

**Sport Canada Research Initiative Conference**  
October 30, 2014  
Kanata, Ontario

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## **ADAMS, CARLY**

**University of Lethbridge**

**Standard Research Grants 2011**

### *Imagining Community: Women's Ice Hockey, High Performance Sport, and Rural Survival in Southern Alberta*

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Canada is becoming increasingly urbanized with small rural communities subject to amalgamation or threatened by decline. Statistics Canada data indicates that by 1931, for the first time in Canadian history, more citizens (54%) lived in urban centres than rural communities. By 2006, this percentage had reached 80%. This demographic shift has serious ramifications for small rural communities struggling to survive. For Warner, a Southern Alberta agricultural-based community of approximately 380 persons, a unique strategy was adopted to imagine a sense of community and to allow its residents the choice to remain 'in place' (Whitson and Epp, 2001). Located 65 km south of Lethbridge, the rural village was threatened with the potential closure of the consolidated Kindergarten to Grade 12 school (ages 5-17). Citizens were determined to save their school, and the community as a whole, through the sport of ice hockey. By 2003, the Warner vision of an imagined community, to paraphrase Benedict Anderson (1983) came to include images of a high performance female hockey school, with its out-of-town players attending the local school. Warner is representative of many rural Canadian communities in that its citizens have always had to be sensitive to issues of survival and to seek innovative solutions to defend against community decline. What is unique about Warner is the creation of a high performance hockey school as the primary innovation to save its school, and implicitly the town itself. Thus this research has as its focus, the Warner Hockey School as the site to explore the social determinants that led to the establishment of the school, its purposes, both imagined and actual, and the underlying role that high performance sport might play in rural community survival. We are now in the second phase of this study, conducting ethnographic interviews with Warner School and Warner Hockey School staff, community members, and past players.



## **ADAMS, CARLY**

**University of Lethbridge**

**2005 (Completed KT paper was not required)**

*Sport and Female Community in London, Ontario 1920-1951*

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At the turn of the 20th century in London, Ontario community sport initiatives came as a response to increasing industrialization, urban expansion, and growing commercial distractions, which prompted middle-class reformers to campaign for urban parks and supervised playgrounds to provide children with ‘respectable’ amusements (Hall, 2002). Through their participation in playgrounds and city sport leagues, girls and women challenged notions of gender and female physicality, while exploring recreational activities, building lasting friendships and learning new physical skills—an experience that for many set the groundwork for decades of community sport involvement.

Emphasizing the notion that all historical sources are inextricably linked to social power, this study weaves together oral accounts, newspaper reports, pictorial depictions of sport, and available archival materials while simultaneously considering not only what information these sources provide but also how the information is delivered and the variety of meanings embedded in each source. Evidence presented in this study suggests that women’s sport during the first half of the twentieth century was a unique social space for women. It was certainly more than a voyeuristic form of entertainment for male spectators (Lenskyj, 1996; Lenskyj, 1989). The municipal playgrounds and industrial diamonds, for example, were physically empowering spaces where the athletic skills and abilities of girls and women were practiced, developed, and celebrated.

Exploring both geographical and relational notions of community, this study positions individual, everyday experience as central to our understandings of interactions between work, play, and social life. Investigating municipal playground programs, women’s industrial softball leagues, the London Girls’ Softball and Basketball leagues, and the London Supremes women’s fastball team, this study explores the construction of historical memory, asking why and how women explain, rationalize, make sense of, and apply meaning to their life experiences within specific social and cultural contexts (Sangster, 1997). The complexities of these experiences ultimately impact and shape how we come to understand and theorize women’s sport involvement of the past and the impacts it has on future policies and practices.



## **ARELLANO, ALEXANDRA**

**University of Ottawa**

**T. Forneris, C. Gaudet, J. Harvey, J. Kope, E. MacIntosh**

**Standard Research Grants 2011**

### *Building Aboriginal Sport Programs for Aboriginal Youth*

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The Promoting life-Skills in Aboriginal Youth (PLAY) program uses sport and play as a vehicle for health promotion and to support communities to achieve positive goals. The program is partly funded by the Ministry of Aboriginal Affairs of Ontario and is implemented and managed by the international organization Right To Play. This study is part of a SSHRC/Sport Canada funded research that is based on a University-organization-partnership. Years of study are highlighting the successes and challenges of the rapidly expanding program that started with 2 communities in 2010, has now reached 57 participating communities in Ontario and is now expanding to communities from Manitoba province. Several studies are being conducted examining different aspects of the initiative, from different disciplinary lenses. This poster will present an overall synthesis of the practical implications of the program assessment to date and propose to think critically about what it means to promote and measure “sport participation” in the some of the partner First Nation communities.



