the purpose of this presentation is to highlight a psychological skills training program that was completed over three months with a collegiate club esports team. Participants were five collegiate club esports athletes (4 male, 1 female) that had one to three years competing experience. Due to the specific needs of esports athletes the initial session was designed to get the participants perspectives on mental training needs in esports. The esports athletes identified pre-gaming anxiety, in gaming anxiety and overall confidence as areas they wanted to work on in the intervention. This presentation will focus on how these topics were taught, and implemented within an esports season, as well as the overall outcome of the intervention based on self-reflections from the esports athletes and the consultant who ran the psychological skills training program. This presentation will have a specific focus on the different needs of esports athletes compared to athletes in traditional sports.

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REAL ATHLETES, REAL CHALLENGES, REALLY SMALL COLLEGES: A COMPARISON OF SPORT PSYCHOLOGY SERVICES AT DIVISION I & DIVISION III COLLEGES

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Sport psychology consulting offers collegiate student-athletes valuable support for many purposes including mental health, resilience, stress management and performance

enhancement (e.g., Danish & Hale, 1981; Greenspan & Feltz, 1989). Despite the value, provision of sport psychology services is often missing from college campuses. This study compares sport psychology service-delivery modes at small and large colleges. Although the importance of sport psychology services is well documented, barriers may exist due to a lack of funding, mistrust or lack of understanding of sport psychology services, and the stigma against mental skills support (Carr & Davidson, 2014). While the number of colleges providing sport psychology has increased in recent years, disparities exist in the modes of service delivery on college campuses from the absence of services altogether, to the hiring of non-institutionally affiliated consultants in athletic departments, to the placement of sport psychology consultants in athletic departments or in institutional counseling centers. Considerable work has been done to examine Division I colleges, which often provide more opportunities for athletes with equipment and resources, including supporting mental skills and providing sport psychology consultants. Further research is necessary to examine the dearth of sport psychology services, specifically within Division III and small colleges (e.g., Connole, et al., 2014; Schimmel, et al., 2014; Wrisberg, et al., 2012). In this study, publicly advertised models of sport psychology service-delivery at 56 Division III and 46 Division I colleges in the Midwest region were compared. Athletic administrators, health promotions directors, and athletic coaches were interviewed to explore preferences and barriers to incorporating sport psychology consulting services in their athletic departments. Results suggest Division I student-athletes have services more readily available than smaller colleges. Small colleges, particularly at the Division III level, have much room for growth regarding the provision of sport psychology services.

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RELATIONSHIP BETWEEN COLLEGE ATHLETES' GRIT AND PERCEIVED PERFORMANCE

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The purpose of this study was to examine the psychological readiness and overall psychological status of university athletes for their peak performance, and to examine how university athletes perceive grit, and to verify how grit relate to perceived performance. Open questions and semi-structured interview with 12 university athletes registered as athletes at the KOC affiliated organizations across the country were conducted, and a survey of 358 university athletes registered as athletes at the KOC's affiliated organizations was conducted. The data obtained through open questions and semi-structured interview were analyzed through the steps of transcription, coding, categorization and systematization, and giving meaning. The data collected through the questionnaire were analyzed using frequency analysis, correlation analysis and regression analysis, depending on the purpose of the data analysis using the SPSS 23.0 and AMOS 21.0 programs. Based on the results of examining how university athletes perceive grit and examining the relationship between grit and perceived performance of university athletes, the conclusions are as follows. First, Grit was perceived as "unfamiliar but good concept," "a concept that is abstract and applicable to other areas." Furthermore, grit was perceived as a concept which has positive connection with one's own performance.

Second, university athletes' grit and perceived performance were found to have a positive relationship ($r=.487$, $p<.01$). Third, looking at the effects of college athletes' grit on perceived performance, the higher the grit, the higher the perceived performance ($R^2=.237$, $p<.01$). Fourth, it has been shown that perseverance of effort ($\beta=.412$) which is sub-factor of grit have a greater impact on perceived performance than consistency of interest ($\beta=.182$) that is sub-factor of grit. When it comes to athletes' peak performance, grit was an important factor.

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RELATIONSHIPS BETWEEN PRE-MATCH SLEEP, IN-MATCH RUNNING METRICS, AND POST-MATCH WELLNESS PERCEPTIONS AMONG WOMEN'S COLLEGIATE CLUB SOCCER MIDFIELDERS

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The purpose of this study was to explore relationships between pre-match sleep, in-match running metrics, and post-match wellness perceptions among women's collegiate club soccer midfielders. Previous literature has demonstrated relationships between sleep and reaction time, sport-specific performance, and late sport competition and travel (Fullagar, 2016; Mah et al., 2011). Ishan et al. (2017) observed in field hockey that pre-match measures of perceived wellness, including sleep quality, were associated with GPS-derived in-match running metrics. The present investigation focuses on midfielders because they are more active and have more opportunities to play the ball than do attackers and defenders (Bradley et al, 2013; Gregson et al, 2015). All data were collected using TITAN GPS tracking sensors and associated software across four matches (27 player match observations) for ($n = 11$) midfielders playing on a national caliber collegiate women's club soccer team. Measures included pre-match sleep (self-rated quality and quantity), in-match running metrics (sensor-measured sprint count and distance traveled normalized for playing time), and post-match wellness perceptions (self-rated perceived exertion, fatigue, soreness, stress, and mood). Collapsed across midfielders and four matches, results showed that sleep duration the night before matches had a significant positive correlation with in-match sprint counts ($r = .43$, $p = .02$) and in-match distances traveled ($r = .35$, $p = .05$). Sleep quality had a significant negative correlation with post-match fatigue ($r = -.49$, $p < .01$) and a significant positive correlation with post-match mood ($r = .47$, $p = .01$). These results showed that longer sleep duration pre-match was associated with more active running performance in-match, and that better sleep quality pre-match was associated with post-match ratings of lower fatigue and a more positive mood. The implications are that sport coaches and sport psychology consultants should encourage and promote better sleep behaviors in order to benefit athlete performance and wellness.

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RISK FACTORS OF DISORDERED EATING IN ATHLETES

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This project examines risk factors of disordered eating in athletes. It tests a previously proposed theoretical model, and explores the utility of a newly formed model within an athletic population across gender, age, and sport type to explain disordered eating. The design is longitudinal, with a cross-sectional study at Time 1 complete and with the second and third time point complete by April 2020. In Time 1, 1,017 athletes completed online questionnaires related to social pressures, internalisation, body dissatisfaction, negative affect, restriction, and bulimia. Structural equation modelling used to analyse the measurement and structural models and do invariance testing. Results from Time 1 showed that the original theoretical etiological model failed to achieve acceptable goodness of fit ($\chi^2 [70, 1017] = 1043.07$; $p < .0001$. CFI = .55; GFI = .88; NFI = .53; RMSEA = .12 [90% CI = .111-.123]). Removal of non-significant pathways and addition of social media meant that the model achieved a parsimonious goodness of fit ($\chi^2 [19, 1017] = 77.58$; $p < .0001$. CFI = .96; GFI = .98; NFI = .95; RMSEA = .055 [90% CI = .043-.068]). This study showed that the formation of disordered eating might not be associated with sport pressures experienced by athletes. It indicated that societal pressures as mediated by internalisation predicted bulimic symptomology, and that body dissatisfaction as mediated by negative affect predicted bulimic symptomology. Finally, invariance tests revealed that disordered eating development varies across gender, competition level, sport type, and age, which must be considered to prevent and treat disordered eating in athletes.

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POSTER WITHDRAWN

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SATISFACTION WITH SPORT PRACTICE AND MOTIVATION IN COMPETITIVE SWIMMERS WITH DIFFERENT ACHIEVEMENT LEVEL

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Swimming is a highly complex motor skill and its acquisition and improvement require physical and psychological predispositions, supportive environment, facilitative coping strategies, and a high and long-term effort (Johnson et al., 2006). Research shows that engagement in training and satisfaction with sport practice can be determined by qualitatively different types of motives (Ryan and Deci, 2000). Even though recent systematic reviews showed consistent positive associations between more autonomous forms of motivation and exercise participation (Teixeira et al., 2012), still there is a need to examine motivational determinants of

satisfaction with sport practice in different age groups, skill levels, and across various transition phases. Thus, the purpose of this study was to investigate motives and satisfaction with sport practice in competitive junior swimmers with different achievement level. The sample consisted of 42 national level athletes (M age=16.07, SD=1.00, n female=20, n male=22). Based on their sports achievements, swimmers were divided into high-achievement (H-A) group (n=16), medium-achievement (M-A) group (n=12), and low-achievement (L-A) group (n=14). Sport Motivation Scale-6, Satisfaction with Sport Practice Scale, and demographic survey were administered. Results indicated lower amotivation ($F=6.99$ $p=.002$), and higher identified regulation ($F=4.88$ $p=.013$), integrated regulation ($F=6.95$ $p=.003$), and intrinsic motivation ($F=6.30$ $p=.004$) in H-A group. There were no significant differences between M-A and L-A group. Research also revealed correlation between satisfaction with sport practice and intrinsic motivation ($r=.49$ $p=.001$). Since amotivation represents a lack of willingness to engage in sport, and less autonomous motivation are reward-contingent and self-esteem-contingent (Ryan & Deci, 2000) it can increase a risk of premature dropping out from sport in less successful athletes. To prevent this, practitioners should be aware of potential positive influence of satisfaction with sport practice on intrinsic motivation. It is particularly important when athletes achieve unsatisfactory outcomes.

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SEEING ATHLETES THROUGH A BIFOCAL LENS: THE UNEXPLORED COLLABORATION BETWEEN PSYCHOLOGY AND OPTOMETRY WITHIN SPORT

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Collaboration among multidisciplinary professionals is crucial for providing quality care to the total athlete (Cullen & Batt, 2005). Sports medicine warrants cooperation between physicians (e.g., general and specialized), physiotherapists (e.g., physical therapists and athletic trainers), and mental health professionals (e.g., psychologists and mental performance consultants) (Collins & Jones, 2014). However, an unexplored discipline is that of optometry. Nevertheless, both psychology (McDuff, 2012; William & Krane, 2001) and optometry (Abernethy, 1986; Erickson, 2017) address clinical and performance-related aspects within athletes. Furthermore, there has been an increased focus on the relationship between mental skills training (MST) and enhanced sport performance (McCormick et al., 2015; Slimani et al., 2016; William & Krane, 2001). MST, e.g., imagery (Arvinen-Barrow et al., 2007), self-talk (Theodorakis et al., 2000), and relaxation techniques (Greenspan & Feltz, 1989) promotes psychological resiliency in athletes, optimally enhancing performance (Crust & Clough, 2005; Gould et al., 1981). Likewise, research has indicated sports vision training (SVT) can assist in improving athletic performance (Afshar et al., 2019; Appelbaum & Erickson, 2016). SVT's premise is that demanding visual, perceptual, and oculomotor tasks will improve vision, facilitating quicker sensory processing, and swifter and more accurate motor movements (Appelbaum et al., 2016; Erickson, 2007). SVT technology (e.g., perceptual-learning-inspired training programs and virtual reality simulation) can promote certain sport-specific visual and cognitive abilities (Appelbaum & Erickson, 2016). Despite research suggesting the effectiveness of SVT (Afshar et al.,

2019; Appelbaum & Erickson, 2016) and research indicating the benefits of clinical optometry (Abernethy, 1986; Erickson, 2017), the typical sports medicine team still does not include an optometrist. Furthermore, no empirically supported programs exist incorporating the combined visual and psychological components to enhance athletic performance. Thus, this poster proposes a model integrating the specialized disciplines of clinical sport psychology and optometry to promote athlete well-being.

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SELF-COMPASSION – A KEY STRATEGY TO SUSTAIN MENTAL HEALTH AMONG HIGH-PERFORMANCE COACHES

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Mental health in high performance (HP) sports has received increasing attention as reflected by five recent position statements between 2018 and 2019 (Henriksen et al., 2019; Moesch et al., 2018; Schinke, Stambulova, Si, & Moore, 2018; Reardon et al., 2019; Van Slingerland et al., 2018). In brief, prevalence of mental health problems among athletes seem to mirror a normal population. Unfortunately, knowledge and attention regarding coaches' mental health is still limited. Moreover, in society, these problems are often associated with stigma and poorly understood. This stigma is even greater in HP-sports, and mental health problems are perceived as a sign of weakness. Consequently, the threshold for help-seeking is higher in HP-sport (Gulliver et al., 2012). In contrast to suppressing symptoms of suffering and avoiding help-seeking, compassion is cultivated through caring behaviours (Neff, 2003). The overall purpose with this lecture is to critically address and discuss self-compassion as a key strategy to sustain mental health among HP-coaches. Preliminary results will be presented from research that aim to enhance sustainable mental health among HP-coaches. One participant reported: "I asked for help during the spring. That was different. I don't think I've done that before. Not like that, I asked for help because I felt that I couldn't do it anymore". According to Neff (2003), taking care of one self when suffering is essential for mental health and well-being. Furthermore, Neff (2003) define self-compassion: 1) common humanity (i.e., the ability to see one's experiences as a part of a larger human experience); 2) self-kindness (i.e., extending kindness and understanding to oneself rather than harsh judgement and self-criticism); 3) mindfulness (i.e., the holding of one's thoughts in balanced awareness, simply noticing thoughts and emotions in the current situation without evaluation).

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SELF-HANDICAPPING IN RELATION TO ACHIEVEMENT GOALS, PERSONALITY, AND SELF-ESTEEM IN COLLEGE ATHLETES

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According to Self-Presentation Theory, self-handicapping provides an explanation for potential failure that enables athletes to control how they are perceived by other people

(Leary, 1992). Self-handicapping is a learned coping strategy to minimize threats to self-esteem (Berger & Tobar, 2019; Prapavessis & Grove, 1998). This strategy may influence achievement goals in athletes (Ntoumanis et al., 2009) and has been found to be related to personality in non-athletes (Bobo et al., 2013). The purpose of this study was to examine the relationship between self-handicapping, achievement goals, personality, and self-esteem in college athletes. Participants were 15 softball and 28 baseball athletes at a D-I university in the Midwest. Participants completed the Self-Handicapping Scale, Achievement Goals Questionnaire for Sport, Big Five Inventory, and Rosenberg Self-Esteem Scale. Based on previous findings, men and women were analyzed separately (Tobar et al., 2019). Pearson correlations and stepwise multiple regressions were used to identify predictor variables related to self-handicapping. Predictor variables included achievement goals, personality traits, and self-esteem. For women, self-handicapping was positively correlated (p 's < .05) with neuroticism, openness, task-avoidance, self-avoidance, and other-avoidance goals, and was negatively correlated with self-esteem. Self-avoidance goals was the only significant predictor of self-handicapping and explained 72% of the variance. For men, self-handicapping was positively correlated (p 's < .05) with neuroticism, and was negatively correlated with agreeableness, conscientiousness, and self-esteem. Conscientiousness and self-esteem were the only two significant predictors of self-handicapping and explained 54% of the variance. In conclusion, self-handicapping was related to a "negative" personality profile, lower self-esteem, and avoidance goals (women only). The relevance of sport-specific factors (avoidance goals) for women and general dispositional factors (personality, self-esteem) for men is noteworthy, and sport psychology consultants should consider monitoring these variables in athletes to enhance performance and subjective well-being in athletes.

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SELF-OBJECTIFICATION AND STRESS AMONG FEMALE COLLEGE STUDENTS: A PILOT STUDY

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Perceptions of oneself and others have significant impact on health and well-being. For example, objectification, seeing/treating others as mere objects leads to numerous personal and societal ills. Self-objectification (SO), the internalization of society's objectified perspectives, has also a myriad of negative psychological ramifications (e.g., shame, anxiety) (Fredrickson & Roberts, 1997) and in concert with physiological arousal (e.g., altered heart rate – HR, cortisol) engender significant mental health problems (e.g., eating disorders, depression, sexual dysfunctions). However, there are counter-intuitive and paradoxical findings (e.g., decreased HR)(Green et al., 2014) that warrant further investigation. Thus, the purpose of our study was to examine whether individuals in an objectified environment experience increased cortisol levels. Our sample consisted of 35 undergraduate female students (Mage = 18.63, SD = 0.73) between 18 and 21 years of age from the U.S. Participants were randomly assigned to either the experimental group (i.e., wearing revealing exercise attire) or control group (i.e., wearing baggy exercise attire).

They provided a pre- and post-manipulation saliva sample to examine changes in their cortisol levels. A mixed-subjects Analysis of Variance demonstrated a main effect for time where pre-salivary cortisol ($M = 0.33$, $SD = 0.03$) was significantly higher than post-salivary cortisol ($M = 0.31$, $SD = 0.03$), $F(1, 31) = 9.31$, $p = .005$, $\eta^2 = .23$. The findings indicate that the participants experienced significantly lower stress levels after the manipulation. These results are consistent with the previous literature suggesting that the orienting response (OR), an information processing method that requires cognitive attention, can result in immediate physiological changes such as heart rate deceleration (Cook & Turpin, 1997; Green et al., 2012). At the practical level, wearing more revealing clothing can potentially impact one's performance because of the required cognitive attention of the OR.

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SELF-REGULATION ASSESSMENT TOOLS FOR ELITE ATHLETES: TWO CASE STUDIES

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Sport expertise and successful athletic careers are dynamic, uncertain, and depend on the multifaceted fabric of person and contextual factors (e.g., Ericsson, 2003; Siekańska, 2013; Stambulova, 2016). Recently, self-regulation (SR) (as a person factor) gained a renewed interest among applied sport psychology researchers (e.g., Jonker et al., 2012; Massey et al., 2013) and practitioners (e.g., names deleted for the integrity of the review process).

In the current study, we sought to answer two questions: What is the scope of self-regulatory techniques used by elite athletes and how it relates to their performance? Which tools that measure self-regulation can be applied to monitor the level of self-regulation by athletes and self-reflection on their functioning in sport?

Two elite track and field athletes (male and female; European and World champions) took part in the study. First, they described self-regulation techniques they used across their

sports practice to monitor and enhance their performance (i.e., Performance Satisfaction Scale, Past Goals Attainment Scale, Goal Setting Scale, and Post-season Goal Attainment Scale). Second, they were asked to evaluate the validity and applicability of the SR assessment tools based on the following questionnaires: the Self-Regulated Learning for Sport Practice (SRL-SP) short-form survey, the General Self-Efficacy Scale (GSES), the Action-Control Scale (ACS-90), and the Metacognitive-Self Scale (MS-24). Finally, structured interviews were conducted and content-analyzed.

Self-regulation techniques were found to be significant for performance satisfaction and participation in sport. It was also confirmed that elite athletes find SR assessment tools useful and valid (particularly SRL-SP and MS-24). The findings indicate that SR assessment tools can be successfully applied to protect athlete self-efficacy in tough situations during the competition, to increase self-regulation, and to keep the balance between short-and long-term goals. They can also be helpful for coaches to adjust training tasks to the athletes' individual abilities and needs.

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SHE CAN AND SHE DID: A CASE STUDY OF CHASING THE FASTEST KNOWN TIME ON THE BACKBONE TRAIL

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Ultramarathon running is a competitive sport which includes races that exceed the traditional 26.2 mile marathon distance. This race format has become increasingly popular over the last several years. While the growth of ultramarathon running has resulted in hundreds of events worldwide, a gap in literature exists in examining the psychological experiences of ultramarathon runners. Research has examined the sport motivations mood fluctuations, and cognitive processes of ultramarathon runners, yet the influence of self-efficacy within the process of completing an ultramarathon has not been widely explored. Therefore, the purpose of the present study was to examine the lived experiences of a female ultrarunner attempting to complete the Fastest Known Time out and back time on the Backbone Trail in Santa Monica, CA, with a total distance of 135.4 miles. To date, no female had successfully completed an out and back journey on this trail. Data were collected in the form of participant video journaling, social media posts, training logs, raw video documentary footage, and a post-event semi-structured interview. Several themes emerged from these data. Physical preparation, mental preparation, and planning were important prior to the run. Psychological skills utilized prior to and during the run included goal setting, imagery, and positive self-talk. Resilience and mental toughness were recurring themes throughout the data. Sources of self-efficacy that emerged from all data included performance accomplishments in the form of successful training runs and races, vicariously experiencing the success of other ultramarathon runners through social media interactions, and positive feedback from the runner's social support circle. This investigation provides important insight into the psychological processes of a female ultramarathon runner as the first woman to complete this journey. The findings of this study could have practical implications for sport and exercise psychology professionals and coaches working with endurance athletes.

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SLEEP RELATED TRAINING READINESS

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Sleep serves as an important performance and recovery modality for athletes. Historically athletes, coaches and service support staff would make assumptions and rely on subjective impressions to determine the adequacy of sleep an athlete was getting in relation to biological and training demands. Today objective sleep monitoring systems are entering the realm of athletics.

During sleep, restorative functions of the body and brain are engaged. Athletes ideally become healthier and stronger versions of themselves through the night as human growth hormone is released, and tissue repair, protein synthesis and metabolism regulation occur. Learning from training is consolidated. Emotions are processed. Athletes push themselves in training and its assumed nighttime sleep prepares them to push again the next day, however this is not always the case.

With regular overnight sleep monitoring, sport psychology professionals can help athletes more accurately measure their recovery which informs training readiness for subsequent training. By measuring sleep, for example with the development of the Sleep Related Training Readiness Dashboard (srTRD), objective metrics for sleep and autonomic nervous system activity can be tracked, creating a more informed rating of recovery. At the surface level, the dashboard provides a green/yellow/orange/red coloring system to indicate to a coach how 'ready' the athlete is for training upon awakening from nighttime sleep, and offers the interested coach/support staff access to sleep metrics (other analytics- stages, traditional sleep stats, HR, HRV, etc) the ability to dive deeper and observe trends in sleep in conjunction with training load. The role of the sport psychology professional is to educate and demystify sleep. The outcome of such a monitoring system is a more informed and nimble training environment, where the coach and athlete have data that points to the athlete's capacity for load/volume before the training session, thereby helping to individualize training each day.

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SPORT AS A PROTECTIVE FACTOR AGAINST NEGATIVE BODY IMAGE AND MOOD: RESULTS AND IMPLICATIONS FROM CONVERSATIONS WITH ADOLESCENT FEMALE ATHLETES

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Ausmus J.C., Ball State University, USA;
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Approximately three million adolescents in the United States reported having a major depressive episode in the past year (NIMH, 2016). Research suggested exercise and sport can serve as a protective factor against psychological problems, such as depression or low self-esteem for adolescent females (Dishman et al., 2006). However, conflicting research provides evidence that participation in sport may actually put adolescent females at an increased risk for body

dissatisfaction and depression (Dabenmier, 2005; Thøgersen-Ntroomani, Ntroomanis, Cumming, Bartholomew, & Pearce, 2011). Based on the mixed findings of previous research, it is unclear if and how adolescent females use sport as a protective strategy. The primary research question for this qualitative study was: How do adolescent females who participate in team sports vs. individual sports feel about their bodies when participating in these activities and why? Three focus groups of team sport athletes and two focus groups of individual sport athletes were conducted. The number of participants in each group ranged from 4-8, and ages ranged from 14-16 years old. All participants identified as female. Five core themes were identified for each sport type: Team Sport 1.) Team climate, 2.) Functionality, 3.) Self-esteem, 4.) Enjoyment, 5.) Social Influence; Individual Sport 1.) Team climate, 2.) Health and fitness, 3.) Mood states, 4.) Comparison, 5.) Social Influence. The findings of the study indicate the possibility that adolescent female athletes view sport as a protective measure against negative mood and body image. However, when examining the findings through the lens of Objectification Theory (Fredrickson & Roberts, 1997), it seems sport may not completely protect them from societal pressures that places them at risk. Results of the study will be discussed, as well as implications for practice.

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SPORT CONFIDENCE MODERATES THE ASSOCIATION BETWEEN DRIVE FOR MUSCULARITY AND PURGING IN MALE COLLEGIATE ATHLETES

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Drive for muscularity (DFM) has been associated with bulimic symptomatology and body dissatisfaction in male collegiate athletes (Galli et al., 2015; Petrie et al, 2014). In college males broadly, components of DFM have been associated with eating pathology through physical self-concept and esteem (Parent & Bradstreet, 2017). More recent evidence suggests that sport confidence is associated with positive body image and body appreciation in athletes (Soulliard et al., 2019). Given that DFM may be related to eating pathology through physical self-concept and esteem and that sport confidence is positively related to body esteem, the present study examined sport confidence as a moderator of the association between DFM and eating pathology in male collegiate athletes. Participants were 93 males from two Midwestern universities with mean body mass index of 23.72 kg/m² (SD = 3.12). Participants completed the Drive for Muscularity Scale, Eating Pathology Symptoms Inventory, and the Carolina Sport Confidence Inventory. Models with the following eating pathology symptoms were tested: cognitive restraint, restriction, binge eating, purging, and excessive exercise. Moderation was not supported for the majority of study variables. DFM was positively associated with binge eating ($p < .05$) and excessive exercise ($p < .05$). DFM and sport confidence were not directly associated with purging (p 's $> .05$); however, sport confidence moderated the association between DFM and purging, such that DFM predicts purging at low levels of sport confidence ($b = 0.66$, $p < .01$). Given direct associations and moderation, as well as the negative consequences of purging, binge eating, and excessive exercise, DFM and low levels of sport confidence

may be detrimental to an athlete's health and subsequent performance. Interventions addressing such variables should target coaches and athletic trainers in addition to athletes, as over-emphasis on body size, weight, and shape (muscularity) for sport performance is a systemic concern.

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SPORT PSYCHOLOGY CONSULTATION PROGRAM FOR A 2019 JUNIOR WORLD CUP WOMAN BOXER FROM JAPAN

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Even though female boxing is a sport that has existed in history, it was not until the 2012 London Games when it was finally recognized as an Olympic event. As a result, possibilities for Japanese female participations have generated high interest with regard to the 2020 Tokyo Games. This presentation explores the effectiveness of psychological skills training and consultation that were provided to an under-18 Japanese female boxer in preparation for the Junior World Cup. The present study is based on her psychological aptitude measured through the use of a standardized Japanese sport psychological inventory test called Diagnostic Inventory of Psychological Competitive Ability for Athletes (DIPCA.3). DIPCA.3 contains 52 items and was administered as a pretest prior to the start of psychological consultation and then was administered three more times as posttest-1 and posttest-2 during consultation. In addition, the boxer participated simultaneously in a mental training program while receiving psychological consultation over the course of 20 sessions. Standard techniques and procedures were followed for data analysis. Results reveal that 18 out of 18 factors of DIPCA.3 were higher in posttest 1 and posttest 2 than those in the pretest. This study concludes that the mental training program along with continuous psychological consultation have a positive effect on the boxer's psychological aptitude. Moreover, the positive effects on her sport aptitude may also have an influential role on her winning boxing performances as world junior champion, Asian champion, and three times Japanese champion. To date she has never lost any past competitions (27 won and no loss) and will be heading to the next Olympic Games.

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STRESS, BURNOUT, AND NEGATIVE THOUGHTS: IMPLICATIONS FOR COLLEGIATE STUDENT-ATHLETES

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Smith's cognitive affective model depicts relationships among life and sport stress and burnout. Built on social exchange theory, Smith's four-stage model has allowed researchers to identify relationships among life and sport stress and burnout (Cresswell & Eklund, 2006). This study emphasized Stage 2 of the model, which consists of the cognitive appraisal of athletes' sources of stress and resources available. The purpose of this study was to expand on previous research (Chang et al., 2017) regarding the

relationship among stress, burnout, and negative thoughts as well as investigate if negative thoughts play a mediating role in collegiate student-athletes' stress-burnout experience. This study was conducted on a Southern Division-2 college student-athlete population (178 females, 178 males). Data was collected using the following self-report questionnaires (completed as an online survey): The College-Athlete Life Stress Scale (sport specific, general life-stress), Automatic Thoughts Questionnaire (negative thoughts), and Athlete Burnout Questionnaire. A correlational analysis revealed that all four types of negative thoughts were positively correlated with burnout and both types of life stress were positively correlated with burnout. As both sport and general life stress increased, all four types of negative thoughts also increased (personal maladjustment, giving up/helplessness, negative self-concept and expectation, and low self-esteem). This research provided additional evidence on the relationship among negative thoughts, stress, and burnout in collegiate student-athletes. Supporting the implications and potential impacts of stress, burnout, and negative thoughts on athletes' experiences will allow those involved in sport to be more holistically informed of the athlete experience. Future research is encouraged to further assess predictors of the stress-burnout relationship, conducting a longitudinal study on these variables, and to consider potential interventions. Applying this evidence to practice will increase effectiveness when considering the development of strategies, as well as more conducive environments, to support the athletes' overall well-being and performance goals.

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TEAM COORDINATION 2.0: ALGORITHM-BASED ANALYSIS TO STUDY COLLECTIVE COORDINATION PATTERNS OF ELITE-SOCCER TEAMS

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Ecological dynamics perspective studies in sport assume that repeated interactions among teammates in real-time activities yield compound variables that specify behavioral characteristics of teams (Araújo & Bourbousson, 2016). Based on the principles of the Social Network Analysis (SNA) approach, the Game-Based Interaction Networks (GBIN) method is used to quantify the passing synergistic properties of team ball sports during live matches (Grund, 2012). The current study was aimed at uncovering the unobserved collective patterns that distinguish among teams at different stages of expertise while investigating the consistency of the structured networks over a prolonged time of one competitive season. The study included 66 soccer matches from the 2018/2019 season, from the La-Liga Spanish league, English Premier League, and German Bundesliga. Deploying a standardized taxonomy of sport expertise (Swann et al., 2015), one-way MANOVAs revealed that world-class elite teams were more likely to maintain higher density ratings, lower centrality ratings, and superior performance outcomes when playing against competitive-elite teams. Moreover, additional one-way MANOVAs revealed that world-class elite teams presented relatively similar indices when playing against each other. Visual network configurations support the observations of these results. Taken together, the findings in the current study call for further applied and theoretical applications endorsing the GBIN method as an operational definition of team coordination in team sports.

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POSTER WITHDRAWN

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THE EFFECT OF A THEORY OF PLANNED BEHAVIOR INTERVENTION ON PHYSICAL ACTIVITY

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Regular participation in physical activity (PA) is associated with a variety of health benefits, such as reducing the risk of chronic diseases (CDC, 2017). Recent research has shown a significant decrease in PA during college, therefore putting students at a higher risk of health complications (Calestine, Bopp, Bopp, & Papalia, 2017). The Theory of Planned Behavior (TPB; Ajzen, 1991) has been widely used behavioral science to understand and predict the antecedents to a wide variety of health behaviors (Hansen & Jensen, 2007; Wang, Fan, Zhao, Yang, & Fu, 2016). This theory has also been successful in predicting both PA intention and behavior (Hagger, Chatzisarantis & Biddle, 2002). The purpose of this study was to investigate the effectiveness of a TPB intervention on PA intention and behavior. Seventy-six university students (mean age = 19.57, SD = 1.55) enrolled in nine different physical fitness courses participated in this study. Course sections were assigned to three 10-minute weekly interventions aimed at increasing the TPB constructs (i.e., attitude, subjective norm, and perceived behavioral control) or control. Validated measures were used to assess the TPB constructs and PA was measured subjectively, both at baseline and at the end of the intervention. Results revealed a significant effect of time on intention ($p < .001$) and perceived behavioral control ($p < .001$). Intention and perceived behavioral control both decreased. This finding suggests that physical fitness courses are not effective at increasing intention to exercise or physical activity behavior. No significant effect of condition nor time by condition interaction emerged. Additional research is needed to understand how to increase intention to exercise and then translate PA intentions into behavior. Limitations of this study and applied implications to increase PA among college students will be presented.

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THE EFFECT OF SELF-DETERMINED MOTIVATION AND SELF-CONTROL ON EXERCISE PARTICIPATION AND ADHERENCE IN UNIVERSITY'S GENERAL PHYSICAL EDUCATION CLASS STUDENTS

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Purpose: The purpose of this study was to verify the effect of self-control and self-determined motivation on exercise participation and adherence in university's general physical education class students. Specifically, this study aimed to compare self-control and self-determined motivation of participants in regular exercise group and irregular exercise group, and to verify the interaction effects of self-determined motivation for P.E class and self-control on exercise adherence intention.

Methods: The survey was conducted on 322 university students who are attending S University in Seoul and taking a general physical education classes at the time of the survey. Participants' gender, age, participation in regular exercise, frequency of participation, and duration were examined as background variables, and self-determined motivation for P.E class, self-control, and exercise adherence intention were measured. The present study performed a descriptive statistical analysis and correlation analysis using AMOS 18.0, SPSS 22.0, as well as a reliability analysis upon after which it conducts a confirmatory factor analysis in order to verify the construct validity of the questionnaires. Next, an independent sample t-test was conducted to compare the differences in the main variables according to participation in regular exercise, and it also conducted a hierarchical regression analysis to verify the interaction effects of self-determined motivation and self-control on exercise adherence intention.

Results: First, the regular exercise group showed lower external regulation ($t=-3.462$, $p<.01$), higher introjected regulation ($t=3.114$, $p<.01$), identified regulation ($t=3.516$, $p<.01$), and intrinsic regulation ($t=7.457$, $p<.001$) than the irregular exercise group. And regular exercise group showed higher all subfactors of self-control. Second, self-determined motivation level for general physical education class was found to control the relationship between self-control and exercise adherence intention in the form of positive reinforcement ($\beta=.141$, $p<.001$).

Conclusion: This study confirmed the importance of self-determined motivations for general P.E class and self-control as factors that can promote the exercise adherence intention for university students.

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THE EFFECTS OF A BRIEF MINDFULNESS INTERVENTION ON BASKETBALL FREE-THROW SHOOTING PERFORMANCE UNDER PRESSURE

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Brief mindfulness training can improve cognitive performance under pressure (Brunyé et al., 2013); however, no studies have examined the effects of mindfulness on athletic performance under pressure. Participants in the current study were 32 young-adult, male basketball players who shot free-throws in a low-pressure phase, then were pair-matched and randomly assigned to mindfulness ($n = 16$) or control ($n = 16$) conditions. Participants listened to a 15-minute mindfulness or history recording before pressure was induced. Then, free-throws made and shot quality were recorded for 20 free-throws. A mixed ANOVA revealed that during the high-pressure phase, the mindfulness groups' shooting average ($M = 70.7\%$) was not statistically different from the control's ($M = 61.6\%$), nor was shot quality rating different between the mindfulness group ($M = 73.44$) and controls ($M = 67.38$). A chi-square indicated no statistically significant relationship between group assignment and number of free-throws made on the first attempt under pressure (mindfulness = 12, control = 7), though there was a medium effect size ($\chi^2 = 3.24$, $p = .07$, $\phi = .32$). During the pressure phase, mindfulness participants

reported lower cognitive anxiety with a medium effect size ($p = .048$, $d = .73$) and lower somatic anxiety, with a large effect size, ($p = .014$, $d = .94$) than controls. Although the intervention did not have a statistically significant effect on performance, findings are discussed in terms of practical significance. Overall, a 15-minute mindfulness intervention appears to have some effects on participants' first basketball free-throw shot when performing under pressure, though more research is needed before a clear recommendation can be made about the intervention. Additionally, the treatment group's lower anxiety indicates that brief mindfulness training influences athletes' mental states under pressure.

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THE EFFECTS OF A SIX-WEEK EXERCISE INTERVENTION ON SENIOR CITIZENS' MULTIDIMENSIONAL WELL-BEING, CARDIOMETABOLIC HEALTH, AND ADHERENCE

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The number of senior citizens in the world is increasing rapidly. Regular exercise is known to promote healthy aging by improving fitness, health, and general well-being (Huang, Gibson, Tran, & Osness, 2005). The purpose of this study was to examine the effects of participation in a six-week exercise program on senior citizens' multidimensional well-being, cardiometabolic health, and adherence. In this study, a quantitative investigation was conducted as part of a larger research project regarding a personalized six-week community-based exercise program provided for senior citizens with an emphasis placed on satisfying their basic psychological needs (i.e., autonomy support, competence, and relatedness: Deci & Ryan, 2000). Senior Fitness Test (SFT: Rikli & Jones, 2001) and the short version of the Physical Self-Description Questionnaire (PSDQ-S: Marsh, Martin, & Jackson, 2010) were administered to 45 participants (32 females and 13 males: 70 ± 5 years) to investigate their objective and perceived fitness levels and self-esteem. Cardiometabolic health was assessed on a subset of individuals (7 females and 2 males: 74 ± 4 years) by measuring circulating plasma lipids, glucose, blood pressure, and body composition. Adherence was calculated as the total number of exercise sessions attended divided by the total number of exercise sessions offered and expressed as a percentage. Paired t-tests revealed significant improvements in fitness test scores between pre and post assessments: Chair Stand, Arm Curl, 8-Foot Up-and-Go, and 6-Minute Walk tests. Improvements in PSDQ-S subscales were observed in: Coordination, Activity, Body fat, Global Physical, Strength, Flexibility, and Endurance. Significant correlations were found between senior citizens' objective and perceived improvements: 8-Foot Up-and-Go and Health; Arm Curl and Appearance. There were no significant changes in circulating plasma lipids, glucose, blood pressure, or body composition. Adherence to exercise sessions was high at 92%. Implications for facilitating senior participants' multidimensional well-being through the exercise program is presented.

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THE EFFECTS OF ADOLESCENT ATHLETES' ACHIEVEMENT GOAL ORIENTATION AND PERCEPTION OF ERROR ON THE CONFIDENCE

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This study aims to identify the influence of achievement goal orientation and perception of error of adolescent athletes on the confidence. Data were collected from 300 South Korea's elite adolescent athletes. Questionnaires assessed the achievement goal orientation, perception of error and confidence. Data were analyzed using descriptive statistics, correlation analysis, multiple regression analysis, hierarchical regression analyses. All variables had significant effect on confidence (task-goal orientation; .373, $p < .001$, ego-goal orientation; .239, $p < .001$, perception of error; .224, $p < .001$). The moderating effect of perception of error was significant ($\Delta R^2 = .020$, $p < .01$) in the relationship between task goal orientation and confidence. Also the moderating effect of perception of error was significant ($\Delta R^2 = .011$, $p < .05$) in the relationship between ego goal orientation and confidence. These findings imply that in competitive sports conditions, a clear achievement goal-orientation and positive perception of error of adolescent athletes have been confirmed to be an important factors in improving adolescent athletes' confidence.

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THE EFFECTS OF HIIT ON STATE BODY IMAGE AMONG COLLEGE-AGED FEMALES

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Despite body positivity movements, body dissatisfaction continues to be a common issue, affecting up to 80% of college females (Neighbors & Sobal, 2007; Pop, 2016). Among various healthy approaches, exercise has been shown to improve body image (Campbell & Hausenblas, 2009; Martin Ginis & Basset, 2012). Although exercise has many benefits, many people incur barriers, the most common being time constraints (Daskapan et al., 2006). High intensity interval training (HIIT) posits a solution to this barrier by lowering the duration necessary for health benefits compared to continuous moderate intensity sessions. Although most HIIT research utilizes cycling or sprinting intervals, the current study used a traditional exercise circuit to create a more real-world training condition. Currently, few body image studies utilize HIIT as an intervention method, however Oliveira et al. (2018) suggests a positive influence on affect and enjoyment responses. Based on these findings, it was hypothesized that a single session of HIIT would have a positive effect on state body image among college-aged females. Thirteen females, aged 18-20 with a mean BMI of 22.19 ($SD = 2.47$), completed the Body Image State Scale (BISS; Cash, Fleming, Alindogan et al., 2002) prior to and after a single HIIT session. Of the thirteen participants, seven were regular exercisers. A paired-samples t test was calculated comparing the mean BISS pre ($M = 32.70$, $SD = 9.84$) and post. ($M = 37.38$, $SD = 8.41$) scores. A significant difference in state body image from pre to post HIIT was concluded ($t(13) = 4.096$, $p = 0.001$, $d = 1.136$). These results supports previous research that vigorous intensity exercise can increase state body image (Carraro et al., 2010). Although further research is required,

the findings suggest HIIT to be a plausible and time-efficient exercise mode to increase state body image among college-aged females.

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THE EFFECTS OF KNOWLEDGE OF HEART RATE ON RATINGS OF PERCEIVED EXERTION AND ATTENTION ALLOCATION

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There has been a rapid increase in the use of wearable technology-based physical activity trackers (Lamkin, 2016). Most of these physical activity trackers include tracking and displaying the individual's heart rate (HR; Nazari, MacDermid, Kin, Richardson, & Tang, 2017). The majority of research on wearable technology has focused on the accuracy and reliability of these devices (Nazari et al., 2017) and there is little known about how the knowledge of an individual's HR influences their perception of exertion and attention allocation. Shifting attentional focus toward the body (association), such a monitoring HR, instead of environmental stimuli (dissociation) may increase one's perceived level of exertion (Tenenbaum, 2005). Therefore, the purpose of the current study was to examine the effects of knowledge of the individual's HR on the perception of exertion and attention allocation during an exertive stepping task. For the experimental condition, participants were randomly assigned to one of two conditions (i.e. knowledge of HR or no knowledge of HR) and completed a stepping task with a weighted vest at 20% of his/her bodyweight until volitional fatigue. HR, ratings of perceived exertion (RPE), and attention allocation were collected at 30-second intervals. Performing the stepping task resulted in a gradual increase of HR and RPE along with a shift from dissociative to associative attention across all conditions. No significant differences were reported between the knowledge and no knowledge of HR. The results of this study have relevance for applied practitioners implementing physical activity interventions with individuals who monitor their HR. Future research and limitations will also be discussed.

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THE EFFECTS OF MOTIVATIONAL AND INSTRUCTIONAL SELF-TALK ON CROSS-TRAINING EXERCISE PERFORMANCE

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Self-talk is a multi-dimensional construct comprised of self-statements that are either positive or negative and provide instruction or motivation, for successful motor task completion (Hardy, 2006; Hardy et al., 2009). Instructional and motivational self-talk have received the most attention within the self-talk literature (Tod et al., 2011). Instructional self-talk has been shown to be more effective during precision motor tasks (e.g., high elbow), while motivational self-talk has been shown to be more effective during gross motor tasks (e.g., keep pushing Hatzigeorgiadis et al., 2004; Theodorakis et al., 2000, 2001). The effects of self-talk on exercise performance, however, has not been thoroughly explored. Specifically, it is uncertain how instructional and motivational self-talk influence exercise task that contain a combination

of endurance and precision motor elements (i.e., cross-training). The purpose of the present study was to analyze the effects of instructional and motivational self-talk during a cross-training exercise which included running and overhead squatting. Thirty participants aged 18-43 ($M = 25.7$, $SD = 5.31$), were randomly assigned into one of three groups (i.e., control, instructional, and motivational). The exercise task performed was the combination of a 400-meter run and 15 overhead squats. These tasks were performed sequentially until five rounds were completed. Participants completed the exercise sequence across three separate exercise trials. The instructional group was given instructional self-talk cues (e.g., tight core), the motivational group was given motivational self-talk cues (e.g., let's go), and the control group was not given any self-talk cues. Two 3×3 factorial ANOVAs comparing exercise time and mechanical score revealed no significant differences between groups across exercise trials. Results indicate a need for future research to examine the influence that motivational and instructional have on cross training exercise tasks.

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THE EFFECTS OF PHYSICAL ACTIVITY ON ACADEMIC ATTENTION AND BEHAVIOR IN DEVELOPMENTALLY DELAYED YOUTH

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Classroom behavior management is key to effective teaching, especially among children with behavioral disorders. Physical activity is associated with positive changes in myriad psycho-emotional variables. Further, exercise participation has been examined as a therapeutic intervention for negative academic behaviors, such as acting out, out-of-seat misconduct, and poor attention. While promising results have been noted, this research has been equivocal. The developmental benefits of exercise participation make it an optimal activity for children, but behavioral benefits may provide an added bonus. The purpose of this study was to examine the prevalence of negative behaviors by developmentally delayed children during exercise and non-exercise conditions. Children ($n=22$) from two self-contained special education kindergarten classes voluntarily participated in the study. Participants had no academic or intelligence limitations, but all had been diagnosed with behavioral disorders. For nine weeks, children were evaluated relative to a negative behavioral checklist. Following a baseline week, the children alternated between exercise and non-exercise weeks for eight weeks. During exercise weeks, children participated in 20 minutes of running exercises (races and relays) twice a day, in addition to their normal, unstructured recess time. During non-exercise weeks, there was no extra activity beyond recess. Daily behaviors were recorded, and each child was retroactively rated relative to a negative behavioral scale for one hour each day. Daily behavioral scores were averaged across conditions. ANOVA analyses revealed that children exhibited significantly better scores on five of the seven behavioral scales during the exercise weeks than during the non-exercise weeks. Differences on the other two scales approached significance. Additionally, academic performance did not decline during the exercise weeks. These results support the idea that exercise participation can be effective for decreasing negative and disruptive classroom behaviors. Results are discussed relative to practical applications by teachers, parents, and other care providers.

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POSTER WITHDRAWN

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THE EFFECTS OF SPORTS SPECIALIZATION ON THE FAMILY UNIT

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The purpose of this study was to explore the influence of an athlete's participation in sports specialization on family life including economic implications as well as interpersonal relationships within the family unit. Study methods were designed to answer two questions: a) what challenges did families experience and b) what recommendations would parents provide to reduce negative consequences. Research suggests that time demands (Kirk et al., 1997; Bean et al., 2014) and financial difficulties (Dunn et al., 2016) are overlooked effects on the family unit. Observations and field notes provided data, but the leading data source was retrospective interviews with parents of athletes who had completed youth sport specialization. A focus group with five parents and individual interviews with three parents provided the primary data. Interviews were audio-recorded and transcribed. Data analysis involved open coding followed by axial coding to align themes (Rubin & Rubin, 2012). Triangulation, member checking, and reflexivity were used to ensure trustworthiness.

All participants identified time and finances as major challenges affecting the family. Parents specifically stated that time dedicated to practices and tournaments detracted from other activities (e.g., church, studying). The financial commitment was a recurring challenge; as one mother stated, "we were spending a good \$7,000 a season on volleyball...". Parents cited other minor challenges including negative effects on the marriage, pressure from extended family, as well as positive outcomes such as increased family time and improved life skills. Saturday-only tournaments were suggested to reduce negative consequences while saving both time and money. The current findings indicate that the intense commitment of specialization may come at significant personal, financial, and familial costs. As youth sports specialization continues to increase, current findings and continued research will contribute to the evidence base and help families and sport leaders make informed decisions on youth sports specialization.

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THE EPIC FINALE: ESCAPING FROM THE TRADITIONAL FINAL EXAM FORMAT

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The majority of college students today belong to "Generation iY," a generation tied to their mobile devices, with a limited attention span, and who expect teachers to serve as entertainers (Elmore, 2010). These students are often bored by more traditional teaching methods, and research supports that engaging these iY students is a problem many institutions are facing (Bridgeland, Dilulio, & Morison, 2006). Similarly, instructors are finding that educating this

generation of students requires the students to interact with the material, instructor, and peers (Kuh, 2009). Traditional final exams often fail to accomplish this, and can increase student's test anxiety and fear of failing (see Hembree, 1988). Many instructors are being pushed to overcome these challenges associated with more traditional teaching methods by incorporating active learning in the classroom. Active learning strategies engage students in the learning process through activities and tasks that require higher-order thinking, such as discussing or problem-solving (Bonwell & Eison, 1991). Therefore, this poster will provide an overview of how faculty can move from a more traditional final exam format to an "epic finale" that serves to assess students' level of understanding of the content, minimize anxiety and fear of failure, but also engages students in the learning process. Multiple different examples of epic finales will be presented, including a movie analysis, escape room, and scavenger hunt. Finally, lessons learned and practical suggestions will be provided for other instructors looking to move away from the traditional final exam in their own classes.

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THE IMPACT OF A HIGH-PRESSURE PROTOCOL ON PSYCHOLOGICAL, PSYCHOPHYSIOLOGICAL RESPONSE AND PENALTY PERFORMANCE IN PROFESSIONAL SOCCER: A MIXED METHODS STUDY

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The purpose of this study was to examine the effect of a six-phase high-pressure protocol on: i) penalty shooting performance; ii) psychological; and iii) psychophysiological response in professional soccer. A mixed-method research (MMR) design was employed using a within-subjects experimental design that consisted of low-pressure (baseline) and high-pressure conditions. Quantitative data collection was supplemented with the collection of semi-structured interview data. The interview data was analyzed using inductive and deductive content analysis. Twenty professional footballers (16 outfield players, 4 goalkeepers) from an Under-18 English League Academy took part. Outfield players took penalty shots to four targets under both conditions. The Immediate Anxiety Measurement Scale (IAMS; Thomas, Hanton, & Jones, 2002) and Pressure Likert scale (Kinrade, Jackson, & Ashford, 2010) were administered prior to both conditions. The NeXus-10 biofeedback system was used to record players' heart rate and respiration rate throughout performance. Following the high-pressure condition, players retrospectively assessed the level of pressure for each of the six stressors (e.g., crowd noise, coach evaluation, enforced targets). After completion, they took part in an interview.

Pressure, cognitive anxiety, and respiration rate significantly increased in the high-pressure condition. After controlling for the level of pressure experienced in the high-pressure condition, bivariate variable error performance (Hancock et al., 1995) significantly increased (i.e., players were more variable in their grouping of shots under stress). Albeit non-significantly, mean radial error (Hancock et al., 1995) decreased (i.e., players were minimally more accurate in response to stress). Conversion rate declined under high pressure. Qualitative findings indicated that the six-

phase high-pressure condition evoked changes in emotion (e.g., enforced targets reduced players' self-confidence). Findings extend the existing literature on performance under pressure and highlight the potential value of training under such conditions. The data also provide insight for researchers, practitioners, and coaches on the experiences of professional footballers.