**BALISH, SHEA**

**Dalhousie University**

**C. Blanchard, D. Rainham**

**Doctoral Stipend 2012**

*Talk is Cheap, but Behaviour is Expensive: Testing the Intuitionist Model of Health Behaviour*

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Converging lines of evidence suggest that intuitions (automatic, non-reasoned, inclinations) powerfully influence health behaviour. Accordingly, we offer the Intuitionist Model of Health Behaviour (IHB), which we argue can (1) explain existing evidence, (2) integrate disparate theory and findings, and (3) offer novel and worthwhile hypotheses for studying the psychological mechanisms that regulate health behaviour. The IHB centers on the idea that the mind is composed of distinct psychological systems that follow an evolutionary logic as they strategically guide behaviour toward distinct, and sometimes competing, goals. These systems produce intuitions that selectively use reasoning (just as a carpenter uses a tool) to achieve distinct goals. This project involves developing the IHB, including falsifiable predictions involving both experiments and interventions, and then testing these predictions in both laboratory and real-world settings.

## **BAXTER-JONES, ADAM**

**University of Saskatchewan**

**D. Earl, E. Barbour-Tuck, J. Murphy, S.A. Jackowski, W. Proctor, S.P. Cumming, C. Knight,  
L.B. Sherar**

**Standard Research Grants 2012**

### *The Role of Growth and Maturation on Sports Participation*

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Sport initiation and sustained participation are influenced by a large number of physical and psychosocial factors. One potentially important determinant is variations in adolescent growth and biological maturation. The primary research objective of this study is to examine the relationships among maturity status, age, and physical size on being successfully selected into provincial youth soccer, basketball, volleyball, football, baseball and hockey teams. The second objective is to identify the consequences of selection on long term participation. The study was initiated in the fall of 2013, baseline data collection commenced in early January 2014 and follow up measures started in August 2014. Follow up measures will occur at 6 month intervals for 2 years. Data being collected includes measures of anthropometry, maturity status, reasons for sports participation, perceptions of physical conditioning, competence, their coach's attitudes towards them and parental involvement. As of September 2014, 775 athletes (611 males, 164 females) have been recruited into the study. At baseline it was found that 70% of male athletes (average age 14.6 years) were above the 50<sup>th</sup> percentile for height and 25% above the 90<sup>th</sup> percentile. In contrast, in females (aged 14.5 years) it was found that 74% were above the 50<sup>th</sup> percentile and 41% were above the 90<sup>th</sup> percentile. Distribution of birth dates revealed 62% and 55% of male and female athletes, respectively, were born within the first six months of the year compared to Saskatchewan birth records over the same period which showed 50% born in the first 6 months. Comparisons between male athletes selected and not selected for teams found that those selected were significantly taller, had greater body mass and greater predicted adult stature and were more mature ( $p < 0.05$ ) than those not selected. In contrast, in females only final predicted height was significantly different between those selected and not selected. These results suggest at 14 years of age that growth and maturation plays a more important role in sports team selection in males than in females.

## **BEESLEY, THERESA**

**York University**

**J.L. Fraser-Thomas**

**Doctoral Stipend 2013**

*Grappling for answers: Exploring the process of psychosocial skills development in youth mixed martial arts athletes*

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Extensive literature suggests that sport is an effective context for facilitating positive youth development (PYD) (Danish et al., 1992; Fraser-Thomas et al., 2005; Gould & Carson, 2008). Mixed martial arts (MMA) is a combat sport that has been promoted by anecdotal sources as offering an optimal context to promote PYD through life skills development – skills which can in turn transfer to general life. In Canada, martial arts is among the top ten most participated non-scholastic sports by Canadian youth (Clark, 2008). This research project will explore the process of life skills development of youth participating in MMA. Firstly this study will identify the life skills MMA clubs in Southern Ontario suggest they are developing in youths (age 9-18) through a content analysis of MMA club websites and promotional material. The second objective is to examine the experiences of MMA athletes, in comparison to other athletes and non-athletes, to gain insight into the life skills youth may be developing through their MMA experiences. The third objective is to explore the role of MMA instructors, parents, and peers in the development of youths' life skills. The final objective is to examine the transferability of life skills that youth learn in MMA into general life contexts. The final objective is particularly important given that anecdotal sources suggest MMA participation automatically leads to the development of psychosocial skills and transfer of life skills into general life, yet past research suggests that transferability of life skills from the sport context to general life is minimal (Holt, Tink, Mandigo & Fox, 2008), This study has the potential to identify and assess the psychosocial benefits to participation in MMA sport, and gain a deeper understanding of how MMA programming, trainer education, and coaching in youth MMA contexts can best optimize PYD, at a time of rapid growth in youth participation in the sport.