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THE IMPACT OF A ONE-HOUR ACTIVE LISTENING WORKSHOP ON ATHLETIC TRAINING STUDENTS' COMMUNICATION SELF-EFFICACY

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Tim Henry, College at Brockport, USA*

Studies have identified that injured athletes' perceived social support impacts their rehabilitation adherence (Brewer, 2004). This measured adherence has been found to correlate with those athletes' rehabilitation outcomes (Brewer et al., 2002). The face-time and rapport that athletic trainers have with injured athletes allow them high potential to provide that social support. However, outside of a survey sport psychology course, athletic training students receive little formal education on communication skills, despite research identifying it as a prioritized need of both injured athletes and practicing athletic trainers (David & Larson, 2018; Kamphoff et al., 2010; Roh & Perna, 2000). The aim of this study is to identify if a one-hour interpersonal communication skills educational workshop allows athletic training students to improve and retain self-efficacy in patient-centeredness communication. It is hypothesized that athletic training students' self-efficacy in patient-centeredness communication will increase after the workshop and be retained two weeks later.

Thirty-eight athletic training undergraduate students were given the Self-Efficacy in Patient Centeredness Questionnaire-27 (SEPCQ-27) prior to attending a one-hour educational workshop on active listening skills (Zachariae et al., 2015). Participants were presented with the variables of rehabilitation adherence, concepts such as the "Spirit" of Motivational Interviewing and OARS, as well as other active listening skills and practical communication considerations (Covassin, Beidler, Ostrowski, & Wallace, 2015; Mack, Breckson, O'Halloran, & Butt, 2019). Usage of active listening skills was demonstrated by the presented, followed by the participants engaging in partnered role-play. Participants filled out the SEPCQ-27 following the workshop and again, for retention, two weeks later.

Preliminary results show that athletic training students' self-efficacy in patient-centeredness increased, and were retained, after a one-hour active listening workshop. Based on these preliminary results there is potential for future research to optimize the efficacy of active listening workshops for athletic trainers, laying the foundation for eventual continuing education opportunities (Hamson-Utley, Martin, & Walters, 2008).

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THE INFLUENCE OF FAN ENGAGEMENT THROUGH SOCIAL MEDIA ON PERFORMANCE ANXIETY

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Many university athletic programs have adopted relational marketing strategies through the use of social media to build the brand of their respective organizations. This method attributes to increasing in sales and merchandising, appealing to recruits, and increasing fan loyalty and fan engagement nationwide (Sanderson & Truax, 2014). While some fan-athlete relationships via social media can be supportive and encouraging, others can quickly turn negative, aggressive and emotionally abusive (Browning & Sanderson, 2011; David et. al., 2018). Social media has created an uncensored, direct line of communication between the fan and student-athlete, and that relationship has been minimally researched in previous literature. The purpose of this qualitative descriptive study was to explore how male NCAA Division I athletes describe the influence of fan engagement through social media on their performance anxiety. In alignment with the Uses & Gratifications Theory and Multidimensional Anxiety Theory, five research questions evolved. This study included 12 male, NCAA Division I student-athletes competing in men's basketball, baseball or soccer at a large Division I institution in the Southwest. Participants completed the 27-item Competitive State Anxiety Inventory-2, submitted a 30-day artifact comprised of personal Mentions received on Twitter while actively competing in season, and completed an individual, semi-structured interview. Data was analyzed using descriptive statistics and a thematic analysis, and 6 themes emerged. The themes that evolved are in relation to the student athlete's experience with game time pressure and performance anxiety, focus and concentration, nerves and somatic anxiety, perception of negative and positive fan engagement experiences, and their perception of university sport-branded social media platforms. Results will aid in the development and implementation of student-athlete training and support programs to address managing personal brand and the fan-athlete relationship.

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THE INTANGIBLES OF OFFICIATING

Karen Swanner, Southern Illinois University at Edwardsville, USA

The purpose of this study was to understand how stress, motivation and self-efficacy influenced a soccer official's ability to officiate a high school soccer game. With significant issues surrounding recruitment and retention of officials, this study provided a look at the intangible side of the profession, using established scales that identified factors that motivated referees, caused stress and identified their levels of self-efficacy. Referees constantly face intense pressure and challenges and are expected to make accurate decisions under strict time constraints in a highly competitive environment (Anshel, Kang, Jubenville 2013). Stressors can negatively affect an official's cognitive and psychophysiological processes such as concentration, attentional focus, effort and arousal, which can lead to impaired motor performance (Gencay 2009). Stressors are apparent to officials in many forms and situations. Of the 13 questions asked on the Sources of Acute

Stress Scale for Sports Officials (Anshel et.al 2013), this study found that an official's most significant stressor was making an incorrect call. Motivation for referees comes in both intrinsic and extrinsic forms. Most officials begin the profession intrinsically motivated because of their passion for the game, but with longevity, become more extrinsically motivated as a result of money and accolades. Keeping officials motivated is key in the retention process. A referee's self-efficacy, or in this case Referee Efficacy (Refficacy) (Guillen and Feltz 2011, Myers 2012) is the extent to which referee's believe they have the capacity to officiate the competition. This study used the referee efficacy scale which conceptualized four dimensions; game knowledge, decision making, communication and pressure. Subjects for the study included officials from Missouri, Southern Illinois and Western New York. While the original purpose of this study was not realized, significant and impactful results were discovered with each individual intangible and their interactions with each other.

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THE JOURNEY TO REPLICATION: THE PROCESS, CHALLENGES, AND WINS IN REPLICATING AND PILOTING A U.K. - BASED EXERCISE AND EMPOWERMENT PROGRAM FOR GIRLS

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Girls experience high rates of physical inactivity worldwide. According to the World Health Organization (WHO; 2019), less than 15% of adolescent females are sufficiently active putting them at risk for poor health and co-morbidities associated with sedentarism. Adolescent girls from socioeconomically disadvantaged areas are at higher risk for physical inactivity due to a lack of resources, culturally and community-congruent physical activity programs providing health education, and financial ability. The U.K. sought to stem said rates of physical inactivity through it's "This Girl Can" program (TGC) where prepubescent age girls engage in a 12-week physical activity and health education program to increase activity via 30-minute, in-school, sessions per week. Combined with this exercise intervention are weekly health and empowerment events for girls and young women. In observing the success of the U.K. program, researchers and community partners residing in a large urban area in the United States sought to replicate the program amongst adolescent girls from similar culturally marginalized and geographically underserved areas. Throughout the program and study replication, researchers and partners have taken note of the complex and unpredictable challenges when engaging in an international community-based replication. As such, the purpose of this presentation is to share the process, challenges, and wins in replicating and implementing an international girl's physical activity and empowerment program including 1) discussing barriers and strategies for implementing said programs; 2) limitations with funding and scalability; 3) process for obtaining international partnership; 4) recommendations for engaging youth in physical activity, and 5) cross-cultural barriers to replication. Attendees will also learn ways to integrate youth programming for girls into their practice and research.

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THE PERCEIVED MOTIVATIONAL CLIMATE ON A HIGH SCHOOL TRACK & FIELD TEAM LINKED TO ATHLETE DEPRESSION, PSYCHOSOCIAL STRESS, AND PERCEIVED SOCIAL SUPPORT

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The benefits of sport participation for youth can extend far beyond the physical. According to achievement goal theory (Nicholls, 1984, 1989), however, these benefits are largely dependent upon the motivational climate fostered by leaders in sport settings. When coaches create a caring, task-involving climate by fostering positive interpersonal relationships, rewarding high effort, and recognizing improvement and that mistakes are part of learning, youth have more fun, attempt more challenging skills, and are more self-confident compared to ego-involving climates. When an ego-involved climate is fostered by pitting athletes against each other, punishing mistakes, and giving the majority of praise and attention to best performers, this can hinder motivation and trigger anxiety in athletes (Fry & Hogue, 2019). What has not yet been investigated is whether the perceived motivational climate on high school teams is related to athlete depression, their experience of psychosocial stress (e.g., shame), and perceived social support. The purpose of the current investigation was to examine whether the perceived motivational climate (i.e., caring, task- and ego-involving) on a high school track and field team predicts the athlete well-being and their motivation to continue participation. A total of 37 female and 36 male athletes (Mage = 15.89 y. o.) were recruited to participate in the study. Regression analysis was used to examine the relationship between the perceived motivational climate (i.e., caring, task-, and ego-involving) and athlete depression using the Beck Depression Inventory for Primary Care (Winter, Steer, Jones-Hicks, & Beck, 1999), shame using the "inadequate and deficient" subscale of the Internalized Shame Scale (Cook, 1993), self-consciousness, uncontrollability, interest in continuing to play, and perceptions that coaches genuinely care about athletes. Gender differences were identified. Perceptions of caring, task-involving climates were linked to more adaptive psychosocial and motivational outcomes, while perceptions of an ego-involving climate were linked to more troubling responses.

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THE POWER OF PERCEPTION: SELF BELIEF AND MAXIMUM EFFORT WEIGHTLIFTING

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Maximum effort weightlifting is objectively measured in total weight lifted. While weightlifting is largely a physical test of strength, there is also a significant mental component. Research suggests that self-efficacy and the perception of loads may influence overall weight being lifted (Bandura, 1977; Ness & Patton, 1979). The purpose of this study was to determine whether more weight could be lifted during the deadlift if it was perceived by the lifters as lighter loads. A two group, pre/post design of deadlift trained men and women (N=24) was utilized. At pre-test, maximal deadlift amount was recorded for each participant. All subjects were able to see the weight loaded on the barbell. Following pre-test, participants were randomly assigned to two groups and independent samples t-Test was employed to verify group

similarity (MD=27.50, $t = 0.70$, $p > 0.05$). No intervention was utilized between testing sessions, which were separated by two weeks. At post-test, the control group duplicated the first session with as many attempts necessary to improve their pre-test deadlift performance. The experimental group had three separate attempts at a fictional 88%, 94%, and 100% of their original maximal deadlift. A device was used to shield the weight loaded on the bar from the experimental group subjects. Prior to each attempt the researcher told the experimental group participants, "You've done this before." This strategy was applied to bolster self-efficacy and elicit a pseudo-belief that the subjects had previously lifted the weight. Actually, all three attempts were at weights over 100% of the subjects' pre-test maximal deadlift. Group differences were statistically significant (MD=32.08, $t = 3.62$, $p < 0.05$), with the experimental group averaging 32 more pounds lifted than the control group at post-test. Results of the current study suggest that self-efficacy and perception of loads impact individuals' deadlift performance.

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THE PSYCHOLOGICAL EFFECTS OF TAPER ON NONPROFESSIONAL IRONMAN TRIATHLETES

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Taper, which is a period of reduced training load prior to a competitive sports event, has been shown to positively affect physiology and performance. However, much less is known about the psychological effects, particularly the mood of athletes, during taper. This is especially true for athletes with a well-structured training cycle not experiencing overtraining. The present study followed 19 participants who were triathletes training for an Ironman race. Two questionnaires, the Brunel Mood Scale and the Athlete Engagement Questionnaire, were administered to participants on a weekly basis during the 4-5 months leading up to their race as well as the month following the race. Participants were also asked to track their time spent training, to rate their nutrition, sleep, and overall mood, and to report any illness or injury affecting their training. Data were analyzed using an Interrupted Time Series Analysis to explore patterns of mood during taper. In addition, a series of bivariate correlations was calculated between mood and athlete engagement. Preliminary results for participants as a whole did not demonstrate a significant change in mood or engagement, however individual differences for participants did show significant changes in certain areas of mood and engagement. Recommendations will be made for practitioners working with triathletes and other endurance sport athletes.

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THE PSYCHOLOGICAL IMPACTS OF PHYSICAL ACTIVITY IN THE 65+ POPULATION

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The demographics of the world's population is changing, with adults living considerably longer. Research shows that there is a direct correlation between physical activity and disease, as well as physical activity and mental capacity (Lautenschlager, Almedia, Cliker and Janca 2004). Fear of

falling is one of the most significant barriers for people over 65, with respect to exercise. This fear however, leads to a debilitating spiral in this population, which encompasses loss of confidence, restriction of physical activity and social participation, physical frailty, loss of independence and depression (Zijlstra, Haastregt, Van Rossum 2007). This study was an intervention with a 78-year old grandmother of four who, after a traumatic loss, was exhibiting signs of frailty, anxiety and depression. The objective of the study was to examine whether, structured intrinsically motivated physical activities, would have a positive impact on her physical and cognitive capabilities. The six-week intervention began with a mental and physical evaluation, which included testing age group appropriate physical activities. These included current daily activities; vacuuming, yard work, cleaning, cooking, laundry and self-care; and the introduction of stretching, walking, chair sits, curls with vegetable cans, water aerobics and balance exercises. The exercises were planned, structured, repetitive and purposeful. S.M.A.R.T Goals were also introduced. The subject's 15 physical and mental barriers were identified and throughout the process, time and duration of exercises were gradually increased. The subject kept a daily journal, which listed accomplishments and feelings throughout the intervention; tracked herself using a Fitbit; and kept daily exercise logs. A bi-weekly evaluation was also done by the researcher. At the conclusion of the intervention, she was more mobile, alert, vibrant, energetic, had higher self-efficacy and found value and purpose for her life.

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THE ROLE OF PERSONAL GROWTH INITIATIVE ON THE RELATIONSHIP BETWEEN TRAIT RUMINATION/ TRAIT REFLECTION AND MENTAL HEALTH AMONG UNIVERSITY ATHLETES

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Trait rumination is a maladaptive form of self-focus and has been defined as repetitive, aversive and uncontrollable thought that is motivated by perceived threats, losses, or injustices to the self (Trapnell & Campbell, 1999). Trait reflection has been defined as chronic self-focus that involves playful exploration of novel, unique, or alternative self-perceptions, motivated by curiosity and pleasurable, intrinsic interest in philosophical thinking (Trapnell & Campbell, 1999). The purpose of this study was to use structural equation modeling to examine whether personal growth initiative could mediate the relationship between trait rumination/ trait reflection and subjective well-being among Japanese university athletes.

One hundred and seventy Japanese university athletes (111 male, 59 female, mean age = 19.34) participated. The questionnaires were used as follows: The Japanese version of the Rumination-Reflection Questionnaire (Takano & Tanno, 2008), the Japanese version of the personal growth initiative scale II (Tokuyoshi & Iwasaki, 2014), and the subjective well-being scale (Ito et al., 2003).

Results showed that trait rumination had a direct negative effect on subjective well-being. However, trait rumination had no effect on personal growth initiative. Thus, trait rumination did not show an indirect effect on subjective well-being via personal growth initiative. On the other hand, trait reflection

had positive effect on personal growth initiative. Moreover, personal growth initiative had positive effect on subjective well-being. Therefore, trait reflection had an indirect positive effect on subjective well-being via personal growth initiative.

These findings suggest that the mechanism of the effects of trait rumination on subjective well-being might be negative, chronic and persistent self-focus rather than active and intentional engagement in the process of personal growth. Also, personal growth initiative may be a critical factor that leads to enhance subjective well-being among athletes low in trait reflection.

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THE ROLE OF THE SPORT CULTURE IN EXTREME WEIGHT CONTROL BEHAVIORS AMONGST ADOLESCENT ATHLETES

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Sylvie Parent, Université Laval, Canada; Catherine Bégin, Université Laval, Canada

Extreme weight-control behaviors (EWCB) such as restrictive eating, fasting, and purging are prevalent amongst adolescent athletes and have detrimental health and psychological consequences (Joy, Kussman, & Nattiv, 2016). While, so far, the focus has mostly been on individual risk factors of using EWCB, the role of the sport performance culture and weight-related violence from coaches and parents have been overlooked. This study first aims to investigate the prevalence of adolescent-athletes competing in organized sports who have used EWCB and who have been victim of EWCB-related coach's and parent's violence (psychological violence and neglect). The second objective was to compare adolescent-athletes who reported EWCB to those who did not, according to conformity to the Sport Ethic norms and EWCB-related violence from coach and/or parents. 999 athletes between 14-17 years old competing at different levels in an organized sport setting completed an online survey examining their EWCB, their conformity to the Sport Ethic, and EWCB-related violence from parents and coaches. 16,9 % of the adolescent-athletes reported having use EWCB at least once in their sports career. Athletes competing in weight-dependent sports reported the highest rates of EWCB and EWCB-related violence from parents and coaches (44%), compared with other sport categories. In terms of the Sport Ethic, athletes who reported engaging in EWCB were more likely to refuse their own limits and to self-sacrifice, but not more likely to strive for distinction. Results suggest that Sport Ethic norms are related to EWCB, except for striving for distinction. Athletes who used EWCB were more likely to have experienced EWCB-related psychological violence and neglect from their coaches and parents, stressing the importance of considering athletes' experience of interpersonal violence and their commitment to the Sport Ethic.

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THE UTILIZATION OF SPORT PSYCHOLOGY CONSULTANTS IN MAJOR LEAGUE SOCCER AND THE ENGLISH PREMIER LEAGUE

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In recent years, there has been increasing interest among scholars in expansion of sport psychology employment opportunities in the United States and around the world (e.g., Connole et al., 2014; Gervis, 2019; Mugford et al., 2017). Although some investigations have focused on the utilization of sport psychology consultants at the intercollegiate level (e.g., Hayden et al., 2013), fewer studies (e.g., Klonsky et al., 2013, 2015, 2018, 2019) have examined the nature and prevalence of sport psychology services in professional sports. Thus, the present study based upon previous research which examined the percentages of NBA, MLB, NHL, and NFL teams providing sport psychology services (Klonsky, et al., 2013, 2015, 2018, 2019) and the stigma sometimes attached to utilizing sport psychology consultants at the professional and college levels (e.g., Steinfeldt & Steinfeldt, 2012; Zakrajsek et al., 2011). It was hypothesized that there would be an underreporting and underutilization of such services in Major League Soccer (MLS) and the English Premier League (EPL). In order to test these predictions, content analyses of online media guides/directories and team websites were conducted. In addition, Google and LinkedIn searches were employed to more accurately assess the proportion of MLS and EPL teams utilizing the services of sport psychologists and mental performance consultants. Results of the present study indicated that over 42% of MLS teams and about 80 % of EPL teams reported utilization of sport psychology or mental performance consultants in 2020 resources. Interjudge agreement in classifying sport psychologists and mental performance consultants was nearly 70% for MLS teams and somewhat lower for the EPL data. Factors affecting the results, including differences between countries in terms of sport psychology credentialing will be discussed at the conference. Future research will investigate the involvement of sport psychology consultants in providing services to women's professional soccer leagues.

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UNDER THE PRESSURE: COLLEGIATE WOMEN ATHLETES' EXPERIENCE OF INTROJECTED MOTIVATION ACROSS CAREER STAGE AND TEAM TYPES

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Jeffrey Shulze, USA; Kimberly Lowell, Saint Louis University, USA;

Andrew McGrath, Saint Louis University, USA;

Jordan Collins, Saint Louis University, USA;

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Michael Ross, Saint Louis University, USA

Introduction: Introjected motivation (IM) is a form of extrinsic motivation that derives from internalizing others' expectations, which can produce shame and guilt. This guilt-driven motivation frequently proves deleterious for

one's sense of control and well-being (Verstuyf et al., 2012). Women's exercise behavior has been found to be more guilt-driven than men's (Roberts & Goldenberg, 2007). In organized sports, women athletes navigate several contexts, particularly class standing and sport type (i.e., individual or team) where others' expectations are salient and may moderate internalized pressure. The present study examines these contexts to determine if certain female athletes are at higher risk for IM.

Methods: NCAA Division I collegiate women athletes (n = 42) completed the Sports Motivation Scale (Pelletier et al., 1995) to assess motivational orientation among freshmen (n = 13) and sophomores (n = 16) against juniors (n = 10) and seniors (n = 3) and those in team sports (n = 29) and individual sports (n = 13).

Results: A 2 (class standing of freshman, sophomores vs. juniors, seniors) x 2 (individual vs. team) ANOVA yielded a significant interaction between class and team on IM, $F(1, 38) = 6.53, p = .015$. Combined freshman and sophomore student-athletes on team sports reported the lowest IM while the combined junior and senior student-athletes and all individual sport athletes had equally high IM.

Discussion: These results indicate that introjected motivation is more likely for women who are in team sports and among younger women athletes. These results are significant because introjected motivation has been associated with less adaptive drivers of performance (e.g. doing something because others expect them do) and vary as a function of both developmental stage and sport type. Upon further research and replication, these findings can inform sport psychological interventions to address introjected motivation among women collegiate athletes.

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UNDERSTANDING HOW SENIOR CANADIAN NATIONAL TEAM ENDURANCE ATHLETES EXPERIENCE AND MANAGE EXERCISE-INDUCED PAIN IN TRAINING AND COMPETITION SETTINGS

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Exercise-induced pain (EIP), which occurs when athletes engage in intense and prolonged exercise, negatively impacts endurance performance through physiological and psychological mechanisms (Mauger, 2019). Despite EIP management being a prominent psychological demand in endurance sport, there is a scarcity of studies examining the psychological strategies used by elite endurance athletes to manage EIP (e.g., Kress & Statler, 2007). The purpose of this qualitative study was therefore to understand how senior Canadian national team endurance athletes experience and regulate EIP in training and competition settings. Zimmerman's (2000) social cognitive model of self-regulation was used to guide the research. Fifteen (12 women and 3 men) senior Canadian national team endurance athletes from the sports of track and field (i.e., 600 m to 1500 m; n=5), swimming (i.e., 200 m to 400 m; n=5), and sprint canoe kayak (i.e., 500 m to 1000 m; n=5) participated in a face-to-face online semi-structured interview lasting an average of 51 minutes. These high-intensity endurance events were chosen given their involvement of EIP (Mauger, 2019).

Interviews were audio-recorded and transcribed verbatim. A deductive and inductive thematic analysis was performed using the six-step approach proposed by Braun, Clark, and Weate (2016). Codes were deductively generated based on Zimmerman's (2000) self-regulation model and inductively derived to account for data that did not fit the model. Overall, athletes' experience of EIP was influenced by several factors, including warm-up intensity, race positioning, and positive affect. Athletes proactively and deliberately prepared for experiencing EIP (e.g., segmenting effort, imagery) and used diverse strategies to manage it during effort (e.g., internal and external focus, motivational self-talk). Strategies were also used to refine EIP management after effort (e.g., journaling). Based on the findings, mental performance consultants can help endurance athletes to develop a proactive, deliberate, and systematic approach to anticipate and manage EIP.

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UNDERSTANDING THE DEPTH OF INTERSECTIONAL MICROAGGRESSIONS IN SPORT SETTINGS: A SYSTEMATIC REVIEW

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Microaggressions are an unfortunate and pervasive part of the sport experience. A majority of the research within this topic has focused on racial microaggressions (Lee, Bernstein, Etzel, Gearity, & Kuklick, 2018; Sue et al., 2007), but a more nuanced aspect of microaggressions are their intersectional nature (MCTernan, 2018). The presenters, two sport psychology researchers whose work addresses the various complexities of microaggressions, will share research findings from their systematic review of prior research performed and published on intersectional microaggressions. Having a macro view of this research will facilitate a more introspective and intersectional view of microaggressive behaviors and their consequences. Researchers performed this study through comprehensive searches of PsycINFO, PsycARTICLES, Psychology Database, PubMed, PubMed Central, and SocINDEX databases to identify relevant English-language articles associated with microaggressions in sport and exercise. An advanced Boolean search was used to find appropriate articles whereby terms using (Microaggressions AND Athletes*) AND (Sport) AND (Intersectional) were used. Inclusion criteria included (1) microaggression studies, performed within sport and exercise settings, through December 2019; (2) use of a theory-based approach to examine intersectional microaggressive experiences; (3) at least 100% of the participants were either athletes, athletic staff, or in the sport helping profession; and (4) written in the English language. Findings point to a growing dearth of research on the cause, impact, and unique experiences of microaggressions in sport and exercise spaces, with presenters offering recommendations for addressing microaggressions, common experiences, and next steps for future research.

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POSTER WITHDRAWN

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USING DISCOURSE ANALYSIS IN SPORT, EXERCISE, AND HEALTH RESEARCH: SYSTEMATIC REVIEW OF THE LITERATURE

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Discourse analysis (DA) is a social constructivist approach to collecting and interpreting research-data (Henwood, 1996). The purpose of this project was to (a) identify, collate, and synthesize a range of previously conducted DA studies and (b) establish the current state of the literature as it pertains to use of DA in sport, exercise, and health (SEH) research. A systematic review was conducted utilizing the Setting, Perspective, Phenomenon, Comparison, Evaluation (SPICE) approach (Harris et al., 2017). Of the 548 articles identified, 14 met inclusion criteria. Results suggest DA in SEH has been used to illuminate participants' positionality, which in turn, revealed how and why social contextual health-practices take place. Researchers have utilized DA to explore the influences of gender, age, ethnicity, and education on individuals' discourse and subsequent health-practice. The reviewed studies were conducted by asking "how" research questions. Strengths of using DA in SEH research included inaugural exploration of novel research-topics, research-credibility, and theoretical breadth. Limitations of DA research included questionable analytic-rigor, non-generalizability of findings, and researcher-bias. Despite these limitations, researchers appeared to embrace the theoretical perspective social constructivism offers SEH. It may benefit the SEH research-community to consider DA literature from a pragmatic perspective. Doing so, presumes the applications of DA can be appropriated by the research-questions asked (Creswell & Creswell, 2018). The primary researcher of this project concluded that DA is an excellent means of exploring psychological life in SEH. The reviewed studies provide evidence-based practice suggestions for practitioners, clinicians, and consultants considering patient, client, and/or athletes' gender, age, ethnicity, and education.

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POSTER WITHDRAWN

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VALIDATION OF THE INTUITIVE EXERCISE SCALE FOR CLIENTS WITH EATING DISORDERS

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Up to 80% of individuals diagnosed with an eating disorder report some form of dysfunctional exercise behavior, including excessive or compulsive exercise patterns (Costa et al., 2013). Renewal of a healthy relationship with exercise is a critical component of eating disorder treatment, especially among athletes whose identity is often tied to sport and physical activity participation (Reel et al., 2016a). Although the literature is replete with measures for dysfunctional exercise patterns, validated tools designed to examine adaptive, positive approaches to exercise are lacking; this void leaves researchers and clinicians without the necessary

tools to evaluate the effectiveness of certain eating disorder treatments and appropriately evaluate patient progress. Reel et al. (2016b) developed the Intuitive Exercise Scale (IEXS) to measure the intuitive exercise construct, characterized by a healthy exercise relationship driven by internal body cues versus rigid rules and routines. Reel et al. found adequate reliability and validity of the IEXS with a community-based sample. The psychometric properties of this instrument were examined with a clinical sample in the present study. Participants were 165 patients (Mage = 26.48 years) receiving treatment for an eating disorder. Confirmatory factor analysis did not support the original model; however, exploratory factor analysis yielded three factors: Emotional Exercise (i.e., exercising to manage unpleasant emotions; 5 items; $\alpha = .91$), Body Intuition (i.e., relying on physical cues to inform exercise behavior; 6 items; $\alpha = .86$), and Exercise Variety (i.e., engaging in diverse forms of exercise; 3 items; $\alpha = .90$). Weak correlations with social desirability supported discriminant validity, and significant correlations between some IEXS factors and body appreciation and intuitive eating provided partial support for convergent validity. Further, the IEXS factors contributed variance in exercise dependence ($R^2\Delta = 17\%$) beyond that explained by exercise motives. Utility of the IEXS for researchers and clinicians will be shared.

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VALIDATION OF THE SEXUAL PREJUDICE IN SPORT SCALE IN THE UNITED STATES

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Caitlin Haworth, Springfield College, USA

In 2020, Baiocco et al. published the Sexual Prejudice in Sport Scale (SPSS), a multi-dimensional measurement grounded in a theoretical framework of sexual prejudice proposed by Griffin (1992). The instrument was originally written for and conducted with Italian athletes. The purpose of the current study was to determine if the SPSS demonstrated evidence of reliability and validity among United States collegiate athletes. Male ($n = 180$) and female ($n = 80$) Division III athletes from Massachusetts and Virginia participated in the study. After performing a confirmatory factor analysis, the internal structure of SPSS has moderate-to-poor fit: $\chi^2 = 700.8$, $p < .001$, CFI = .91, TLI = .85, RMSEA = .12 (90CI: .09-.15), SRMR = .06. The three subscales of the SPSS, Open Rejection, Denial of Visibility, and Gendering Performance, significantly correlated with the Attitudes toward Lesbians and Gay Men (ATLG: Herek & McLemore, 2013) subscales ($r_s = .37-.57$, all $ps < .001$) and the Heterosexist Attitudes in Sport-Gay Men (HAS-GM: Mullin et al., 2020) subscales ($r_s = .43 - .64$, all $ps < .001$), demonstrating acceptable concurrent evidence of validity. The SPSS correlated with the Heterosexist Attitudes in Sport-Lesbian (HAS-L: Mullin, 2013) Cognitive/Affective subscale ($r_s = .44-.57$, all $ps < .001$), but correlations were lower and some non-significant with the Inclusion Behaviors, Language Behaviors, and Avoidance of the Lesbian Label subscales. Internal consistency of the three subscales were acceptable, ranging from .69 to .84. As initially developed, the scores for the SPSS only partially demonstrate evidence of reliability and validity. We make recommendations for scale refinement to the SPSS to improve fit and application in the United States. With item revisions, the SPSS could be used as a formative or summative assessment of sexual prejudice in both male and female collegiate athletes in the United States by researchers and applied practitioners.

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"WE DON'T ALWAYS GET IT RIGHT:" COACHES' PERSPECTIVES ON SUPPORTING INJURED ATHLETES

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Clayton Kuklick, University of Denver, USA;
Megan Byrd, Georgia Southern University, USA

Research on injured athletes highlights a considerable lack of support from coaches during rehabilitation (Ruddock-Hudson et al., 2014), yet rarely includes coaches' perspectives of how they facilitate athletes' return to play. Knowledge areas coaches draw upon to produce positive outcomes have frequently been examined, however, not specifically within the context of athletic injury (Maurice et al., 2017). This study used the International Sport Coaching Framework (ISCF) to examine ways coaches use three main knowledge areas of effective coaching (i.e., professional, interpersonal, and intrapersonal) to support injured athletes' rehabilitation. A generic qualitative approach was used to examine 13 NCAA Division I head coaches' perceptions of their role during rehabilitation, how they used ISCF knowledge types to support injured athletes, and perceived barriers to providing social support effectively in this context. Data were analyzed using deductive and focused coding based on the ISCF framework. Coaches reported increasing the frequency of contact with injured athletes during rehabilitation and using interpersonal knowledge to learn more about their athletes as people. Athletes' welfare and long-term health were important considerations for coaches when providing support, especially when coaches engaged their intrapersonal knowledge to reflect on their own injury experiences. Coaches cited policy and resource constraints that limited their ability to use their professional knowledge to assist injured athletes. They also reported that injured athletes themselves could be a significant barrier to providing support. By creating a culture of transparency, coaches can help athletes feel more comfortable speaking about injuries without fear of being judged (King et al., 2018). The results of this study can be used to help coaches and educators identify effective and novel uses of coaching knowledge, such as engaging in meaningful reflection, evaluating the delivery of educational materials in coaching education programs, and creating recovery support teams to improve injured athletes' rehabilitation experiences.

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WHAT IS THE COST? EXAMINING ATHLETES' PERCEPTIONS OF RACIAL/ETHNIC MICROAGGRESSIONS AND PSYCHOLOGICAL STRAIN

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Racial microaggressions are covert, pervasive, and insidious messages of difference, disclusion, and disempowerment targeted at people of color that often go unnoticed, unaddressed, and are often assumed to be harmless (Sue et al., 2007). Across multiple settings, research shows the negative effects microaggressions have on peoples' overall well-being and mental health (Torres-Harding et al., 2012). Research also demonstrates athletes experience a variety of racial/ethnic microaggressions in sport settings (Burdsey, 2011, Comeaux, 2012, Gearity & Henderson Metzger, 2017).

However, the research on microaggressions in sport and performance settings has been qualitative in methodology and has not specifically focused on how microaggressions may affect athletes' performance and well-being. Athletes experience unique, and often multiple and severe, stressors in sport, and their perception of psychological strain is likely to increase when they do not have sufficient resources to cope with microaggressions.

Therefore, the purpose of this mixed methods study is to explore athletes' perceptions of the prevalence and impact of racial and ethnic microaggressions on psychological strain, performance, and well-being. Based on existing theory and research on the topics, we hypothesize a positive relationship exists between athletes' perceived encounters with microaggressions and psychological strain. We measured athletes' perceived microaggressions with the Racial/Ethnic Microaggressions Scale (REMS) (Nadal, 2011) and strain through the Athlete Psychological Strain Questionnaire (APSQ) (Rice et al., 2019). We also conducted semi-structured qualitative interviews with participants to enrich and extend the quantitative findings, which helped elucidate the experience of and relationship between microaggressions and psychological strain. This study contributes to evidence-based practice on microaggressions and psychological strain in sport, which can be used to inform practical interventions and training programs that seek to promote more microvalidating environments.

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WHAT WOULD A POSITIVE COACH SAY? ENHANCING GOAL-DIRECTED SELF-TALK THROUGH SELF-COMPASSION

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Because people are typically harder on themselves than they are on others, it can be helpful to tap into the perspective of a compassionate other (e.g., a good friend) to feel supported and encouraged in moments of struggle. This self-compassionate process may help athletes more effectively cope and overcome weaknesses in sport through goal-directed self-talk (ST). Goal-directed ST is a specific self-regulation strategy athletes use to provide deliberate self-corrective feedback, in an attempt to reach peak performance (Lajinjak et al., 2018). In the current study, athlete participants (N = 223) identified a common mistake they commit in their sport and then chose the person (e.g., positive coach) whom they believed would offer the best feedback to help improve performance. Participants then wrote what this person might say in that moment of failure. Through content analysis, three broad types of feedback were identified with seven total subtypes: general feedback (motivational, reassuring), task specific feedback (strengths, weaknesses, corrective information), and type of delivery (kind, honest). Further logistic regression analyses on the feedback revealed that the chosen perspective (e.g., coach, teammate), type of mistake (e.g., technical, emotional), and athlete age were significant predictors, but no differences across gender were found. Our findings suggest that self-compassion may be a viable avenue for engaging in goal-directed ST, as it is both a form of ST and coach feedback. Furthermore, by tapping into this ideal perspective, athletes can learn to develop their 'inner coach' and become more self-reliant. With this perspective athletes can tailor their feedback to address the specific situations

they encounter. Future studies could evaluate athletes' self-awareness to determine whether their self-corrective ST helps improve performance. Findings could also inform coaches, teammates, and sport psychology practitioners of what athletes believe is the most helpful feedback to receive in moments of failure.

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WHERE ARE THEY NOW? AASP STUDENT LEADER EDITION

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Graduate students in sport psychology tend to be active participants in the Association for Applied Sport Psychology (AASP). As students make up about 40% of the association's membership, they also hold two seats on the executive board, highlighting the important role students play in the organization. While AASP states "Students represent about 40% of the total membership of the Association, but students are 100% of its future," (<https://appliedsportpsych.org/students-center/>, 2018), there has always been some concern that student memberships do not translate to professional memberships. So what happens to student members once they graduate?

The goal of this study was to learn more about why students either stay or leave the field of sport psychology. Specifically, this study surveyed people nominated to serve as student representatives to the executive board of AASP. If we can learn why highly engaged and involved students stay or leave the field, that may help with retention strategies. Forty-three former student representatives or student representative nominees (63% response rate) completed a brief online survey about their leadership roles in and outside of sport psychology and their level of involvement in the field. Two-thirds of respondents held a seat on the executive board of AASP; 72% are current members of the organization and 42% are currently CMPCs or were certified as CC_AASP. Of those who are current AASP members, the most popular reasons why were because of the collegiality and annual conference offered by AASP. For those who are not current members of AASP, the two most commonly named reasons for leaving the organization were leaving the field of sport psychology and the cost of membership. More information about the careers of formerly engaged students, as well as advice they have for current students will be presented.

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"YOU ARE IN, YOU ARE OUT" – A CLASSIFICATION OF SELECTION PROCESSES IN HIGH PERFORMANCE TEAM SPORT

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Rachel Ford, Ithaca College, USA;
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In sports, the performance of athletes is usually associated with the effectiveness of the management of the team by the coaching staff (Riemer & Harenberg, 2014). In high performance contexts, the position of a coach comes with important powers (See Turman, 2006). Arguably the most critical is the reward power that a coach holds over athletes. That is, the coach may select the players that constitute the

team. In addition, the coach may distribute resources (e.g., playing time) that have an affective value for the athletes on the team. As such, (team) selection is a process that is an important aspect of coaching. Despite its high frequency in sport, there is an absence of a classification to capture the different levels at which selection occurs. In fact, many authors use the term selection or other sub-terms (e.g., non-selection, de-selection) interchangeably. This inhibits our ability to clearly differentiate between selection processes. As such, the purpose of the present presentation. Based on the existing literature, we first propose a classification of three selection processes in team sport: a) Non-selection; the process of athletes trying to enter the team roster (e.g., via tryouts) and being accepted or rejected, b) de-selection; the process of previously accepted athletes being released from the team roster, and c) playing time selection; the process of team members gaining/losing playing status. Second, we provide important considerations for applied sport psychology practitioners when working with athletes affected by these selection processes.

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YOU TAKE SELFIES LIKE A GIRL! SEXISM IN THE SANDLOT OF ATHLETE SOCIAL MEDIA

Anastasia Blevins, Long Beach State University, USA;
Leilani Madrigal, Long Beach State University, USA;
Tiffanye Vargas, Long Beach State University, USA;
Alison Ede, Long Beach State University, USA

Social media is an integral aspect of many athletes' social, professional, athletic, and personal lives. Social media has the potential to highlight an athlete's capability, but it relies heavily on appearance. Using Self-Objectification Theory as a framework, the current study examined if social media audiences value appearance or capability of female and male athlete images. A total of 116 participants (77 females, 36 males, 2 nonbinary individuals, and 1 unreported) with a mean age of 29.03 years ($SD = 15.48$) completed an online survey composed of demographic items and objectification measures. Participants were randomly assigned to view typical Instagram photos in one of two conditions: 1) female softball, volleyball, and soccer athletes, or 2) male athletes in the same three sports and were asked to list words describing each athlete. Self-objectification (SO) and athlete objectification (AO) scores were calculated as a ratio of the number of objectifying words (body shape and appearance) to physical capability-based words (e.g. athletic, hard-working). Overall, there were no significant differences in AO between conditions. The AO ratio was 27% for female athletes and 23% for male athletes, suggesting that female and male athletes are objectified similarly. However, there was a significant difference between the number of negative/critical words (e.g., "nothing special", "too muscular") to describe female athletes ($M = .20$; $SD = .63$) compared to male athletes ($M = .02$; $SD = .13$), $t(114) = 2.11$, $p = .04$. Additionally, SO and AO were correlated in the overall sample ($r(116) = .22$, $p = 0.05$), but was stronger in the female athlete group ($r(58) = .33$, $p = 0.05$). These findings indicate that objectification and judgement placed upon female athletes is still very pervasive, and audiences are more likely to objectify female athletes if they have more strongly internalized self-objectification themselves.

SYMPOSIA

SYM-01

ADVANCING ORGANIZATIONAL DIVERSITY IN THE ASSOCIATION FOR APPLIED SPORT PSYCHOLOGY: FOUR MODELS

Matthew Bejar, Mount Mercy University, USA;
Robert Owens, University of Western States, USA;
Hannah Bennett, Augusta University, USA;
Candace Hogue, Penn State University, Harrisburg, USA

In the last decade, organizational sport psychology has emerged as one of the most important considerations for the field of applied sport and exercise psychology (SEP). For example, a recent special edition of the *Journal of Applied Sport Psychology* was dedicated to organizational sport psychology, a subfield of sport psychology which examines the interactions between individuals and social processes within sport organizations (Wagstaff, 2019). Concurrently, there has been an increased emphasis on diversity and inclusion within SEP as evidenced by an increasing number of books (e.g., Stambulova & Ryba, 2013), special issues (e.g., Schinke & McGannon, 2015), and position statements (e.g., Schinke, Stambulova, Lidor, Papaioannou, & Ryba, 2016) devoted to cultural sport psychology topics. Likewise, the Association for Applied Sport Psychology (AASP), more specifically, has taken steps to strengthen its commitment to diversity by adding a diversity and culture course to the certified mental performance consultant (CMPC) requirements and creating a Diversity and Inclusion Division Head position on the Executive Board. Moreover, AASP membership has become increasingly diverse with respect to gender, race, sexual orientation, and other social identities; however, while diversity in organizations has been associated with positive results, they can only be realized within a structure that allows for these benefits to emerge (Cunningham, 2009). Thus, the purpose of this symposium is to propose and discuss theoretically-grounded strategies for cultivating diversity and inclusion within AASP through the lenses of four models: (a) Wagstaff and colleagues' (2012) positive organizational psychology in sport framework, (b) Fink and Pastore's (1999) diversity strategy management model, (c) Cunningham's (2008) model of gender diversity, and (d) Doherty and Chelladurai's (1999) framework for managing cultural diversity. This symposium is jointly sponsored by the Diversity Committee, and the Women in Sport, Race and Ethnicity in Sport, GLBTI, and Men and Masculinities SIGs.

SYM-01A

HOW DIVERSITY AND INCLUSION PROMOTES ORGANIZATIONAL CITIZENSHIP BEHAVIORS, ORGANIZATIONAL COMMITMENT, AND ORGANIZATIONAL JUSTICE WITHIN APPLIED SPORT PSYCHOLOGY ORGANIZATIONS

Robert Owens, University of Western States, USA

Within the organizational sport psychology milieu, Wagstaff and colleagues (2012) pioneered the positive organizational psychology in sport (POPS) framework to meaningfully conceptualize the positive characteristics, outcomes, and processes within sport organizations. One of the basic theoretical constructs of the POPS framework is

organizational citizenship behavior (OCB). OCB refers to "individual behavior that is discretionary, not directly or explicitly recognized by the formal rewards system, and that in the aggregate promotes the effective functioning of the organization" (Organ, 1988, p. 4). For example, Aoyagi, Cox, and McGuire (2008) found OCB is a valid measure of effective (athletic) team functioning. Despite the potential benefits of OCB within sport organizations, outside of the ASP literature, attention has been drawn to the dark side of OCB. For example, some of the limitations of OCB include how it may reproduce gendered ideologies and create gender inequities within organizations (Kark & Waismel-Manor, 2005; Kidder, 2002), the professional costs to individuals who work in organizations that reward outcomes over behaviors (Bergeron, 2007), and personal costs such as citizenship fatigue (Bolino, Klotz, Turnley, & Harvey, 2013). Drawing on an organizing framework first posited by Mamman, Kamoche, and Bakuwa (2012), this lecture seeks to explore how certain members of applied sport psychology (ASP) organizations, due to perceived organizational injustices, disengage from OCB and are lower in organizational commitment. Moreover, this presentation will demonstrate how diversity and inclusion policy and advocacy can promote OCB, organizational commitment, and organizational justice within ASP organizations.

SYM-01B

TRANSITIONING FROM A REACTIVE TO A PROACTIVE ORGANIZATION: IMPLEMENTING FINK AND PASTORE'S (1999) DIVERSITY STRATEGY MANAGEMENT MODEL

Matthew Bejar, Mount Mercy University, USA

Fink and Pastore's (1999) diversity management strategy model is one of the most predominant and empirically supported organizational diversity frameworks related to sport. In brief, they proposed four classifications of diversity management strategies that sport organizations employ: (a) non-compliance, (b) compliance, (c) reactive diversity management, and (d) proactive diversity management. Non-compliant organizations do not abide by local or federal laws, whereas compliant organizations do so minimally, but do not view diversity as an asset. In contrast, reactive diversity management organizations recognize the value of diversity; however, their actions are often "one-shot" and focused on one or two social identities. Alternatively, proactive diversity management organizations systematically incorporate diversity initiatives into its practices, possess more nuanced definitions of diversity, and communicate in a flexible and open manner. Researchers have found that organizations adopting a proactive strategy with respect to racial (Cunningham, 2009) and LGBTQ+ diversity (Cunningham, 2011) outperform those who employ reactive diversity management and other strategies. Despite recent encouraging developments, there is evidence to suggest that AASP presently resembles a reactive diversity management organization (Bejar, Shigeno, Larsen, & Lee, 2019; Fisher & Roper, 2015). Transitioning toward a proactive organization is essential if AASP is to realize its vision of being a leading "international, multidisciplinary, professional organization" that values an "inclusive environment in which diverse backgrounds, assets, and perspectives are appreciated as enrichment to our professional, educational, and personal experiences" (AASP, 2020). Using Fink and Pastore's (1999) framework, practical strategies for cultivating diverse and inclusive practices for people of color and international

members are discussed in this presentation. These include: (a) intentionally recruiting members from diverse social identities, (b) meaningfully incorporating perspectives from people of color and international members (i.e., avoiding “tokenism”), (c) infusing measurable diversity-oriented strategies into the strategic plan, and (d) creating initiatives informed by a commitment to intersectionality.

SYM-01C

WOMEN IN SPORT: WHAT CAN APPLIED SPORT PSYCHOLOGY ORGANIZATIONS LEARN FROM CUNNINGHAM’S (2008) MODEL OF GENDER DIVERSITY?

Candace Hogue, Penn State University, Harrisburg, USA

Cunningham’s (2008) model of gender diversity is useful for organizations to promote gender equity within applied sport psychology organizations like AASP and within sport more broadly. Cunningham contends that in order to address gender inequality in sport, the institutionalization of heteronormative and hegemonic gender-based practices should be challenged by questioning how habit, history, and tradition become unquestionably accepted as “how things are done” (p. 137). Specifically, Cunningham argued that political, functional, and social pressures play a key role in enhancing individual support for gender diversity initiatives and that such efforts can be achieved by: (a) creating teams that are devoted to advocating for change; (b) using evidence-based and psychoeducational practices to address concerns regarding the impact of efforts to promote gender diversity; (c) acquiring support from top management and key influencers/stakeholders; and (d) broadly integrating gender diversity throughout the organization. In this presentation, Cunningham’s model will serve as a backdrop to discuss the roles applied sport psychology organizations like AASP can play in promoting gender-based social justice initiatives. A brief overview of the current state of girls and women in sport will be presented followed by research mandates on organizational change within applied sport psychology.

SYM-01D

CULTURAL DIVERSITY IN SPORT ORGANIZATIONS: APPLYING THE WORK OF DOHERTY AND CHELLADURAI (1999) WITHIN APPLIED SPORT PSYCHOLOGY ORGANIZATIONS

Hannah Bennett, Augusta University, USA

It can be argued that as a concept cultural diversity within organizations evokes knee-jerk reactions. Regarding its importance, cultural diversity within organizations spans the complexity of individual uniqueness, interpersonal interactions, communal feelings of inclusivity and belonging, organizational hierarchies, policies, and processes, and mediated structures. In their analytical framework, Doherty and Chelladurai (1999) centered diversity and inclusion on two factors: cultural diversity and organizational culture. Here, cultural diversity is conceptualized on a high to low continuum with organizational culture ranging from “valuing similarity” to “valuing diversity.” The authors argued that in order to enhance cultural diversity within organizations, individual member differences should be “capitalized on to the benefit of the individual, the group, and the organization” (p. 289). In other words, organizations that are culturally diverse and value diversity are characterized as more

cohesive, more “responsive to their environment”, and individual members can “contribute their unique values and perspectives in various situations” (p. 290). Drawing on this analytical framework, this lecture will offer practical solutions for sport psychology organizations like AASP with a special emphasis on LGBTQ+ diversity.

SYM-02

BRIDGING THE GAP BETWEEN CULTURALLY RELEVANT TEACHING AND CONSULTING IN EXERCISE AND SPORT PSYCHOLOGY

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Zellessia Ejalonibu, L.E.A.D.O.F.F. Counseling and Consulting, LLC, USA;
Jerry Holt, Florida A&M University, USA*

The need for culturally competent practitioners in applied sport and exercise psychology (SEP) is widely recognized (Gill, 2007; Ryba, Stambulova, Si, & Schinke, 2013). Culturally relevant pedagogy (CRP) (Ladson-Billings, 1995), grounded in integrating students’ culture and social context into the learning experience, may be a particularly effective for the teaching and practice of SEP. The five principles of CRP are: identity and achievement, equity and excellence, developmental appropriateness, teaching the whole person, and student teacher relationships (Brown-Jeffy & Cooper, 2011). The concepts upon which CRP is founded are similar to the very concepts integral to cultural competency in clinical settings, including understanding identities and cultural heritages, fostering positive interactions, and promoting a caring environment.

Matters of diversity and culture are often taught independently from “traditional” SEP content at the graduate level and may omitted altogether in undergraduate SEP classrooms. The presenters propose that culturally responsive practices should be embedded within both the SEP classroom and in clinical practice. Ultimately, SEP education should be culturally relevant education. Similarly, competent practitioners should be culturally competent.

This symposium will summarize the theoretical tenets of culturally relevant pedagogy, discuss the importance of implementing culturally relevant instruction in SEP classes, and demonstrate the potential of culturally relevant pedagogy in cultivating culturally competent SEP practitioners. Presenters will provide examples of activities, assignments, and vignettes used to bridge the gap between culturally relevant education and practice.