## **BENSON, ALEX**

**Laurier University**

**Doctoral Stipend 2013**

### *Towards a Theory of Organizational Socialization in Sport*

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Whereas the cooperative nature of sport may imbue feelings of social connectedness and a strengthened sense of social identity among teammates (Bruner et al., 2014), newcomers are also entering a complex and often competitive status hierarchy (Jones & Wallace, 2005). This environment can expose newcomers to feelings of social exclusion (Larson, Hansen, & Giovanni, 2006), hazing (Waldron, Lynn, & Krane, 2011), and negative social comparisons (Brown, Ferris, Heller, & Keeping, 2007). In the interest of understanding how to foster more enjoyable group environments for team sport participants, the purpose of this work is to examine how group member interactions can be managed in a way that facilitates positive entry experiences for athletes.

In the first phase of research, semi-structured interviews were conducted with twelve coaches and twelve athletes involved in Canadian Interuniversity Sport teams to explicate which socialization tactics are employed during the integration of newcomers into existing team sport settings (Benson, Evans, & Eys, 2014). The second phase of research, currently underway, aims to build upon the conceptual basis generated in the foregoing qualitative work by developing a questionnaire to assess athletes' perceptions of sport team socialization tactics. To date, we have generated an initial set of questionnaire items and refined these items through the use of think-aloud interviews with athletes as well as an expert panel review. In the fall of 2014, we aim to distribute the questionnaire to a sample of 400-500 Canadian Interuniversity Sport athletes to assess the relationship between sport team socialization tactics and athletes' perceptions of the group (e.g., cohesiveness, met expectations). Our newly designed questionnaire that assesses sport team socialization tactics provides a promising tool to empirically distinguish how to structure athletes' initial group experiences in a way that optimizes sustained enjoyment and participation in sport.



## **BIANCO, THERESA**

**Concordia University**

**Insight Development Grant 2014**

### *Coach Support of Injured Athletes and the Coach-Athlete Relationship*

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The coach-athlete relationship is an important determinant of sport performance and athlete well being. It can also play a significant role in rehabilitation and recovery. Sport injury is an event that can create a strong need for coach support and if athletes feel unsupported during this time, it can put a strain on the coach-athlete relationship. This, in turn, can adversely affect recovery and future athletic performance. The aim of this study is to shed light on the link between coach support and the coach-athlete relationship in the sport injury context. Coach and injured athlete pairs will be followed over a four-month period and asked to complete questionnaires assessing social support and the quality of their relationship at two different time periods (1 month and 4 months post-injury). The coach and athlete data will be matched in order to determine the extent of agreement between the two perspectives. The interdependence between coach support and the quality of the coach-athlete relationship will also be analyzed. It is expected that the study will yield valuable insights into the coach support needs of injured athletes and lay the groundwork for effective coach support interventions in the sport injury setting. Effective interventions can help improve the injury experience for athletes and also get them back to performance and competition more quickly and ready to meet the demands of competition.

## **BILINSKI, HOPE**

**University of Saskatchewan**

**T. McHugh, U. Teucher, C. McCallum**

**Insight Development Grant 2014**

*Rural children and their communities leading the way toward the enhancement of sports and recreation*

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Participation in sports contributes to children's sense of self-belonging and confidence, help develop and maintain positive peer relations, and hone team-working skills. While virtually every Canadian community has some form of organized sport available for children, participation is declining. The purpose of the study is to engage rural communities and specifically rural preadolescent children in the development of research questions that are relevant and meaningful to exploring their participation and commitment to sport and other recreational activities.

The study objectives:

- 1) To understand the children's experience and engagement in the participation of sport
- 2) To discover from the children's perspective, those factors that should be incorporated into future research aimed at exploring sport in children
- 3) To discover the most appropriate methods for engaging children in research processes

This study will be guided by the concepts embedded in community development and building community capacity that include: 1) articulation of the issue, 2) gathering of stakeholders to create a commitment to action, 3) formal and informal consultations, 4) mobilization of knowledge, 5) planning of action, and 6) implementation of initiatives.