SYM-02A

RELEVANCE, RESPONSIVENESS, AND SUSTAINABILITY: CULTURAL AWARENESS IN THE TEACHING AND PRACTICE OF SPORT AND EXERCISE PSYCHOLOGY

Jerry Holt, Florida A&M University, USA

Culturally relevant pedagogy has become a recognized feature of American education. First developed by Ladson-Billings (1995, 1997), the recognition of the necessity for cultural relevance has infused teaching at all levels, including higher education (Allen, Hancock, Starker-Glass, & Lewis, 2017; Quaye & Harper, 2007). The issue of diversity continues to be of primary concern in sport and exercise psychology, as

groups from all cultures, however “culture” may be defined, participate in sport and exercise. Thus, the emphasis on culturally relevant pedagogy continues to be applicable in classrooms in which sport and exercise psychology topics are addressed. This segment of the panel presentation provides a theoretical foundation for cultural awareness in the teaching and practice of sport and exercise psychology. It concentrates on the development and history of cultural awareness in teaching and practice since its formulation by Ladson-Billings in the 1990s. Building on her work, for example, Geneva Gay (2000, 2018) addressed the inequities of learning experiences among cultural groups, in terms of culturally responsive teaching. She concentrated especially on an asset-based view of students in promoting optimal learning. In a further development of culturally relevant pedagogy, Paris (2012) conceptualized cultural awareness and relevance as necessitating a sustained effort to address cultural relevance, a development that he termed culturally sustaining pedagogy. In this formulation, he emphasized the need to affirm the value of language, literacies, and cultural pluralism within educational settings (Paris & Alim 2014; Paris & Alim, 2017). In fact, Ladson-Billings herself (Ladson-Billings, 2014) accepted the germaneness of Paris’ development of her theory, to the extent that she admitted the necessity of “Culturally Relevant Pedagogy 2.0.” The presentation, therefore, outlines the theoretical basis for the applicability of culturally relevant pedagogy and its iterations to the teaching and practice of sport and exercise psychology.

SYM-02B

IMPLEMENTING A CULTURALLY RELEVANT PEDAGOGY IN YOUR SPORT AND EXERCISE PSYCHOLOGY CLASSROOM

Amanda Perkins-Ball, Rice University, USA

The need for culturally competent practitioners in applied sport and exercise psychology (SEP) is widely recognized (Gill, 2007; Ryba, Stambulova, Si, & Schinke, 2013); however, less attention has been given to the process of developing culturally competent practitioners. Culturally relevant pedagogy, a comprehensive approach that empowers and engages students by using cultural referents to impact knowledge, skills, and attitudes (Ladson-Billings, 1995), is a widely accepted didactic framework used in K-12, as well as higher education (Larke, 2013; Han et al., 2014). The study of diverse populations (e.g., race and ethnicity) is often included in SEP education, but often peripherally as a class unit at the undergraduate level, or as a separate course at the graduate level (e.g., multicultural counseling). Culturally relevant classroom practices not only increase academic achievement of diverse students (Gay, 2011; Krasnoff, 2016), but may also help students to become culturally proficient because practices are designed “to use students’ culture as the basis for helping students understand themselves and others, structure social interactions and conceptualize knowledge” (Ladson-Billings, 1992). The presenter proposes that not only should “cultural congruity be deeply embedded in any teaching practice” (Krasnoff, 2016), but embedding culturally responsive practices in SEP education will enhance the cultural proficiency of students. This presentation will discuss the qualities that distinguish effective educators, as well as best practices for culturally responsive teaching. Finally, specific examples of activities and assignments used in undergraduate and graduate level SEP classes will be provided.

SYM-02C

CULTURALLY RESPONSIVE APPLIED SPORT AND EXERCISE PSYCHOLOGY: BRIDGING THE GAP FROM EDUCATION TO PRACTICE

Zellessia Ejalonibu, L.E.A.D.O.F.F. Counseling and Consulting, LLC, USA

To become licensed or certified in SEP, psychology, counseling, or any related field, multicultural and diversity education is required; however, that education does not necessarily equate to competency. Having the ability to apply this knowledge to multicultural issues and diversity is what moves a practitioner towards competency (Flowers & Borlabi, 2011). Working in diverse settings, the creation of cultural competency is facilitated through factors such as compassion, the willingness to take risks, and the courage to address multicultural issues (Schinke & Hanrahan, 2009). Culturally competent practitioners operate from a culture centered perspective (Fouad & Arredondo, 2006), thereby acknowledging that all individuals, including themselves, are influenced by various contexts (APA, 2003). The ability to approach individuals with a commitment to understand them in their own contexts not only is best practice, but also assists in the usefulness of certain assessments or interventions (Fouad & Arredondo, 2006). For example, an individual that has grown up in poverty, systemic oppression, discrimination, or racism may have developed a fixed mindset because they are more likely to be punished for their mistakes. If you are not acknowledging that individual’s cultural contexts while trying to train a growth mindset, you in turn engage in glorified victim blaming (Subversive Thread: Guide to Coded Language in Education, 2020). The presenter proposes that culture should not be a piece of SEP work, but rather the center of SEP work and interventions. Questions practitioners should reflect upon (Fouad & Arredondo, 2006) and guidelines (APA, 2003) that provide a general framework for culturally appropriate education, research, and practice will be presented. This presentation will discuss the qualities that distinguish effective practitioners and best practices for culturally responsive practices and interventions. Lastly, specific examples, activities, and vignettes will be provided.

SYM-03

BRIDGING THE GAP BETWEEN SPORT SCIENCE AND NGBS: A CROSS-CULTURAL, YOUTH SPORT PARTNERSHIP BETWEEN THE USA AND SWEDEN

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John Lind, Swedish Ice Hockey Association, Sweden;
Anders Wahlström, Swedish Ice Hockey Association, Sweden;
Jenny Back, Halmstad University, Sweden;
Heather Mannix, The George Washington University, USA;
Camilla Altéus, Swedish Basketball Federation, Sweden;
Orkan Berktaş, Swedish Basketball Federation, Sweden;
Albin Werner, Halmstad University, Sweden;
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Monna Arvinen-Barrow, Discussant, USA*

Science and practice should, and can, be a reciprocal and symbiotic relationship (Fullagar et al., 2019). Empirical science, though, often fails to gain traction in non-profit

sport organizations (Holt et al., 2018). Consequently, the disconnect between sport research and implementation remains sizeable (Guskiewicz, 2008). However, the uptake of research into the fabric of sport organizations can be successful when facilitated by ongoing, trusted relationships with sport scientists, and critical to informing and providing data-driven rationale for programs and policies (Holt et al., 2018). The purpose of this symposium is to share how sport scientists and national governing bodies (NGBs) are working together, internationally, to address a key challenge faced by sport organizations today – namely, how to provide youth with sporting experiences that prevent dropout and retain mass sport participation. The first presentation will address the significance of fun and an adaptive motivational climate for youth, irrespective of country, in participation retention and attrition, while presenting results from a systematic review of systematic reviews, focusing on factors associated with sport participation and dropout. The second presentation will address the application of youth sport research conducted in the USA, i.e., the FUN MAPS, and the scientific rigor and cultural competence with which it is being cross-pollinated in Sweden, through highly cooperative partnerships with Swedish NGBs. The third presentation will discuss ways in which Swedish NGBs create capacity to engage in science as research participants, enlist guidance to effectively and efficiently translate scientific findings into the infrastructure of their programs, and how they scale it within country. The symposium will conclude with a robust conversation regarding international relations and closing the science-to-practice gap in meaningful and impactful ways, facilitated by the culturally diverse lived experiences of the discussant, a scientist-practitioner of northern European-origin, trained in the UK, and living in the USA.

SYM-03A

THE YOUTH SPORT PARTICIPATION CLASH: SHOULD I STAY, OR SHOULD I GO?

*Andreas Ivarsson, Halmstad University, Sweden;
Amanda Visek, The George Washington University, USA;
Jenny Back, Halmstad University, Sweden*

The plethora of human capital health benefits positively associated with sport participation are well documented (i.e., physical, mental, social-emotional, intellectual, financial; e.g., Bailey et al., 2013). Despite this, keeping youth participants involved in sport programs is a global challenge facing societies today, and more specifically, sport NGBs. Broadly, the participation phenomenon facing youth is whether they continue to participate in sport, or dropout. In youth soccer, for example, the dropout rate, in five different countries, is approximately 25% annually (Möllerlökken et al., 2015). The purpose of this study was to conduct a systematic review of systematic reviews, of factors influencing youth sport participation, in order to provide NGBs with the empirical science they need to more effectively facilitate participation. Systematic review, of reviews within the literature, are useful for providing a well-synthesized summary of existing evidence in one document (Smith et al., 2011), and is thus a concise contribution to the scientific literature, and for typically non-academic stakeholders, like NGBs, a fast, efficient means of acquiring empirical knowledge. The electronic databases of PsychInfo, ScienceDirect, and PubMed were searched, identifying 5 systematic reviews focused on: (a) risk factors for dropout (n=3), and (b) factors facilitating sport participation (n=2). Results indicated risk factors for dropout included: poor social support from significant others (e.g., coaches,

parents, peers), lack of enjoyment, intrinsic and extrinsic pressure, and lack of opportunity to play. Vice versa, factors facilitating sport participation included: enjoyment and support from parents and significant others. The importance of these factors, in the sporting experiences of youth, will be discussed, and situated, within the fun integration theory's innovative FUN MAPS and NOT FUN MAPS, developed by youth athletes and being adopted by sport organizations as practical, athlete-derived models for facilitating participation, performance, and personal development (the 3Ps; e.g., Côté & Hancock, 2016).

SYM-03B

TOWARD THE DEVELOPMENT OF SWEDEN'S OWN FUN MAPS: A CROSS-CULTURAL APPLICATION TO INFORM YOUTH SPORT PROGRAMMING

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Andreas Ivarsson, Halmstad University, Sweden;
Heather Mannix, The George Washington University, USA;
John Lind, Swedish Ice Hockey Association, Sweden;
Camilla Altéus, Swedish Basketball Federation, Sweden;
Orkan Berktaş, Swedish Basketball Federation, Sweden;
Albin Werner, Halmstad University, Sweden;
Elin Borg, Halmstad University, Sweden;
Markus Enoksson, Halmstad University, Sweden;
Andreas Stenling, Umeå University, Sweden;
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Though sport is a unifying physical activity globally (Beutler, 2008), its role in society, values, and how it is administered varies across countries. In Sweden, sport is, generally, government sponsored and seen as benefiting society wholly in democracy, equality, and public health (Jakobsson et al., 2012), with all levels of participation overseen by one umbrella organization, the Swedish Sports Confederation (Skille, 2011). "Sport is joy" in Sweden, where everyone has a right to participate amid its collectivist and feminine culture that dissolves gender differences, with emphasis on fair play, democracy, and participation (Riksidrottsförbundet, 2002). Contrastingly, in the USA, sport operates from a 'pay-to-play' model (Hartman, 2017), reflective of American class and power differentials (Frey & Eitzen, 1991), in an individualistic culture, where sport is regarded as masculine (LaVoi, 2011), and a pathway for personal achievement (Boxill et al., 2011). Thus, research findings in one culture may not generalize to another, particularly with regard to sport participants' experiences. Developed by American youth soccer participants, the FUN MAPS are the first-ever empirical framework for promoting fun through skill development and competitive play. The purpose of this study was to develop Sweden's own FUN MAPS. First, using a rigorous back-translation method, the original maps were translated to Swedish. Second, using focus group methods, semantic equivalence and the extent to which the translated maps generalized to Swedish sport were explored. Participants (n=58) included Swedish ice hockey and basketball players (U9-U19), stratified by sport, sex, age, and geographic region. Data were transcribed in Swedish, translated in English, and analyzed by the bilingual study team, including sport scientists and Swedish NGB youth development directors. Results indicated high content equivalence between the American FUN MAPS and Swedish FUN MAPS, with important cultural nuances. These findings will be shared through visual presentation of Sweden's own illustrative FUN MAPS.

SYM-03C

SWEDISH SPORT NGBS MOVEMENT TO DRIVE RESEARCH & PRACTICE

*John Lind, Swedish Ice Hockey Association, Sweden;
Anders Wahlström, Swedish Ice Hockey Association, Sweden;
Orkan Berkta, Swedish Basketball Federation, Sweden;
Camilla Altéus, Swedish Basketball Federation, Sweden*

Decision making, within sport organizations, should be guided by best relevant research evidence, followed by practice, thereby increasing the chances for sport organizations to reach and realize their goals (Coutts, 2017). In sport, evidence-based practice is based on a synthesis of research, expert opinions, and athlete perceptions (Fullagar et al., 2019). Although the exchange of knowledge and well-coordinated, cooperative relationships among sport scientists and NGBs are common challenges faced in sport settings (Holt, et al., 2018), Swedish sport NGBs have successfully overcome such challenges, engaging as research participants and embracing a best evidence practice model to improve the likelihood of successfully making decisions about various aspects of the development of their athletes. Specifically, they have implemented a modified version of the step-by-step process for best evidence-based practice, as suggested by Fullagar et al. (2019). Importantly, providing play and practice activities that are fun is an established evidence-based policy recommended for young athletes' development (Côté & Hancock, 2016). Consistent with their nation's sport system values, according to Swedish NGBs, fun is an integral aspect of the sport experience provided for the public (i.e., sport is joy and thus should be accessible for all) and a significant factor to advancing Sweden's athletic development and achievement (e.g., podium medals). The purposes of this presentation are to share Swedish NGB perspectives and insights regarding: (a) the value they perceive, generally, of best evidence practice in growing the game, (b) how they engage sport scientists and select persons within their organizations to work, together, toward improving the quality of sport provided to young athletes, (c) facilitators and barriers to working from a best evidence practice approach, and (d) methods by which NGBs can thoughtfully, and systematically, engage in research as active participants, and implement empirical findings into decision making processes that drive best evidence practice.

SYM-04

EXERCISE PSYCHOLOGY AND WELLNESS AMONG UNDERREPRESENTED GROUPS: DECOLONIZING, TAILORING, AND PARTNERING WITH THE COMMUNITY

*Keri Kirk, Department of Defense/HJF, USA;
Amanda Perkins-Ball, Rice University, USA;
Kristin Mauldin, California Baptist University, USA*

The health and wellness industry in the United States is estimated to be worth \$4.2 trillion. Unfortunately, health and education disparities lessen the value and impact of this industry in ethnic minority and other marginalized groups. Exercise psychology can play a critical role in the amplification of the voices needed to ensure that intervention, implementation, community partnerships, and student experiences are enriched with the tools needed to impact meaningful behavior change among underrepresented

groups. This symposia will discuss creative ways that exercise psychology, mental skills practitioners, and graduate students can engage with communities that are typically underrepresented in wellness spaces for the purposes of health promotion. We will discuss cultural competence in intervention and supervision, providing inclusive educational exercises, as well as how to develop interventions and didactics that deconstruct the traditional Euro-centric approach to wellness programming.

SYM-04A

DECOLONIZATION OF FITNESS AND WELLNESS

Keri Kirk, Department of Defense/HJF, USA

In the United States, ethnic minorities have a higher incidence of chronic lifestyle-related disease like cardiovascular disease and diabetes than their white counterparts (Center for Disease Control [CDC], 2018). An estimated 31.7% number of Hispanic adults are reportedly sedentary as are 30.3% number of Black adults compared to 23.4% of non-Hispanic whites (CDC, 2020). Furthermore, over 39.8% percent of adults are reported to be obese, with African American and Hispanic adults representing a disproportionate amount of that statistic (Hales, Carroll, Fryar, & Ogden, 2017). However, when the health and wellness industry is estimated to be a \$4.2 Trillion in the United States (Global Wellness Institute, 2019), how are these disparities possible? The answer may lie in how fitness is conceptualized, marketed, and endorsed in majority white culture along with the assumption that the application of health and wellness information translates the same way to white Americans as it does to ethnic minority cultures. It is important for professionals working within a field that is heavily influenced by behavior change to familiarize themselves with the concept of the decolonization of health and wellness. This is the idea that what fits the broader white community in relation to health and wellness should be re-assessed through a multicultural lens and addressed using the voices of ethnic minorities being served whenever possible (Brown, 2016; Stewart, 2019). This presentation will discuss creative ways that sport and exercise psychology practitioners can adopt the mindset of decolonization of overall wellness so that interventions can remain inclusive and accessible to ethnic minority communities.

SYM-04B

DEVELOPING TAILORED INTERVENTIONS IN EXERCISE PSYCHOLOGY AND WELLNESS

Amanda Perkins-Ball, Rice University, USA

Cultural competence is defined as "a set of congruent behaviors, attitudes, and policies...that reflect how cultural and sociopolitical influences shape individuals' worldviews and health related behaviors, and how such factors interact at multiple levels of psychological practice" (Comas-Diaz, 2011). Being a culturally competent practitioner depends on one's ability to "acquire the awareness, knowledge, and skills needed to function effectively in a pluralistic democratic society...and on an organizational/societal level advocating effectively to develop new theories, practices, and organizational structures that are more responsive to all groups" (Sue, 2001; APA, 2003). While there are numerous

definitions of cultural competence, these definitions are predicated on the tenets of social justice (Sue, 2001) and diversity (i.e., age, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or socio-economic status) (AASP Human Diversity Statement, 2019). Sport and exercise psychology (SEP) professionals are uniquely situated to address the needs of at-risk, underserved, and diverse populations, and ultimately conduct social justice work, through exercise psychology and wellness settings. This presentation will discuss ways to improve one's cultural competence, the importance of developing tailored interventions, and ways in which SEP practitioners and researchers can develop evidence-based, responsive interventions for underrepresented populations.

SYM-04C

COMMUNITY PARTNERSHIPS: CREATING PARTNERSHIPS THAT SERVE THE NEEDS OF OUR COMMUNITY WHILE PROVIDING TRAINING OPPORTUNITIES FOR STUDENTS

Kristin Mauldin, California Baptist University, USA

As experts in sport and exercise psychology we have the ability to help our community by working with individuals and groups that might not be able to afford or access our services. The concepts and techniques taught in our field can be used to help in a multitude of areas such as bullying and suicide prevention, parenting skills, elderly and chronically ill individuals, and at-risk youth (Sue & Sue, 2016). In this presentation I will talk about ways to connect with organizations within the community, how to create partnerships that are beneficial and sustainable, and the benefits that can arise out of these partnerships. These partnerships are mutually beneficial, providing much needed services to marginalized populations and providing hands on education to SPP students (mentees) that will increase their competence in working with these populations (AASP Principle A: Competence). Examples of partnerships with our sport and performance psychology program will be shared as well as the lessons learned in forming these partnerships. In addition, I will provide feedback from graduate students on what they learned from participating in these programs.

SYM-05

PRESENTATION WITHDRAWN

SYM-06

FROM YOUTH SPORT TO THE PROS: IMPROVING MENTAL PERFORMANCE THROUGH ACCEPTANCE BASED INTERVENTIONS

Michael Clark, Clark Performance Consulting, USA;

Lindsey Hamilton, IMG Academy, USA;

Kerry Guest, Indiana University, USA;

Blake Pindyck, Milwaukee Brewers, USA

Traditionally, Psychological Skills Training (PST) with cognitive-behavioral (CBT) roots has been the primary model to theorize and deliver mental skills within performance domains. While many athletes continue to find utility in CBT oriented PST, research has suggested that attempts to control internal processes through inward attentional focus can result in negative outcomes (Clark, Ball, & Pape,

1991; Hayes, Follette, & Linehan, 2004). When athletes report difficulty adhering to PST aimed at changing the form or function of thoughts, acceptance based approaches have shown to be useful in aiding in mental performance enhancement (Noetel et al., 2017). Consistent with recent calls to incorporate more acceptance-based approaches within the field of sport psychology, this symposium aims to demonstrate the application of interventions rooted in Acceptance and Commitment Therapy (ACT). The purpose of this symposium is to explore ways in which acceptance-based interventions are applied by sport psychology professionals across various domains. Specific learning objectives include (1) understanding the inner workings of ACT and the 6 core processes of change, (2) providing specific activities and interventions situated in an ACT framework, and (3) discuss the lessons learned in applying and ACT-based intervention with athletes. The panel includes 4 professionals who actively consult in elite youth sport, at the collegiate level, and in professional baseball. One panelist will also serve as the discussant. Recommendations will be made for consultants who wish to apply acceptance-based approaches in work with athletes across various domains.

SYM-06A

THE APPLICATION OF ACT CORE PROCESSES IN YOUTH SPORT AMONGST MARGINALIZED POPULATIONS

Kerry Guest, Indiana University, USA

The African American male in adolescence is often conditioned with praise correspondent with identifying only as an athlete (Evans et al., 2011). Consequently, professional sport is mistakenly being embraced by young black men as the sole pipeline to prestige while ignoring the cognitive resources available through the sport platform to escape financial and economic hardship. Low socioeconomic communities are characterized by risk factors; economic stress, chaos at home, and violence within the community, that when significant, negatively affect developmental outcomes (Devenish et al., 2017). The complexity of developmental context related to racial identity amongst athletes is an understudied component of curriculum design with the potential to nurture an identity of cognitive and physical potential rather than physical ability alone unique to those who participate in sport. This presentation will highlight the benefits of an ACT-based curriculum design to overcome sociocultural challenges of individual perception in ability, both within and outside of sport through the core processes of ACT emphasizing; acceptance, self-as-context and value-driven action. A curriculum designed to increase health equity and cognitive flexibility through an off-the-field intervention will be shared.

SYM-06B

THE APPLICATION OF ACT CORE PROCESSES THROUGH INTERVENTIONS IN ELITE YOUTH SOCCER

Lindsey Hamilton, IMG Academy, USA

Acceptance and Commitment Therapy (ACT) is a third wave behavior therapy that has shown to be useful in improving mental performance across various sport domains (Gardner & Moore, 2012). Additionally, research has shown that performers who train in environments that mirror the

demands of their competitive arena, will have a higher likelihood of skill transfer and execution (Pinder, Davids, Renshaw, & Araujo, 2011). Following the principles of ACT and in accordance with representative learning design, the presentation will share an applied approach to training ACT-based skills in an on-field environment with a competitive youth soccer team. Specifically, on-field exercises will be demonstrated to illustrate three of the six core processes of ACT, including defusion, acceptance, and committed action. A brief overview of the long-term curriculum design will also be shared to help situate the on-field exercises.

SYM-06C

ACCEPTANCE AND COGNITIVE DEFUSION: THE APPLICATION OF ACT CORE PROCESSES IN COLLEGIATE ATHLETICS

Michael Clark, Clark Performance Consulting, USA

As the physical, technical, and tactical aspects of athletic performance is improving, athletes are looking for ways to separate themselves from their competitors. Elite high school and collegiate student-athletes are being exposed to mental skills training more consistently with support from coaches and other support staff. Many sport psychology interventions aim at altering the internal experience of the athlete through cognitive restructuring, yet research indicates an increasing difficulty for student-athletes to adhere to strategies which attempt to focus attention on negative internal stimuli. Acceptance and Commitment Therapy (ACT) is a third wave behavior therapy that has shown to be useful in improving mental performance across various sport domains. A brief case study will be utilized to show improvements in mental performance through the use of acceptance and cognitive defusion: two core processes of change within ACT.

SYM-07

“I AM A HUMAN FIRST”: MENTAL HEALTH CONSIDERATIONS WORKING WITH NON-WHITE ATHLETES

*Kerry Guest, Indiana University, USA;
Mykal Manswell, Robert Morris University, USA;
Aaron Goodson, Mississippi State University, USA;
Samantha Monda, Robert Morris University/KPEX Consulting,
USA*

While it is widely accepted that sport is a microcosm of society, it is well documented that the field of sport, exercise, and performance psychology is lacking substantial research about how racial and ethnic diversity impacts the psychological sport experience (Gill, 2017; Kamphoff, Gill, Araki, & Hammond, 2010). Although research on race has identified that racial identity is a predictor of concepts such as attitudes, beliefs, motivation, and performance (Markus, 2008), engaging with this reality can be a challenge in the world of sport for all involved, specifically sport psychology professionals. The purpose of this symposium is to enhance the cultural competence of sport psychology practitioners working with non-white athletes. In particular, this symposium will address topics related to mental health among non-white athletes using a critical race theory-based theoretical framework including: media portrayal, mental health attitudes and help-seeking behavior, and implications for practitioners.

SYM-07A

CRITICAL RACE THEORY: CONNECTING THE DOTS OF CONSIDERATIONS WHEN WORKING WITH NON-WHITE ATHLETES

Aaron Goodson, Mississippi State University, USA

Over the last two decades, there has been a growing body of literature that addresses the intersection of culture and sport psychology - cultural sport psychology. Culture is a broad term that encompasses (but is not limited to) elements such as race and ethnicity, gender, language, spirituality, sexuality, and the intersections of these identities in specific contexts (Gill, Williams, & Reifsteck, 2017). Cultural sport psychology calls for practitioners to increase self-awareness (Parham, 2011) and develop awareness about how culture impacts the services and applied work with athletes (Gill, Williams, & Reifsteck, 2017). However, one cannot increase self-awareness and awareness about culture without a broader context of the ways that race and racism function in sport and society. While there are several theories from psychology and other disciplines that tremendously contextualize how we understand mental health considerations working with non-white athletes, there is one that serves as an umbrella for all others - critical race theory (CRT) (Hawkins, Carter-Francique, & Cooper, 2017). CRT is connected to many theories that we use to contextualize sport and exercise performance such as stereotype threat (Steele, 1997), racial and cultural identity development (Sue & Sue, 2013), and self-determination theory (Deci & Ryan, 2012). This presentation will outline the connections between CRT and the aforementioned theories to frame practitioners' experiences with non-white athletes.

SYM-07B

MEDIA PORTRAYAL OF MENTAL HEALTH AMONG NON-WHITE ATHLETES

Mykal Manswell, Robert Morris University, USA

Throughout the history of sports, many athletes tend to have their personal journeys documented by the media in attempts to create specific types of narratives that document the rise and fall in their respected sport. Elite performers that endure consistent physical, mental and emotional strains throughout their playing careers, which is broadcasted to millions to observe and judge, are often overlooked as human beings. In non-white athletes, African Americans are intensely socialized into sport by family members, peers and the media (Beamon, 2012). The nature of sport tends to emphasize overcoming adversity and beating the odds, however, according to Rice et al., (2016) athletes tend to not seek mental health support due to the perception that it is viewed as a sign of weakness. In addition to physical and competitive stress, elite athletes face a unique array of workplace stressors including increased public scrutiny through mainstream media (Rice et al., 2016). This presentation will explore examples of media portrayal among non-white athletes and emphasize the need for quality and diverse mental health services in athletics.

SYM-07C

MAKING A CASE FOR MULTICULTURAL COMPETENCE: MENTAL HEALTH ATTITUDES AND HELP-SEEKING AMONG NON-WHITE ATHLETES

Samantha Monda, Robert Morris University/KPEX Consulting, USA

Mental health in athletics has become a topic of considerable interest in recent years as greater attention has been placed on developing the athlete holistically, beyond performance (Field, 2019). Outside of mental skills demands, athletes may also present with a number of personal and psychological issues. Mental health stigma has been consistently identified as a significant barrier to seeking help, particularly among athletes (Kaier et al., 2015). Although we are beginning to see general shifts in mental health attitudes, these shifts may not be consistent across all cultural groups (Barnard, 2016; Bird, Chow, Meir, & Freeman, 2018). Similar to their non-white peers, non-white athletes may be reluctant to disclose mental health needs or seek help due to culturally-related mental health stigma, fear of discrimination or racism, and a lack of a multiculturally competent provider (Akihiko, Anderson, & Edmonds, 2012; Timbo, 2016). This presentation will explore some of the factors influencing attitudes towards mental health among non-white athletes including culturally-related mental health stigma, self-concealment, and gender. This presentation will focus on the importance of cultural competence in the client-practitioner relationship and ways that the practitioner can improve their own self-awareness in meeting the needs of culturally diverse clients.

SYM-07D

MULTICULTURALISM IN ACTION: IMPLICATIONS FOR PRACTITIONERS

Kerry Guest, Indiana University, USA

Adopting a multicultural lens provides a framework for understanding how a person interacts with the world and how the world interacts with a person on a continuum (Snyder and Stukas, 2007). Following a scientist-practitioner model, it's increasingly important that sport psychology professionals acknowledge and address the potential threats of transference and salient knowledge when working with athletes from marginalized populations, specifically black athletes. As the global community continues to prioritize athletic prowess for marginalized populations, nowhere is the impact of interpersonal psychological stress more present than in high-stakes athletics (Heird & Steinfeldt, 2013). Errors in reasoning and fundamental attribution as practitioners threaten the psychological flexibility leveraged for performance and optimal well-being outcomes for athletes from backgrounds of economic and environmental hardship. This presentation will provide a brief analysis of multiculturalism disconnections in sport psychology practice and provide a framework for advancing cultural competence in performance intervention design favoring long-term development.

SYM-08

MEASURING EFFECTIVENESS IN APPLIED SPORT PSYCHOLOGY: A MULTI-MODAL APPROACH

*Lindsey Hamilton, IMG Academy, USA;
Duncan Simpson, IMG Academy, USA;
Greg Young, IMG Academy, USA*

In recent years, AASP has made a significant effort to rebrand and objectively validate its Certified Mental Performance Consultant (CMPC) credential presently accredited by the National Commission for Certifying Agencies (NCCA) to enhance the field and the quality of applied practitioners. This step towards professionalizing the field of sport psychology will require mental performance consultants (MPC's) to be more accountable (Anderson et al., 2002) and undoubtedly justify and prove their effectiveness as job opportunities continue to grow. With some notable exceptions of literature (see Anderson et al., 2002; Gonzalez et al., 2018; Partington & Orlick, 1987), applied practitioners in the field of sport psychology have not been systematic in the evaluation of their effectiveness and the services they deliver.

The purpose of this symposium is to discuss best practices in evaluating the effectiveness of mental performance consultants and their work. Three certified MPC's will collectively share key principles and methods for each of the three key components. The first presentation will focus on the evaluation of the effectiveness of the consultant related to knowledge, personal characteristics, and their delivery style (Gonzalez et al., 2018). The second presentation will discuss the evaluation of effectiveness based on the athletes' response to the mental conditioning received (Anderson et al., 2002). The third presentation will discuss how assessment can be used to address the question of consultant effectiveness (Taylor, 2018). Real-world examples will be used throughout the three presentations to demonstrate the applicability of key principles and methods.

SYM-08A

MENTAL CONSULTANT CHARACTERISTICS – EVALUATING THE QUALITY OF SUPPORT

Greg Young, IMG Academy, USA

It is logical to suggest that MPC's strive to provide effective services to the athletes that they work with. The benefits of evaluating this process have been well established (see Anderson et al., 2002; Gonzalez et al., 2018). When evaluating the effectiveness of applied work, MPC's often rely on qualitative feedback from athletes or coaches, or simply judge their effectiveness by whether they are rehired to work with that athlete or team again. In recent years, there has been a significant push for MPC's to tighten up evaluation procedures by using formal assessment (see Taylor, 2018). Assessment is often used to understand whether an intervention/applied work has been effective in improving the desired attribute or behavior it has been designed to target. However, assessing the intervention in isolation may occlude other elements pertinent to effectiveness. While the content and structure of any intervention are imperative to the impact of that work, particularly when embracing a theory-to-practice philosophy, the knowledge and delivery style of the consultant can also govern the effectiveness of the provided services (Partington & Orlick, 1987). The consultant implementing the intervention should seek to display characteristics that

include trust, openness, and collaboration (Pepitas, Giges, & Danish, 1999), be knowledgeable about the athletes' sport (and sport psychology), and offer good communication, honesty (Anderson et al., 2004), a willingness to be open and flexibility, a positive attitude, respect, and practical strategies for performance (Sharpe & Hodge, 2011). When measuring the effectiveness of work, it may be prudent to explore whether an athlete considers the consultant to embody these characteristics, and some formalization of this process should be considered. As such, this presentation will discuss these consultant characteristics and provide attendees with insight as to how these elements might be more formally assessed.

SYM-08B

MENTAL CONSULTANT IMPACT AND ATHLETE RESPONSE TO MENTAL SKILLS TRAINING

Duncan Simpson, IMG Academy, USA

While evaluating the quality of support is important (see part 1) it is equally prudent to examine the athlete's response to the support provided (Vealey, 1994). In reality, some athletes do not have the luxury of being able to select the MPC with which they work (e.g., the MPC is hired by a third party or organization), therefore, solely evaluating the effectiveness of the services based on personal characteristics of the consultant (see part 1) will not present a full picture regarding the effectiveness of the work provided. Ultimately, how an athlete responds to the services provided should be paramount to the MPC and the athlete. If the responses are below agreed expectations, the athlete and MPC must work together to intervene and improve on the working alliance as well as the intervention itself. In this presentation, the responses discussed will include the athlete's satisfaction with the effectiveness of the services provided (Anderson et al., 2004). Other responses to MST training to be discussed in this presentation include changes in knowledge of and attitude towards mental training (Martin et al., 1997). Changes in the usage (including frequency) of mental skills in practice and competition and the athlete's perceived impact of the MST on their performance and overall development as an athlete (Anderson et al., 2004) are also considered. These responses to mental training will also be discussed within the context of athlete presence at MST and also the adherence to and effort applied while in attendance (Bull 1991; Crocker, 1989).

SYM-08C

MEASURING EFFECTIVENESS THROUGH ASSESSING PSYCHOLOGICAL ATTRIBUTES AND SKILL USE

Lindsey Hamilton, IMG Academy, USA

Self-report questionnaires have long been a form of measuring assessment and effectiveness for sport psychology interventions (Taylor, 2018). Typically, an improvement in a questionnaire score from pre-intervention to post-intervention is desirable and indicates a measure of effectiveness in the intervention provided (Thomas et al., 2011). While there is no one-size-fits-all approach to assessment, and with a multitude of evaluation tools available to utilize, MPC's must use their best judgment to select the most suitable tools to establish meaningful data (Taylor, 2018). The purpose of this session is to examine a case study highlighting how assessment questionnaires have been deployed pre- and post-intervention to measure the effectiveness of a mental

performance intervention. Specific learning objectives include (1) which assessment tools were selected, and the process of doing so, to reliably assess change in the psychological attribute of interest, (2) how usage of psychological skills data was assessed and evaluated pre- and post-intervention, and (3) lessons learned through the process and changes that would be made in future endeavors. The session will include examples of questionnaires used from the mental performance consultants' experience, as well as provide attendees the opportunity to employ another form of measuring effectiveness through the lens of a case study. Attendees will also leave with core content and keys to implementing measuring the effectiveness of their interventions with athletes and teams.

SYM-09

MENTAL PERFORMANCE CONSULTING WITH PROFESSIONAL BASEBALL PLAYERS/COACHES FROM LATIN AMERICA: INTERNATIONAL PERSPECTIVES AND PRACTICES

Oscar Gutierrez, Cleveland Indians, USA;
Hector Morales-Negron, Pittsburgh Pirates Baseball, USA;
Martin Rasumoff, Cleveland Indians, USA;
Rafael Dubois, Toronto Blue Jays, USA;
Leonardo Ruiz, Los Angeles Dodgers, USA;
Tanya Bialostozky, Mexico

The nature and scope of professional baseball offers the opportunity for mental performance coaches/sport psychology consultants to work with a demographically diverse sample of baseball players, coaches, and front office personnel. In 1990, Duda and Allison documented the limited understanding of what is required to work with clients of cultures different from their own and that there is no universal approach to applied sport psychology. The symposium presenters will provide their perspectives and experience-informed practices when serving this growing population of elite performers from diverse ethnic, linguistic and cultural backgrounds. Attendees will learn best practices from each presenter on how to develop cultural competencies as practitioners in MLB. In particular, tailoring interventions to fit the culture, ethics, establishing rapport with players and coaches.

SYM-09A

COACH DEVELOPMENT

Hector Morales-Negron, Pittsburgh Pirates Baseball, USA

Building a mental toughness culture in Latin America starts with the involvement of the coaching staff. These young athletes see former players as heroes of the game and live by every word the now coaches provide. Because this player/coach relationship is already established, creating a coalition with coaches is a critical element to "sell" the educational mental performance program. The more the coaches can experience the strategies, can connect those strategies with their playing days, and begin to integrate strategies into practice, the more open doors the consultant will have for the performance conversation (Diment, 2014). During the coaches' playing years, the mention of any mental health or psychological concerns was taboo not only in the game but in society. Therefore, the primary focus of our international programs must be the education of the adults in the dugout.

SYM-09B

GAINING TRUST

Rafael Dubois, Toronto Blue Jays, USA

Gaining trust with young athletes from Latin America from the time they arrive at our academies in the Dominican Republic until they begin their progression in professional baseball is a critical psychological foundation. Trust, particularly in the early stages of collaboration, establishes a trajectory for later stages of relationship development, thus allowing for coordinated activities between partners (Vlaar, Van den Bosh, & Volverda, 2007). In this regard, an important factor to consider is that for some of these young individuals we are more than just a coach or a mental skills coach. In some instances, we become a mentor figure, a dad figure, a friend, or a big brother figure. Building those ties and that trust will help in the long term with any work that needs to be done with them. Either coming from Player Development Department or either coming from their needs of getting better.

SYM-09C

OVERCOME ADVERSITY

Leonardo Ruiz, Los Angeles Dodgers, USA

Fostering an attitude of resilience within our Latin American players, especially during the cross-cultural transition to the United States, is a growing area of competency that needs to be continuously adopted by mental performance coaches in minor league baseball. Ruiz, Van Raalte, Petitpas, and France (2020) describe several key multicultural issues that are important for providing quality and culturally sensitive sport psychology services to Latin American athletes. Within this context, three main factors assist players in navigating the transition to professional baseball; peer support, family support, and faith. Within this support, the use of dichos or sayings help transmit intergenerational values, attitudes, and perceptions rooted in culture, and function as a reservoir of culturally based resilience, allowing baseball players to resist marginalization and to support and encourage each other (Espinoza-Herold, 2007). Dichos or sayings from Latin America reflect the spirit of maintaining a positive disposition, having a sense of determination, and spiritual beliefs that strengthen resilience and fatalism, a form of acceptance, especially of things that cannot change (Kontos & Aguellos, 2005). Validating these experiences and maintaining their cultural traditions are said to foster group cohesion and resilience (D'angelo et al., 2009).

SYM-09D

MINDFULNESS

Martin Rasumoff, Cleveland Indians, USA

The challenge of introducing mindfulness (Kabat-Zinn, 1994) to young Latin American baseball players is not a straightforward task. It involves making sure that what once seemed very difficult to young Latin players, and with patience and understanding, allows the players a willingness to pay attention and learn about the skills that help them be mindful of the moment, finally becoming an important part of their everyday lives, on and off the field. An example of how players have found mindfulness useful off the field is when

taking a break from their busy days and as a way to help them sleep. Whereas when players are on the field, mindfulness has been beneficial to focus during games, especially when distractions come along and as a way to stay in the present moment. It is also important that coaches learn to experience a mindfulness approach to have a presence/authority who can help players to keep incorporating mindfulness into their daily routines.

SYM-09E

BALANCING BASEBALL AND LIFE

Tanya Bialostozky, Mexico

Relationships with players and coaches come first; change follows second. Notwithstanding the range of challenges Latin players face, MPCs serve as agents of change by helping players improve their skills, optimize their performance, and promote adaptive behaviors on and off the field. Functional Analytic Psychology (FAP) offers a model to strengthen the working alliance based on the principles of awareness, courage and care (Kuei, Tsai, McLeod, White & Kanter, 2017). This approach describes three essential conditions for positive, long-lasting change: (a) the MPC maintains a helpful relationship that correlates with trust, understanding, and respect; (b) the MPC positively impacts players and coaches with curious inquiries, encourages non-defensive and self-compassionate reflection (Mack, Breckon, Butt & Maynard, 2017), acts as a role model, and reinforces effective responses; (c) the player has the capacity and willingness to be open and honest and to receive the help. By purposefully and systematically applying these principles, MPCs can increase the effectiveness of their interventions and improve the quality of their relationship with players.

SYM-10

PRIORITIZING AND IMPROVING MENTAL HEALTH IN SPORT: THE PERSPECTIVES OF ATHLETES, COACHES, AND PRACTITIONERS

Natalie Durand-Bush, University of Ottawa, Canada;
Rachel Jewett, Ryerson University, Canada;
Gretchen Kerr, University of Toronto, Canada;
Michelle Dionne, Ryerson University, Canada;
Connor Primeau, The University of Ottawa, Canada;
Krista Van Slingerland, University of Ottawa, Canada;
Erin Willson, University of Toronto, Canada;
Poppy DesClouds, University of Ottawa, Canada;
Véronique Boudreault, Université du Québec à Trois-Rivières, Canada;
Anna Abraham, University of Ottawa, Canada

The purpose of this symposium is to share the findings of recent research on mental health in the sport domain integrating athletes, coaches, and practitioners' perspectives. With the publication of multiple consensus statements on mental health in sport since 2018 (e.g., FEPSAC, Moesch et al., 2018; IOC, Reardon et al., 2019; ISSP, Henriksen, 2019; CCMHS, Van Slingerland et al., 2019; AMSSM, Chang et al., 2020), it is clear that this topic has garnered the attention of international organizations across the globe. Nonetheless, the domain of mental health in sport is still in its infancy compared to other areas addressed in the sport psychology literature. As such, ongoing research is warranted so that we can fully understand how to best support and improve competitive

athletes and coaches' mental health. In this symposium, we will share the results of four different studies conducted by Canadian researchers that shed light on the complexity of mental health in sport and the value of integrating multiple perspectives to provide a comprehensive view of the challenges and opportunities that lie ahead for the field. In the first presentation, we will present how athletes living with a mental illness have conceptualized their mental health experiences in light of some prevailing discourses in competitive sport that have fueled self-stigmatization and discouraged help-seeking. In the second presentation, we will witness how a veteran high-performance coach transformed his philosophy and coaching practice across his career to prioritize the mental health of his athletes. The third presentation will focus on the prevalence of maltreatment in high-performance sport in Canada and its impact on athletes' mental health, with recommendations to reduce harmful sport practices. Finally, the fourth presentation will reveal the benefits and drawbacks reported by a team of practitioners for using a collaborative approach to provide sport-focused mental health care.

SYM-10A

COMPETITIVE ATHLETES' PERSPECTIVES ON MENTAL HEALTH, MENTAL ILLNESS, AND SPORT PERFORMANCE

*Rachel Jewett, Ryerson University, Canada;
Gretchen Kerr, University of Toronto, Canada;
Michelle Dionne, Ryerson University, Canada*

There is a complex relationship between competitive sport participation and athlete mental health; it may be unrelated to psychological well-being, may be used as a coping mechanism, or may be a primary cause of psychological distress (Reardon & Factor, 2010). Furthermore, the impact of mental health and illness on sport performance is understudied and warrants specific attention given the emphasis on performance within dominant competitive sport discourses (Douglas & Carless, 2006). The purpose of the current study was to explore how athletes conceptualize their mental health experiences in light of prevailing discourses in competitive sport and to explore their perspectives on the relationship between mental health and sport performance. Semi-structured interviews were conducted with ten current and former competitive athletes (80% female; international, national, and collegiate levels) with personal experience accessing psychological treatment for a mental illness. The study methodology was informed by a social constructionist paradigm (Burr, 2015) and an interpretive thematic analysis framework was used (Braun & Clarke, 2006). All athletes perceived their mental health and sport experiences as being intimately intertwined, such that the sport context exposed them to both stressors and positive experiences that impacted their mental health. In response to prevailing cultural discourses and perceived external expectations, the athletes shared the self-stigmatizing perspective that having a mental illness was incompatible with being a "tough" athlete. Finally, the athletes described specific examples of how symptoms of depression, anxiety, and disordered eating manifested in the sport context had an impact on their ability to perform. Based upon these findings, practical implications for mental performance consultants and coaches include prioritizing mental health literacy to be able to recognize psychological symptoms, assisting athletes in accessing appropriate treatment, and the importance of normalizing and validating mental health challenges so that athletes feel more comfortable seeking support and addressing performance-interfering symptoms.

SYM-10B

FROM AVOIDING TO PRIORITIZING MENTAL HEALTH: THE EVOLUTION OF A VETERAN HIGH-PERFORMANCE BASKETBALL COACH'S PHILOSOPHY, INFLUENCED BY MENTAL HEALTH ADVOCACY AND SUPPORT

*Connor Primeau, The University of Ottawa, Canada;
Krista Van Slingerland, University of Ottawa, Canada*

High-performance athletes face a number of unique stressors that have been found to negatively impact their mental health (Poucher et al., 2019). Athletes' environment can nourish or malnourish mental health (Henriksen et al., 2019) and coaches play a significant role within this process (Jowett, 2017; Stirling & Kerr, 2009). Coaches can be a significant resource for athletes in distress, with evidence suggesting that they see themselves as important sources of support and empowerment (Mazzer & Rickwood, 2015). Factors leading coaches to develop this view remain relatively unknown. The purpose of this study was to use narrative inquiry (Smith & Sparkes, 2008) to examine the evolution of the philosophy and practice of a veteran high-performance coach as it relates to the mental health of his athletes. A lifelong learning approach (Jarvis, 2009) was taken to explore how personal and contextual factors influenced the development of the participant's coaching philosophy and practice throughout his career with male and female basketball players. The coach participated in two semi-structured interviews (Patton, 1990) and completed a Rappaport Time Line (RPT) (Rappaport, Enrich, & Wilson, 1985) with the first author. Data were analyzed thematically (Braun & Clarke, 2006), demonstrating that personal values and characteristics, personal experiences, social contact with athletes experiencing mental health challenges, and social change, influenced the evolution of his practice. Mental health awareness and support became a foundational piece of his coaching philosophy, which positively impacted his athletes' performance and mental health, as well as his overall coaching effectiveness. Mental performance consultants should facilitate coaches' reflection on their philosophy and practice, and advocate for prioritization of mental health. Working with coaches to increase their mental health literacy and mental health action planning skills are valuable first steps in this process.

SYM-10C

"IT'S NOT OKAY ANYMORE": NORMATIVE BUT PROBLEMATIC SPORT PRACTICES AS CONTRIBUTORS TO MENTAL HEALTH CHALLENGES IN ATHLETES

*Gretchen Kerr, University of Toronto, Canada;
Erin Willson, University of Toronto, Canada*

This presentation will address the reported connections between experiences of maltreatment and mental health challenges in athletes with an emphasis on the problematic nature of many normalized sport practices. In Canada, a recent national prevalence study of athlete maltreatment (Kerr, Willson, & Stirling, 2019) revealed that psychological abuse and neglect were the most frequently reported forms of harm experienced by current and former (retired within the past 10 years) national team athletes (=1001). Sexual and physical harm were reported with far less frequency. For both current and former national team athletes, females reported significantly more experiences of all forms of harm.

The findings of the study also revealed statistically significant correlations between all forms of maltreatment (psychological, sexual, and physical abuse, and neglect) and mental health reports of depression, suicidal ideation, and eating disorders. Further, many athletes commented on their need to seek professional counselling as a result of the psychologically harmful practices they endured. According to the athletes, the sport practices that contributed to these mental health challenges included being repeatedly yelled at in a critical manner, receiving degrading, humiliating, and threatening comments, being treated unfairly, body shaming, and being punished. The athletes were well-aware of the power held by coaches and high-performance directors to use these practices without consequence. The athletes commented on the normalized but out-of-date nature of so many of these commonly used practices. They recommended education for those in positions of power and authority to address the fact that many coaching practices are incongruent with today's practices of teaching and learning, and nurturing talent, and are "not okay anymore." Recommendations for establishing new norms and standards for coaching practices that enhance athletes' mental health and performance will be posed.

SYM-10D

THE PROCESS OF COLLABORATIVE MENTAL HEALTH CARE PROVISION AT THE CANADIAN CENTRE FOR MENTAL HEALTH AND SPORT (CCMHS): HOW DOES IT WORK?

Krista Van Slingerland, University of Ottawa, Canada;
Poppy DesClouds, University of Ottawa, Canada;
Véronique Boudreault, Université du Québec à Trois-Rivières, Canada;
Anna Abraham, University of Ottawa, Canada;
Natalie Durand-Bush, University of Ottawa, Canada

Collaborative care is a well-supported best-practice in mental health care delivery (Bullock et al., 2017), and has recently been applied in high-performance sport to address athletes' mental health needs (Moesch et al., 2018; Van Slingerland et al., 2018). However, how the collaborative process unfolds in practice in the sport setting has not yet been well-documented. The purpose of this intrinsic case study (Stake, 1995) was to (i) describe the process of collaborative care provided to a client at the CCMHS, (ii) understand what factors facilitated and impeded the team's collaboration; and (iii) explore how contextual factors impacted collaborative processes within the CCMHS more broadly. The first author led the team of three practitioners who provided care to a 16-year old competitive athlete experiencing chronic pain, low mood, and elevated anxiety, through a multi-phase data collection process. In the first phase, practitioners engaged in guided reflective journaling (Yinger & Clark, 1981) to describe the case, reflect on their practice, and observe outcomes. During the second phase, practitioners co-created a case timeline to demonstrate the collaborative process, using clinical and electronic documents (Bowen, 2009). Lastly, practitioners participated in a focus group interview (Bloor et al., 2011) to collectively reflect on the spectrum of collaboration that has occurred since the inception of the CCMHS. Results of the content analysis performed on these data show that the secure online tools and platforms, as well as individual practitioner and team characteristics facilitated a high degree of collaboration, which was necessary to address and respond to the complexities of this particular case. Collaboration was, however, hindered by logistical challenges, overlapping scopes of practice, and client

characteristics. Overall, there were more perceived benefits than drawbacks to providing collaborative care. While flexibility was required during the process, deliberate and systematic planning helped to ensure its success.

SYM-11

VIRTUAL REALITY IN APPLIED SPORT PSYCHOLOGY: LEVERAGING VR TO OPTIMIZE MENTAL PERFORMANCE PROGRAMMING

Garrett Beatty, College of Health and Human Performance, Univ. of Florida, USA;
Jen Schumacher, United States Military Academy, USA;
Taylor Stutzman, IMG Academy, USA

As Virtual Reality (VR) applications gain ubiquitous appeal in gaming and multimedia consumption, scientists and industries continue to explore the utility of leveraging VR to augment myriad training programs (Bird, 2019). VR presents an opportunity for Sport Psychology practitioners to execute psychological skills and perceptual-cognitive training within high-fidelity virtual environments that emulate real-world conditions and induce the neural adaptation necessary to catalyze learning (Bird, 2019; Cheung, Tunik, Adamovich, & Boyd, 2014; Reggente et al., 2018; Weiss & Petlichkoff, 1989). Yet, a relative dearth of empirical evidence exists to guide the integration of Virtual Reality technologies within the practice of Applied Sport Psychology. This symposium will begin with an overview of VR technology advancements, survey currently available VR platforms, and discuss the underlying mechanisms by which VR training is believed to facilitate transfer to real-world task performance. Following an introduction to VR and underlying theory framing VR implementation, the symposium panel will present three use-case examples. The case studies will include 1. incorporation of VR technology to assist with immersive emotion regulation training in a tactical population; 2. leveraging a VR environment to augment the implementation of a Psychological Skills Training program within a premier youth-sport training environment; and 3. utilization of VR to train task-specific perceptual-cognitive skills in professional baseball players. Each presentation will detail the implemented training program, quantitative performance data, insights gained through program execution, and suggested best-practices for CMPCs or researchers interested in integrating VR within existing protocols.

SYM-11A

APPLYING VIRTUAL REALITY TO TRAIN EMOTION REGULATION SKILLS AMONGST MILITARY ACADEMY CADETS

Jen Schumacher, United States Military Academy, USA

Tactical populations face a wide range of training tasks that involve elements of fear elicitation (e.g., repelling from a significant height, parachuting from a plane, prolonged submersion underwater, room clearing). Such training not only serves to teach tactical athletes requisite physical skills, but also expose them to the natural emotions inherent to tactical operations. Simulation training has long been utilized as a way to train various tactical responses (Stout, 1921), with VR demonstrating utility in training decision making and stress management (Pallavicini, Argenton, Toniuzzi, Aceti, & Mantovani, 2016; Weaver, Silverman, Shin, & Dubois, 2001). Advancements in the accessibility, customizability,

and mobility of VR technology afford the prospect to more deliberately train emotion regulation and other mental skills within emotionally evocative performance environments (Cotterill, 2018). A novel training program integrating mental skills and VR to assist military academy cadets in mental preparation for a combat swimming course will be discussed. The swimming course involves exposure to challenging obstacles in an aquatic environment, often while wearing a full combat uniform, a weighted vest, or whilst underwater for extended periods of time. Additionally, there is a tower entry test in which cadets must step off a 6.5-m tower into deep water, followed by a subsurface swim. Such elements elicit a significant amount of fear or anxiety for many cadets. Cadets who regularly engage in the integrated VR + mental skills training demonstrate improved coping skills and improved performance in the combat swimming course. Data from two studies will be presented and implications for other tactical populations who may benefit from similar training protocols will be discussed. Additionally, the presentation will include dialogue centered on strategies to implement low-cost VR products within emotion regulation training.

SYM-11B

AUGMENTING PSYCHOLOGICAL SKILLS TRAINING WITH VIRTUAL REALITY IN YOUTH BASEBALL

Taylor Stutzman, IMG Academy, USA

Psychological skills training (PST) in youth sport can be leveraged to improve performance and motivation (Edwards, 2008; Harwood, Cumming, & Fletcher, 2010). One of the challenges of PST is transferability from education to application given the difficulty of recreating the performance environment outside of the performance itself. Virtual Reality (VR) modalities can recreate performance environments with high perceptual and functional fidelity thus supplementing skill acquisition (Craig, 2014; Miles, Pop, Watt, Lawrence, & John, 2012). This provides an opportunity to utilize VR to enhance PST. The objective for this section of the symposium is to explore opportunities to incorporate VR in PST with youth baseball players. Using VR to recreate specific baseball situations that tend to elicit nerves, the athlete can practice emotional regulation strategies with guidance from the Mental Performance Consultant (MPC). VR also provides space to explore and build pre-performance routines by helping the athlete prepare for their at-bats in a game-like environment. The presenter will share how they have utilized VR to enhance routines and emotional regulation as well as provide qualitative reports from the athletes on their experiences utilizing the technology with the MPC throughout a 3-month baseball season. Attendees will leave with a better understanding of how to supplement PST using VR, as well as future possibilities for utilizing VR specifically for PST.

SYM-11C

UTILIZATION OF VIRTUAL REALITY TO TRAIN TASK-SPECIFIC PERCEPTUAL-COGNITIVE SKILLS IN ELITE, PROFESSIONAL BASEBALL

Garrett Beatty, College of Health and Human Performance, Univ. of Florida, USA

Hitting a baseball is arguably the toughest task in all of sport (Williams & Underwood, 1986). At an MLB level, the task of hitting requires batters to coordinate perceptual, cognitive, and motor processes within 300-500ms from ball release. Pitchers' training loads are monitored and extensively managed in efforts to reduce injury risk induced by the biomechanical and physiological stress of pitching (Mehta, 2019). Consequently, batters rarely have an opportunity to face game-speed pitching within training contexts. Game at-bats are the single most constrained resource in baseball player development with professional batters typically facing approximately 15 pitches per game. Thus, batter training could benefit greatly from an increase in accessibility to game-speed pitches within VR. A novel VR training paradigm will be discussed in which MLB batters executed simulated at-bats prior to games during the 2019 MLB season. The training sought to optimize perceptual-cognitive skills in elite batters within pre-game preparation routines. Game data suggest the VR batter training effectively improved batters' perceptual-cognitive skills as measured using an advanced plate discipline metric (Z/O: $p < 0.001$). The improvements to plate discipline coincided with improved offensive production (BA, OPS, R: $p < 0.05$). Discussion of data and intervention insights will aim to provide practitioners or researchers useful information regarding optimal VR implementation timing (e.g., how soon before an event should training occur), VR training dosage (e.g., the time needed in a training session to elicit gains), and efficient VR technology implementation within teams of elite athletes progressing through intense travel schedules and experiencing high time demands.

WORKSHOPS

WKSP-01

APPLYING ATHLETIC VALUES AND EXECUTIVE COACHING TO SPORT PSYCHOLOGICAL CONSULTATION

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

Values as a form of behavioral intervention in sport originates from the Mindfulness-Acceptance Commitment approach for performance enhancement (Gardner & Moore, 2007). Values are defined as “beliefs that certain goals or behaviors are preferable to their alternatives” (Rokeach, 1973). Values clarification work within the MAC approach is designed to aid in the acquisition and maintenance of attitudes and behaviors that are conducive to performance excellence. Executive coaching refers to the process of providing tools, knowledge, and opportunities to enhance behavioral change and become more effective in the workplace (Peterson & Hicks, 1995). The executive coaching model follows the phases outlined by Feldman and Lankau (2009) including data gathering, feedback, coaching sessions, and evaluation. This approach to service delivery focuses on several levels of social aggregation as outlined by Fletcher and Wagstaff (2009) including organizational, intergroup, intra-group, and individual levels and is consistent with the observation that sport teams garner the most success when all individuals from coaches, athletes, to back office contributors are in alignment in terms of goals and values. This workshop is an extension of the executive coaching model through the addition of assessing athletic values to broaden the focus for behavioral evaluation and adaptation in respect to the culture of sport organizations. Athlete values (e.g. hard work, mental toughness) can be observed and applied across athletic, academic and social contexts. Moreover, sport psychology consultants have found that emphasizing values are particularly useful when attempting to increase motivation and commitment in athletes. As part of an ongoing study, Division I student-athletes were tasked with ranking a list of athletic values in order of importance. We will present a hierarchical index of athletic values for intercollegiate sports based on this data. Additionally, strategies and interventions to facilitate value development, clarification and alignment for individuals, teams and organizations in sport will be presented. The purpose of this workshop is to highlight that all members of the sport organization have an impact on its functioning and effectiveness through the integration of values in creating an effective sport organization. Teaching methods include panel presentation, current research on athletic values, practice examples, proposed interventions to foster athletic values, and guided group discussions. Learning objectives include (1) provide education on the process of executive coaching, (2) introduce the structure and content of an executive coaching model as a means for delivery of sport psychology services, (3) explore the importance of athletic values in regards to individual and team success, (4) provide evidence-based research to support a hierarchical taxonomy of athletic values, and (5) utilize group discussions to process questions and comments related to the content. All attendees will receive access to the empirically derived athletic values taxonomy and a sample program of executive coaching program that includes athlete values.

WKSP-02

APPROACHING WORK WITH ATHLETES THROUGH A DBT LENS

*Leigh Skvarla, Western Psychiatric Hospital of UPMC, USA;
Kristen Mackel, Western Psychiatric Institute of UPMC, USA;
Miriam Rowan, McLean Hospital / Harvard Medical School, USA*

Dialectical Behavior Therapy (DBT; Linehan et al., 2006) is not commonly discussed in the sport psychology literature, yet this therapy contains within it many skills/components that may enhance athlete mental health and indirectly impact performance. The presenters represent multiple levels of DBT training, adherence, and setting (e.g., hospitalization, partial, outpatient) and professional affiliations (i.e., psychology, social work, and counseling). This workshop will focus on fulfilling three main learning objectives, with time for questions and discussion at its conclusion. First, the presenters will provide attendees with an overview of the origins and principles of DBT. Second, the presenters will offer examples of skills training to increase athletes' competencies in the areas of Mindfulness, Interpersonal Effectiveness, Distress Tolerance, and Emotion Regulation, and demonstrate their relevance and applicability to non-clinical settings (Hyland, Lee, & Mills, 2015; Zapolski & Smith, 2016) with an emphasis on the sport context. Finally, the presenters will share their applications of DBT-informed methods with athletes in a variety of clinical, team, and school-based environments, which will equip attendees with ideas about how to use basic DBT skills and principles directly with athletes, as well as with the staff/team members who support them.

WKSP-03

BREATHING: YOU'RE DOING IT WRONG

*Chad Fong, United States Special Operations Command, USA;
Christine Sanchez, Thrive Proactive Health, USA*

Breathing is one of the foundational mental skills that many sport psychology professionals utilize for improving performance. It can be used for reducing stress (Paul, & Garg, 2012), increasing focus (Haase, et al. 2015), and to help athletes avoid choking (Lautenbach, et al. 2015). Before breathing can be used for enhancing performance the basic function of breathing needs to be addressed. Many people believe breathing is primarily about bringing in oxygen but in reality it has much more to do with retaining the right levels of carbon dioxide in the blood (Gilbert, 2005). Unfortunately, the instructional cues utilized in many breathing techniques by Mental Performance Consultants may encourage a deficient amount of carbon dioxide in the blood plasma (Gilbert, 2005; Khazan, 2013). This is known as overbreathing, or hypocapnia. Overbreathing limits how much oxygen is released into the blood stream for utilization by muscles and the brain. Symptoms of acute overbreathing include, but are not limited to: trouble focusing, anxiety, brain fog, perceptual judgement errors, motor coordination issues, reduced reaction time, decreased endurance, and fatigue (Litchfield, 2010). Therefore, overbreathing can counteract some, if not all, of the benefits of typical breathing techniques.

Capnography is a piece of biofeedback technology that allows consultants and clients to obtain objective data on breathing chemistry via partial end tidal carbon dioxide (PetCO₂) readings (Meckley, 2013). Once proper respiratory chemistry

is achieved, breathing can be used for other objectives in the sport psychology domain. The main learning objectives of this workshop are to teach the basic understanding of respiratory chemistry and how gas balance cannot be overlooked when teaching any breathing technique. During the workshop different breathing strategies, assessments, and techniques will be demonstrated and shared. Attendees will work on evaluating improper breathing techniques and work towards developing more appropriate instructions for breathing techniques.

WKSP-04

BRIEF INTERVENTIONS IN PRACTICE: PREVIEW, PARTICIPATE, AND PROCESS

Trey McCalla, Apogee High Performance, USA;
Hillary Cauthen, Texas Optimal Performance & Psychological Services, USA;
Jamie Shapiro, University of Denver, USA

Sport, exercise, and performance psychology (SEPP) practitioners have a unique opportunity to conduct their work in non-traditional settings that assist in optimizing clients' performances in real-time. These "non-traditional" sessions typically occur when observing practice, competition, or on the road traveling with athletes/teams. There is an increase and demand from clients for shorter-term treatments, as well as a growing body of evidence that demonstrates the efficacy of brief interventions (SMHSA, 2012). It is essential that SEPP practitioners practice from a theoretical framework (as noted in AASP's Job Task Analysis, 2015) and explore effective ways to implement brief interventions efficiently. The purpose of this workshop is for professionals to demonstrate examples of brief interventions through a variety of theoretical frameworks. Presenters will provide ample discussion and process the impact of the intervention and the theoretical lens utilized. Specifically, participants will explore interventions conducted through a Cognitive Behavioral Therapy (CBT) approach and a Mindfulness Acceptance Commitment (MAC) approach.

Presenters include three CMPCs who consult with athletes ranging from youth to elite levels, and who frequently implement brief interventions in their work. Presenters will role-play theory-driven brief interventions and use case studies to provide participants with an enhanced knowledge of theory-to-practice interventions. Participants in the workshop will explore the utilization of evidence-based interventions such as PETTLEP (Holmes & Collins, 2001), Mechanistic Theory (Locke et al., 1981), and values-driven commitment to behaviors that support athletic goals (Gardner & Moore, 2012).

WKSP-05

PRESENTATION WITHDRAWN

WKSP-06

COACHING THE COACH: THE IMPACT THROUGH THE GATEKEEPER

Laura Lee, IMG Academy, USA;
Rebecca Thomas, IMG Academy, USA

Gaining entry with the coach is one of the foundational elements to helping mental performance consultants (MPC'S) do productive work as coaches serve as gatekeepers to their players, team, and support staff (Sharp & Hodge, 2013). Because of the essential role of the coach as gatekeeper to athlete and team development, mental performance consultants have a great opportunity to support the coach in efforts to enhance the performance environment for both the coach and athlete. As such, the objective of this workshop is to share an applied approach to "coaching the coaches". Through evidence-based practice and the mental performance consultant's applied experience, this workshop will focus on four specific learning objectives: (1) How to gain entry, including building rapport and a trusting relationship with the coach (Sharp & Hodge, 2013), (2) How to bridge the gap from power to empowerment in helping coaches realize the value of shared leadership within a team (Fransen, Mertens, Cotterill, Broek, & Boen, 2019), (3) How to create a common language with coaches to enhance awareness and emotional support (Millar, Oldham, & Donovan, 2011), and (4) How to leverage these objectives using an integrative approach, for optimal results.

The workshop will employ a number of pedagogical approaches including presentation, activities including examples of coaching techniques from the mental performance consultants' experience, interaction in the form of applied exercises, and group discussion. Attendees will also leave with access to relevant presentation materials summarizing the core content and keys to implementing a "coaching the coaches" model to enhance the performance environment.

WKSP-07

COLLABORATING WITH COACHES TO SUPPORT PERFORMANCE ENHANCEMENT AND SPORT SATISFACTION: CONSIDERATIONS FOR MENTAL PERFORMANCE CONSULTANTS

Lauren McHenry, University of Tennessee, USA;
Lindsey Miossi, University of Tennessee, Knoxville, USA;
Rebecca Zakrajsek, University of Tennessee, USA;
Leslee Fisher, University of Tennessee, USA

Unlike traditional practices in clinical psychology, mental performance consultants (MPCs) are often in a unique position to serve the athlete, team, and coaching staff within an athletic organization (Aoyagi & Portenga, 2010). In this unique position, recent scholarly work leads us to suggest that extending MPC services to coaches may be important to ultimately support the performance and satisfaction of athletes. Specifically, scholars have placed a greater research emphasis on the stressors faced by coaches (Hudson et al., 2013; Olusoga et al., 2009) and the influence of coaches' ineffective stress management on athletes' sport performance and satisfaction (e.g., Balk et al., 2019; Thelwell et al., 2017). However, while coaches have expressed value in the use

of mental performance services for their own development (Sheehy et al., 2019), MPCs have indicated that professional training programs do not adequately prepare them to work with or provide support to coaches (Kelly et al., 2018). Therefore, the purpose of this workshop is to present specific strategies for MPCs working with and through coaches in both individual and team sport settings. Based on the supervised experiences of two graduate student MPCs, multiple case studies will be utilized to illustrate how MPCs can work with coaches to better support performance enhancement within the sport system. With each case, we will guide workshop attendees through a facilitated ethical decision-making process (Remley & Herlihy, 2015) to determine MPC actions. Through this process, we will address the following learning outcomes for MPCs: (1) expand the use of counseling skills to build relationships with coaches, (2) cultivate coaches' self-awareness around the messages they implicitly send to athletes, (3) further develop coaches' own use of mental performance strategies, and (4) navigate confidentiality when working with both coaches and athletes. Materials will include a handout to support discussion around each case.

WKSP-08

GET IN TOUCH WITH YOUR INNER CHILD: A WORKSHOP ON INCORPORATING DELIBERATE PLAY WITH ELITE ATHLETES

Carly Block, Florida State University, USA;
Hila Sharon-David, Florida State University, USA;
Emma Nilsson, OptiMental Performance, USA

Children, all over the world, engage in play. The urge to play is so intense that children will do so even with no specific means or parental encouragements (White, 2012). In sport, youth athletes who spent more time engaging in deliberate play have been found to develop skills and talent more easily and experience higher levels of enjoyment in their sport compared to those who are less engaged in deliberate play (Cote et al., 2013; Berry et al., 2008). Furthermore, youth engagement in deliberate play leads to enhanced motivation to stay committed to their sport as training intensity increases (Gilbert et al., 2002). When athletes grow old, however, they tend to abandon this natural tendency to play and become more goal-oriented, leaving behind the therapeutic qualities of engaging in social games. As a result, they are more likely to experience exhaustion, loss of sport enjoyment, and eventually burnout (Raedeke, 1997). One main question is whether sport psychology consultants can assist athletes at all ages get connected to their inner child and continuously engage in deliberate play. The current workshop presents an innovative view on the use of deliberate play as a therapeutic strategy in which CMPCs can use to help athletes experience high levels of sport-enjoyment, enhanced motivation, and improved overall sport experience. The workshop is designed to actively discuss developing and incorporating play-based interventions into elite athletes' practice. The learning objectives of this workshop are threefold: (1) to briefly review the literature related to deliberate play in sport, (2) to uncover the importance of deliberate play through attendees' participation in play-based interventions, and (3) to mutually develop play-based interventions for elite athletes. Attendees will have the opportunity to discuss these exploratory intervention ideas beyond youth sports and how to engage these ideas as part of their toolbox.

WKSP-09

GREAT ACTIVITY, NOW WHAT? DEBRIEFING IN APPLIED SPORT PSYCHOLOGY

Megan Byrd, Georgia Southern University, USA;
Stefanee Maurice, California Polytechnic State University, USA;
Abby Keenan, Intrepid Performance Consulting, USA;
Joseph Carbone, Springfield College, USA

In applied sport psychology, debriefing is an important tool for helping athletes and performers learn, grow, and develop more fully (Keenan & Taylor, 2020). Debriefing is the practice of reviewing, processing, or reflecting on an event; this helps athletes gain self-awareness (Ravizza, 2010), uncover insights from training and competition (Lederman, 1992), and determine where to direct their efforts moving forward (Cleary & Zimmerman, 2001). In a survey of 160 AASP members, the majority indicated debriefing to be an important element of the consulting process, but also indicated a desire to have more training and education regarding debriefing (Byrd & Maurice, in review). This workshop will draw from multiple disciplines including team development, group counseling, and adventure therapy. The three objectives of this workshop are to: (1) introduce the Experiential Learning Cycle (Kolb, 1984) and models of debriefing (Schoel, Prouty, & Radcliffe, 1998; Cummings, 2008; Jacobson & Ruddy, 2015), (2) engage attendees in the debriefing process, and (3) provide concrete strategies to apply debriefing skills in consulting with athletes and performers. Specifically, attendees will participate in small groups, engaging in the debriefing process through an experiential activity, case study, and role play. Attendees will be prompted to reflect on how the identities of consultants and clients impact the debriefing process. Finally, attendees will receive handouts with information about the theory and models presented as well as strategies for using debriefing within their work.

WKSP-10

HAZING TRAINING AND INTERVENTION

John Heil, Psychological Health Roanoke, USA

The learning objectives are to: 1-enhance understanding of the psychological dynamics driving hazing; 2-provide tools and guidance for education of sports teams and organizations; and, 3-prepare psychologists to intervene in hazing related incidents. The content is provided within the context of sport advocacy and social justice, and with attention to underlying "cultural schema" (Davey, 2015) which present implicit barriers to hazing prevention and intervention. The teaching methods include a combination of video review, didactic instruction, and discussion of critical concepts in the context of case study review.

The workshop provides an overview of the current landscape of hazing and bullying in sport and the related scholarly literature on the underlying social psychological and group dynamics, consideration of athletes rights and responsible organizational practices, and review of ethical issues encountered in hazing awareness and prevention (Kerr & Stirling, 2019), with attention to principle and positive ethics (Aoyagi & Portenga, 2010), and the concept of the ethical canary (Somerville, 2004).

The participants will be introduced to and provided guidance in the use of a purpose-built, web-based, multi-media instructional program that specifically addresses hazing in sport, and which includes: video commentary (with coaches and sport psychologists), a ready to use PowerPoint with detailed annotation, supporting scholarly content, and handouts for coaches, athletes and administrators. All content will be made available to participants.

The seminar includes an interactive case study review which provides an opportunity for group problem solving and decision making, better preparing the psychologist to intervene when necessary. The case study review is examined within the context of the Sport Advocacy Value Proposition (SAVP) (Heil & Etzel, 2016). The SAVP includes: 1-a focus on the intentional goals for hazing intervention; 2-consideration of the risks of intervention for the athlete and advocate; and, 3-sensitivity to the potential for unintended consequences.

WKSP-11

HELP! THERE IS A FEMALE IN THE LOCKER ROOM!! WHAT DO WE DO NOW?

Tanya Bialostozky, Mexico;
Frances Cardenas, Philadelphia Phillies, USA;
Cristina Fink, C Fink Consulting, USA;
Dehra Harris, Toronto Blue Jays, USA

“In many ways, sport continues to be one of the final frontiers where women are excluded from opportunities, not because of lack of interest or ability, but simply because they are women... We’ve cracked the glass ceiling in many formerly male-dominated fields, but somehow in sport, a steel door has remained closed” (O’Meally, 2019). Furthermore, women who are also ethnic, racial or sexual minorities are subject to unique stereotypes and biases such as gendered racism and harassment (Ghavamo & Peplau, 2012; Thomas et al., 2008)

According to The Institute for Diversity and Ethics in Sport’s latest report (2019), these are some of the statistics related to women in professional sports:

- Women only comprise 30.8% of professional staff in MLB; when it comes to being “boots on the ground” or, as they call it in baseball, uniformed personnel, that number decreases to less than 5%
- The NBA has three women serving as assistant coaches, the highest number in league history;
- Only 24.4 percent of members at the IOC are women.

In a male-dominated environment, that has yet to fully embrace gender equity by hiring, mentoring, developing, and promoting women at the professional level, this workshop proposes diverse strategies to:

- address the ongoing challenges females face predominantly male environments (Martin & Barnard, 2013)
- discuss and apply (through role-play) Mental Skills Techniques (Hanton et al., 2015; Vealey & Forlenza 2015) to prepare effective responses to challenging situations
- generate a safe and supportive environment, where participants will be able to connect and become a resource for each other as throughout their careers

as MPCs

- Explore practical ways of promoting gender equity within a team or organization (Silberstein-Tirch et al., 2018) by teaching key concepts such as stereotype replacement, perspective taking, challenging the language, and amplifying women’s voices (Aries, 2017).

WKSP-12

HOW TO BUILD A MENTAL PERFORMANCE CONSULTING MARKETING PLAN

Michael Huber, Follow The Ball LLC, USA;
Alison Pope-Rhodium, JFK University, USA

Marketing and sales are words mental performance consultants (MPC) may be uncomfortable using. MPCs can be reluctant to engage in these activities due to a lack of formal training or exposure to the business world. However, MPCs with a private practice will almost certainly benefit from developing a clear and detailed marketing plan as a blueprint for growth. The field of sport psychology is unlikely to grow if individual practices are not flourishing. Blann, Shelley, and Gates (2011) outline ten distinct steps for developing an effective marketing plan. This workshop will help other MPCs to develop their own marketing plan leveraging the presenters’ experience in doing the same.

Development of an effective marketing plan is underpinned by academic research. First, this workshop will address selection criteria used by buyers of MPC services (Lubker, Visek, Watson, & Singporwalla, 2012; Thelwell, Wood, Harwood, Woolway, & van Raalte, 2017). Next, the presenter will cover how to develop an effective marketing plan (Mugford, Hesse, Morgan, & Taylor, 2015; Reau & Taylor, 2015). Finally, the presenter will explore how to most effectively execute the marketing plan through specific channels, such as website, social media, and word-of-mouth (Lawton, 2009; Virtanen, Bjork, & Sjostrom, 2017).

The purpose of this workshop is to help MPC practitioners to learn more about developing an effective marketing plan. The first presenter will use his experience in developing a MPC marketing plan, as well as leveraging his experiences in business and sales. The workshop will be interactive, breaking the audience into separate groups responsible for constructing each element of a marketing plan as articulated by Blann and colleagues. The goal is for participants to see how a marketing plan can come together in just 75 minutes.

WKSP-13

JUST SAY IT: TEACHING ELITE YOUTH ATHLETES TO COMMUNICATE WITH ADULTS

Judy Goss, Private Practice, Canada;
Sharleen Hoar, Canadian Sport Institute-Pacific, Canada

There is abundant research on coach-athlete relationships and its impact on performance however the focus is generally on how the coach communicates with the athlete and not how an athlete’s communication can also impact the relationship, and thus, his or her performance. Communication skills are essential for young people to learn (NCCDPHP, 2007) and have been identified by coaches, youth sport experts, and sport psychology professionals as a critical life skill for elite youth athletes (Gould & Carson, 2008; Jones et al 2015).

Specifically, a youth athlete's ability to effectively communicate with adults in sport (e.g., coaches, parents, referees, sport officials) is important for meeting daily needs, accomplishing sport related goals (e.g., performance) and enhancing the coach-athlete relationship (Jones et al, 2015; Monda et al, 2016). However, for many athletes, communicating with adults is a challenge due to a lack of communication skills and a low level of comfort in speaking with adults, or communication apprehension (Brann-Barrett, 2006). Mental performance consultants have been the primary facilitators of communication and life skill building in young elite athletes (e.g., Gould & Voelker, 2010; Hardeaste et al, 2015; Jones et al, 2015). Despite this growing body of study, there is a critical gap in the literature illuminating the pedagogical tools and activities to facilitate communication skills learning with young elite athletes. The central learning objective of this workshop is to equip mental performance consultants with effective interactive activities to develop athlete communication skills with adults. The activities are consistent with the literature on how youth athletes effectively learn life skills and will include formal education, hands-on exercises, worksheets, and reflective/discussion questions to promote application beyond sport. This workshop will educate on communication skills that promote effective communication with coaches as well as the communicate errors that athletes commonly make in challenging coach-athlete interactions.

WKSP-14

L.E.A.R.N. TO CONNECT: WORKING TOWARDS BETTER PERFORMANCE BY TAKING A SYSTEMS APPROACH TO ADDRESS THE ETHNOLINGUISTIC NEEDS OF ATHLETES

Tanya Bialostozky, Mexico;
Val Altieri, Jr., Boston University, USA;
John McCarthy, Boston University, USA;
Cristina Fink, C Fink Consulting, USA;
Frances Cardenas, Philadelphia Phillies, USA;
Cristian Guzman, New York Mets, USA;
Robert DiBernardo, Toronto Blue Jays, USA;
Jake Chaplin, Boston Red Sox, USA

At all levels of sport, practitioners are confronted with the question: what are the basic conditions (structures and supports) needed for players to be successful? Bronfenbrenner's (1995) ecological systems approach explains how an individual is influenced on different levels: their immediate environment, their connections, indirect environment and broader social and cultural values. Cultural Sport Psychology, (Ryba & Schinke, 2009; Schinke & McGannon, 2014) recognizes the pressing need to serve the linguistic and cultural needs of athletes. Burden (2013) explained, "the study of ethnolinguistics has emerged to examine the relationship between language and culture, the influence of minority language usage in majority populations, and the attitudes and beliefs regarding minority languages within the majority population (p. 170)." There are specific barriers to meeting those needs in each sport context because each has its own particular sport culture and they are embedded within a hierarchical sport system with power imbalances. Fortunately, resourceful consultants can improve the conditions for athletes if they are thoughtful, systematic, and collaborative (Petitpas, Van Raalte, Cornelius & Presbrey, 2004). Through cultural humility (Waters & Asbill, 2013), practitioners can appreciate culture as an expression of self and embrace it as a lifelong learning process. Sue et al. (2007) highlight two vital qualities for serving ethnic minorities: recognizing one's own biases and noticing, understanding,

and valuing others' customs, traditions, and worldviews (Cervantes & Clark, 2020).

This workshop presents a systematic process for considering how to bridge the gaps between players and other key stakeholders (coaches, support staff, administrators) using a five-step L.E.A.R.N. (Learn-Educate-Advocate-Remove-Negotiate) approach for guiding consultants. Key learning goals for participants are: 1.) identify potential ethnolinguistic barriers to athlete performance; 2.) generate potential strategies and practices that can support athletes' ethnolinguistic needs; 3.) create various ways of responding to the situations presented through scenario-based learning.

WKSP-15

LET'S BLOG! UNDERSTANDING THE HOW TOS OF SPORT PSYCHOLOGY BLOGGING

Michele Kerulis, Northwestern University, USA;
Megan Byrd, Georgia Southern University, USA

Digital scholarship has recently gained recognition (McGregor, 2017, Linden, et al, 2017) and professionals have identified blogging as an emerging form of scholarship within digital history (McGregor, 2017). Unlike traditional academic journals, blog posts are free to write and to read, making them more accessible to a greater amount of people. Mainstream media's recognition of sport psychology has become more visible; popular news sites and a growing number of athletes have a strong online presence and advocate for important issues. Sites like The Players' Tribune (n.d.) aim to transform the way stories are shared and to connect people with athlete's first-hand life experiences.

Blogging has become a popular way for professionals to share their ideas (Davies, 2016; Hammond, 2016; Thaug, 2018) about topics including performance enhancement, bullying, and mental health. Many professionals want to blog but are not sure how to start (Davies, et al, 2016). In this interactive workshop, members of AASP's Web Presence Committee will teach you how to write interesting and timely blogs and how to promote yourself as an expert in the field (AASP, 2020). Learning objectives include understanding how to use ethics codes (AASP, n.d.; ACA, 2014; APA 2017) and multicultural competencies (AMCD, 2015) to guide ethical blogging; developing the ability to create blogs based on existing scholarship, and learning how to outline blogs. While engaging in large and small group exercises, you will use a blogging worksheet to create an outline for your very own blog post. Come to this active workshop with your creativity and leave with a plan for your new blogging strategy.

WKSP-16

LOTS OF CONTEXT, LITTLE TIME

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AJ LaLonde, Los Angeles Dodgers, USA;
Justin Su'a, Tampa Bay Rays, USA

The success of a mental performance training in a Major League Baseball setting relies heavily on a mental performance practitioner's ability to fully grasp the context created by their coaches, clubhouse and players. Within the context of professional sport, time is extremely valuable. Specifically for baseball, players work to find routines and rhythms that allow

them to compete daily from February to September every year. Their training time is divided between physical training, medical needs, baseball specific training, and mental training. Warranting further contextual consideration is the attention span of a younger population of athletes for any training environment (Gould, Nalepa and Mignano, 2020). Brown, Gould and Foster (2005) state that there may be “tiers” supporting contextual intelligence. These include Tier 1 - technical knowledge which requires being grounded in theory and mastering technical skills and Tier 2 - issues intelligence which focuses more where the tier 1 knowledge would be applicable and applied. Contextual intelligence then would be the third tier, which the authors note is the foundation through which a consultant earns legitimacy, trust and respect.

The facilitators of this workshop are four mental performance consultants who have designed short mental performance trainings (SMPTs) to fit within three different major league baseball contexts. For this workshop, we define a SMPT as 10 minutes or less. Participants attending this workshop will: 1) learn about the context that drives the demand for a SMPT and consider their current consulting, or coaching, context, 2) work through contextual considerations when building a SMPT, 3) observe examples of SMPTs as designed by the facilitators, 4) have the opportunity to build a draft of their own SMPT.

WKSP-17

MAKE EMPATHY YOUR NEW SPORT: PRACTICAL APPLICATIONS FOR ATHLETIC, BUSINESS AND MILITARY POPULATIONS

Jessica Woods, Woods Performance Strategies, USA;
Russ Flaten, Premier Sport Psychology, USA

Empathy is an advanced communication skill that requires active listening to understand the other person’s perspective. The concept of empathy is well-known, but it is not commonly practiced. Business reviews show that many managers consider empathy as a sign of weakness or femininity (Derksen, Bensing, & Largo-Janseen, 2013). However, empathy has been acknowledged as a skill needed to enhance productivity and relationships (Derksen, Bensing, & Largo-Janseen, 2013). This workshop provides an opportunity for consultants, coaches, and professionals to gain practical application within their organization through scenario based (e.g., role plays) interventions.

The theoretical framework for this workshop is Dr. Daniel Goldman’s theory of emotional intelligence (Goleman, & Cherniss, 2001) combined with a relationship-centered care (RCC) (Nundy & Oswald, 2014) approach. In RCC, both the client and the consultant are unique individuals with their own sets of experiences, values, and perspectives. Consultants remain aware of their own emotions, reactions, and biases, and monitor their own behavior in light of this awareness (Beach, Inui, & RCC Network, 2006).

This workshop will provide attendees effective ways to respond to their client in order for the individual to feel seen and heard. The key learning objectives from this workshop include: a) the ability to define empathy; b) how to address the stigma; c) assess phraseology; d) reframe client and consultant linguistics from sounds (phonetics, phonology), words (morphology), sentences (syntax), and meanings (semantics) to enhance empathetic conversations.

Attendees will receive handouts and active coaching from the moderators, who have over 20+ years of combined professional experience applying empathy interventions to high-level government agencies, military, business and athletic communities. According to research, empathic leaders and consultants build better teams, increase adherence to treatment plans and achieve results that reflect in overall customer satisfaction (Derksen, Bensing, & Largo-Janseen, 2013).

WKSP-18

MENTAL FITNESS CHALLENGE: APPLYING MENTAL SKILLS FOR THE TSA

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Sarah Charles, HigherEchelon, USA;
Sarah Swenson, SAIC, USA;
Sean Hall, Higher Echelon, USA;
Ariel Pierre-Louis, SAIC, USA

Mental skills training is typically implemented by utilizing experiential learning activities to enhance knowledge and application of mental processes to optimize performance (Ericsson, 1993, 2008). While often utilized in the sports setting, mental skills training is now becoming more common in other performance domains (Weir, 2018). One effective way of beginning mental skills training is to utilize a Mental Fitness Challenge to enhance the delivery, retention, and application of the learning environment. This workshop is designed to exemplify a simple Mental Fitness Challenge that is currently being used as part of a program for the United States Transportation Security Administration (TSA). This Mental Fitness Challenge has several goals: (1) to prime participants to be active learners in the training process, (2) to mentally challenge participants by utilizing cognitive enhancement training to facilitate optimal performance, (3) offer experience in tasks that relate to real world scenarios the Officers face at the TSA airport checkpoints, (4) to discuss best practices when tailoring and implementing a Mental Fitness Challenge to TSA officers to optimize vigilance (Oken, Salinsky, & Elsas, 2006). This workshop includes the following learning objectives: an experiential, hands-on workshop where participants can experience the Mental Fitness Challenge, ask questions regarding its use, and engage in small group discussion. Materials in this workshop will include EmWave, Nutstackers, Entangled Figures, and Alphabet Blocks. In summary, the use of the Mental Fitness Challenge by CMPC’s can assist in delivery of Mental Skills Training to a wide range of populations.

WKSP-19

MULTICULTURAL HUMILITY AND PRACTITIONER SELF-REFLECTION: A WORKSHOP ON INTERSECTIONALITY

Jackie Hyman, Indiana University, USA;
Weston Durham, Oklahoma State University, USA;
Jessica David, Indiana University, USA

As we embrace ever-fluid intersectional identities represented within athletic contexts, there has been a push for sport psychology practitioners to consider adopting holistic, culturally-informed orientations and practices to competently provide sport psychology services. The goal of this workshop is to help practitioners develop an understanding of multicultural orientation and one’s own intersectionality in

order to increase cultural humility. Poczwadowski, Sherman, and Henschen (1998) emphasized the importance of managing the self as an intervention instrument for effective practice, underscoring the need to engage in reflection, analyze consultations thoughtfully, and be aware of limitations, self-interests, prejudices, and frustrations. By actively engaging in ongoing self-reflection, sport psychology practitioners can continue to foster and develop knowledge of self, thereby increasing their awareness of the effectiveness of service provision. Adopting the stance of cultural humility not only allows sport psychologists to engage in critical self-reflection and view themselves as intersectional and cultural beings, but also create mutually respectful relationships that take into account one's limitations in understanding the cultural identities of individuals and communities (Hook, Owen, Davis, Worthington, & Utsey, 2013; Hook & Watkins, 2015; Tervalon & Murray-García, 1998). Centering the salient identities of the practitioner, the focus of this interactive workshop is to aid attendees in developing an understanding of multicultural orientation in order to increase cultural humility by exploring their own intersectionality. This workshop will (1) introduce participants to extant literature related to cultural humility and intersectionality, (2) facilitate participant self-reflection and understanding of their own intersecting identities, and (3) discuss the ways in which current literature and participant self-reflection can be integrated and applied to their current settings and culturally-informed practice.

WKSP-20

ONLINE COURSES FOR ATHLETES, COACHES, AND PARENTS: WHY, WHAT, WHO, AND HOW

Jim Taylor, Dr. Jim Taylor, USA

With the increasing use of internet technology over the last 20 years, consultants now have the opportunity to build a clientele and reach people in the athletic community at every level of sport far beyond their local geographical area through the use of online courses. This workshop will explore how online courses for athletes, coaches, and parents can be a valuable way to share your knowledge, reach a larger audience, and provide another revenue stream for applied sport psychology consulting. With the use of new technology over the last 15 years, consultants now have the opportunity to build a clientele and reach people in the athletic community at every level of sport far beyond their local geographical area. Video calling, blogs, e-newsletters, text messaging, and YouTube videos are some of the most common ways in which technology can now be leveraged. With the increased quality, simplicity, and cost effectiveness of video conferencing and webinar technology, online courses are another way in which technology can be used to reach and share ideas with a broader audience. Drawing on the presenter's own use of online courses in his consulting practice, this workshop will examine the following aspects of online courses: 1) Why they can have value to athletes, coaches, and parents, and to consultants themselves; 2) What they can be comprised of and what they can offer in terms of content and structure; 3) Who the different audiences might be; and 4) How to create and implement an online course. Attendees will leave the workshop with a new understanding of the value of online courses and what is involved with developing and producing online courses. At the end of the workshop, attendees will receive detailed summary notes of the central topics that were discussed.

WKSP-21

PERFORMANCE OPTIMIZATION THROUGH GRATITUDE: EXPOSURE TO ITS VERSATILITY AND BUY-IN TECHNIQUES

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Diane Culver, University of Ottawa, Canada*

Many social media posts have touted the benefits of being thankful and appreciating life and its simple joys. Encouragement to practice gratitude is widespread, but how often are you provided with concrete instructions on explaining its mechanics, establishing team buy-in, and practical sport context specific, sustainable applications?

Although researchers have highlighted the performance enabling psychological and physical well-being benefits of practicing gratitude (Chen & Hwa 2008; Emmons & McCullough 2003; McCullough et al. 2002; Kashdan et al. 2006) the onus is ultimately placed on the practitioner themselves to establish buy-in with elite athletes, coaches, and teams. As such, implementing gratitude techniques and exercises in coaching and mental performance consulting contexts can be challenging. This workshop aims to provide sport psychology practitioners with the tools to demystify gratitude and establish buy-in with athletes, coaches, and sport administrators. Attendees will leave with gratitude exercises and concrete plans for where and when to use these exercises. The objective of this workshop is threefold: 1) Demystify gratitude by explaining and simplifying its foundational concepts, 2) Provide concrete techniques to establish buy-in with teams and coaches, and 3) Explore practical gratitude interventions and sport specific applications through active learning. Participants will engage in a challenging, thought-provoking discussion on how and why the practice of gratitude can be appropriately adopted in unique sport contexts.

WKSP-22

THE HAPPIEST STUDENTS AND ATHLETES ON EARTH: HIGH-IMPACT, LOW-BUDGET TEACHING AND CONSULTING ACTIVITIES

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Lauren Tashman, Align Performance LLC, USA;
Tami Eggleston, McKendree University, USA;
Joann Wakefield, Georgia Southern University Athletics, USA*

Funding and resource concerns are becoming all too familiar for many individuals in academia, especially at smaller institutions (Wakefield & Tashman, 2020). Likewise, it is not uncommon for consultants in the field of sport, exercise, and performance psychology (SEPP) to be challenged to work within a limited budget for supplies or may not have access to resources and supplies on the road or out on the "field of play." These budget concerns and resource limitations mean SEPP educators and consultants must be creative in how skills are introduced. Thus, designing and incorporating active learning activities is essential given these constraints and as a means of creating more engaging and impactful learning opportunities and experiences. Active learning enables learners to engage directly with what they are learning instead of passively being provided information

(Bonwell & Eison, 1991). Experiential learning is an active learning strategy that requires learners to develop knowledge and skills through hands-on practice and reflection (Kolb, 1984). Therefore, the purpose of this workshop is to employ experiential learning to engage attendees in a variety of low-budget high-impact activities that can be used to teach SEPP concepts in the classroom or consulting sessions. Workshop attendees will rotate through four different stations of activities. For example, one station will demonstrate a blindfold puzzle activity to teach group dynamics topics, communication, or mental toughness. This will be followed by a small group session for attendees to apply what they have learned to design a classroom or consultation activity, and will end with a short debrief of takeaways and questions. Attendees will leave this workshop with a handbook containing a description of each activity they participated in, a list of materials needed and approximate cost, concepts that can be taught with each activity, and suggestions for how to vary or modify the activities.

WKSP-23

THE HOME RUN HIRE: RETHINKING THE PERSON-ORGANIZATION INTERVIEW EXPERIENCE TO INCREASE DIVERSITY AND INCLUSION IN THE SPORT AND PERFORMANCE WORKFORCE

Jimena Gonzalez, Mexican Olympic Committee, Mexico;
Christopher Diaz, Milwaukee Brewers, USA;
Tanya Bialostozky, Mexico; Ben Freakley, Toronto Blue Jays, USA

“Employees working in organizations where diversity is valued and fully integrated, recognize cultural differences as a potential source of insight and skill” - (Ely & Thomas, 2001).

In a historically unprecedented pace of growing internationalization within the sports industry, diversity in the workforce is vital (Rybaa et al., 2016). Athletes come from a wide array of backgrounds, nationalities, education, and experiences (Schinke et al., 2019). To provide better intercultural effectiveness in daily practices, organizations can start by incorporating qualified practitioners from diverse backgrounds. As such, the need to find the right Person-Organization (P-O) match is paramount (Roulin & Krings, 2020).

Even when language such as “equal opportunity employer” is used to attract a variety of job seekers, substantial differences subsist between social groups when it comes to hiring decisions (Cunningham, 2007). Interviews remain the predominant method of assessment for hiring (Judge et al., 2000), and the one in which cultural and gender biases are most prevalent (Bragger et al., 2016). Additionally, to “win a job,” candidates may downplay or mute personal values and characteristics in order to be seen as a good match for the job (Roulin & Krings, 2020).

By designing a hiring process that provides more equitable opportunities for people from varying social and cultural backgrounds, the field of Sport Psychology will benefit from enrichment in perspectives, ideas, knowledge, approaches, and decisions to better suit athletes’ needs, development and performance (Schinke et al., 2012).

Participants will:

- Formulate innovative interview practices that enhance the hiring process by showcasing applicants’ actual skills.
- Re-think the interview process as they reflect on promoting diversity and inclusion, decreasing bias, and increasing the predictive validity of job performance.
- Discuss how job seekers can “interview” a prospective organization to assess values-based fit and discern opportunities for fulfillment, challenge, and growth.

WKSP-24

TOGETHER AGAIN: A CASE STUDY WORKSHOP FOR STUDENTS

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Ashley Coker-Cranney, West Virginia University / MindRight Performance Consulting, LLC, USA;
Angel Brutus, Mississippi State University, USA;
Jamie Shapiro, University of Denver, USA

The benefits of peer mentorship have been consistently documented, and include the ability of the mentor/mentee to relate on a similar level, more accessibility to feedback, and strengthening professional and social connections (e.g., Chester et al., 2013; Dennison, 2010; Furnisky et al., 2013; Marsh, Fritze, & Shapiro, 2017). Because interactions with students and professionals outside of students’ home programs might be limited to literature and conferences (Aoyagi, Poczwardowski, & Shapiro, 2017), this case study workshop provides a unique opportunity for collaboration and networking on a broad scale. The focus on case studies is supported by research that indicated enhanced opportunities for learning (e.g., Kreber, 2010) and this workshop received positive responses in the past (e.g., “This is such a valuable workshop.” “[The] student case study session was fantastic – really a good opportunity for our students ... to hear/learn from professionals they don’t normally see.”).

During the workshop, student attendees and panel experts will explore one case at two different time points in the consultation. Students will discuss their impressions and ideas about conceptualization, intervention development, ethical considerations, and cultural considerations first in small groups, then in large groups, and, finally, with panelists. Investigating multiple time points will challenge students to consider long-term implications of applied work and the realities of how client experiences evolve and shift over time. Focusing on students’ ideas during interaction with unknown peers prior to discussion with panelists from diverse training and professional backgrounds will provide attendees an opportunity to engage in unique learning experiences. Participation in random group re-assignment between time-points will further contribute to peer networking opportunities. Offered for the fourth time, this workshop has been specifically designed to cater to the needs of nearly half of AASP’s membership (students) by providing highly interactive learning and networking opportunities in practical, challenging, and enjoyable ways.

WKSP-25

TRAIN THE WAY YOU PLAY: INTEGRATING MENTAL SKILLS INTO PRACTICE THROUGH REPRESENTATIVE LEARNING DESIGN

*Lindsey Hamilton, IMG Academy, USA;
Duncan Simpson, IMG Academy, USA;
Christian Smith, IMG Academy, USA*

Mental performance consultants (MPCs) are continually tasked with enhancing the transferability of mental training into the competitive environment, and representative learning design can serve as a framework to assist MPCs in doing that (Pinder, Davids, Renshaw, & Araujo, 2011). Representative learning design refers to the degree to which the training environment reflects the performance environment (Pinder, et al., 2011). It bases the quality of training environments on whether they accurately represent the demands of competition. If they do, then performers have the best chance of learning and transferring skills from practice to competition relatively consistently (Davids, Araújo, Correia, & Vilar, 2013). To attain representative learning design in their work, MPCs can design mental interventions that incorporate psychological aspects of performance (i.e., cognition, emotions, and motivations) resulting in the creation of dynamic practices (Chow et al., 2016). MPCs should aim to maximize the impact of the environment around the athlete or team, by conducting interventions inside the athletes' performance arena (Larsen, Henriksen, Alfermann, & Christensen, 2014) in a way that enhances the psychological representativeness of the performance context (see Hamilton, Smith, & Brandon, in press).

This workshop will use experiential activities to demonstrate how the design and implementation of mental skills training can adequately represent a performance environment so that athletes can detect relevant opportunities for skill execution (Pinder et al., 2011). Specific objectives include (1) understanding mental skill training through representative learning design, (2) sharing examples of in-training exercises to enhance the psychological representativeness of training, and (3) demonstrating variations for mental skill development across sports. The workshop will include examples of in-training coaching techniques from the mental performance consultants' experience, as well as provide attendees the opportunity to learn new mental skills activities through interactive exercises. Attendees will also leave with core content and keys to implementing representative learning design into their practices with various athletes.

WKSP-26

"WE ARE ALL ON THE SAME TEAM": PARENT INVOLVEMENT IN MENTAL TRAINING CONSULTATIONS WITH YOUTH SPORT ATHLETES

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Donato Fanelle, KPEX Consulting, USA;
Leigh Skvarla, Western Psychiatric Hospital of UPMC, USA*

In order to achieve youth athletes' goals, practitioners are likely to not only work with the athlete, but also with the athletes' parents (Blom, Visek, & Harris, 2013). Supportive parent involvement in childrens' sport experience can help to promote the development of life skills (Vincent & Christensen, 2015). Working with parents can present a number of unique issues in consultation such as: determining who to include in a session and for what amount of time, defining confidentiality with minors, ensuring that parents are on-board with therapeutic goals, and addressing problematic parental behavior. The purpose of this interactive workshop is to help practitioners navigate parental involvement in sport and performance psychology consultation with youth sport athletes. Using a family systems approach, the presenters will engage the attendees in a case-study, encouraging attendees to think critically about their past or present youth athlete clients. During the session, attendees will explore strategies for working with parents, generate recommendations for facilitating positive parent-child and parent-practitioner relationships, and discuss how to design evidence-based parent education sessions, paying particular attention to potential ethical concerns.

WKSP-27

PRESENTATION WITHDRAWN