Three rural areas within Sask Sport's Sport, Culture and Recreation Districts will serve as the study's geographical setting. The recreational directors for the sites will act as experts in the area of sport delivery for rural communities and provide links to children living in the rural communities. Research design decisions will be made collaboratively with Sask Sport and the participating children. The study will consist of focus group interviews with children ages 10-12. The general approach to questioning will revolve around the children's experiences with sport participation and what they hold meaningful by staying committed to their sport/s. Transcriptions from the focus groups will be analyzed using content analysis, which will enable the researcher to uncover meanings as this process unfolds.





**BLODGETT, AMY**  
**Laurentian University**  
**Doctoral Stipend 2012**

*The Relocation Experiences of Aboriginal Athletes Pursuing Sport Dreams*

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Research has documented the importance of sport in the lives of Aboriginal people, emphasizing how it can improve health and wellness and reaffirm core cultural values and connections (Lavallee, 2007; Reading, 2009). However, there is a lack of knowledge around the experiences of Aboriginal people who are engaging in sport, as well as the cultural issues that affect their participation (Findlay & Kohen, 2007). The need remains to better understand these participants' experiences so that, in keeping with the objectives of *Sport Canada's Policy on Aboriginal Peoples' Participation in Sport*, more informed efforts can be made to support Aboriginal athletes through culturally sensitive strategies. To this end, the current project explored the relocation experiences of young Aboriginal athletes who had moved off reserves in northeastern Ontario to pursue sport opportunities within "mainstream" (Euro-Canadian) communities. Mandala drawings and conversational interviews were employed as part of a decolonizing methodology that centralized local Aboriginal ways of knowing, and that enabled in-depth experiential accounts to be shared (Smith, 1999). An inductive thematic analysis was used to organize the data around three overarching themes: (1) the benefits of relocation, (2) the challenges of relocation, and (3) strategies for facilitating relocation. The findings provided novel insights into how the sport experiences of relocated Aboriginal athletes are shaped by the dynamics of acculturation, or second-culture learning. It was revealed how relocated athletes have to dynamically (re)construct a sense of identity and belonging from shifting positions in and between dual (Aboriginal and Euro-Canadian) cultural contexts. Implications are gleaned for supporting relocated Aboriginal athletes in their dual cultural contexts and facilitating more meaningful acculturation experiences that are conducive to sporting persistence and success.

## BURKE, SHAUNA

The University of Western Ontario

A.V. Carron, K.M. Shapcott

2005 (Completed KT paper was not required)


### *Development of a Team-Referent Attribution Questionnaire*

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Within the sport psychology domain, attribution theory is considered to be one of the most influential contemporary avenues for the study of athlete motivation (Biddle, Hanrahan, & Sellars, 2001). A basic tenet of attribution theory is that individuals have an inherent need to understand *why* an event occurred with a view to increasing control over future events. As would be expected, judgements pertaining to the *why* of an objective or subjective success or failure can vary widely. However, theoreticians such as Weiner (1985, 1986) have suggested that the explanations advanced in achievement situations generally are of four types: personal ability, personal effort, opponent ability, and luck. Further, Weiner (1985, 1986) proposed that these explanations can be classified along three dimensions: *locus of causality* (extent to which causes are seen as either residing within or outside); *stability* (extent to which causes are seen as either stable or variable over time); and, *controllability* (extent to which causes are seen as regulated by either the focal target or others).

Considerable research has demonstrated that the types of attributions endorsed can influence affect, cognitions, and behaviour (Biddle et al., 2001). For example following a failure, an attribution to low effort is associated with dissatisfaction and shame, and an attribution to stable and internal causes is associated with both lowered efficacy beliefs and reduced adherence behaviour (Biddle et al., 2001). From a sport team dynamics perspective, attributions represent a complex interplay between collective and personal perspectives. That is, there are at least five types of attributions possible in team sports: (a) the individual athlete provides self-referent explanations for personal performance; a coach (or team leader) advances an explanation or explanations for the performance of (b) an individual athlete and/or (c) the team; (d) the group as a single entity provides a collective explanation for team performance; and (e) individual athletes advance personal explanations for their team's success or failure. The majority of research in sport has been undertaken at an *individual level* (i.e., Type (a) above) focusing on athletes' self-referent attributions for personal performance. To date, no research has examined collective explanations for team performance (i.e., Type (d) above) and research on team-referent *group level* attributions (i.e., Type (e) above) for team performance has been limited (Biddle et al., 2001).

One reason for the dearth of research on team-referent attributions is the absence of a conceptually and psychometrically sound questionnaire. Specifically, the current team attribution questionnaire most commonly used (Causal Dimension Scales for Teams, CDS-T, Greenlees et al., 2005) is a simple adaptation of a self attribution questionnaire (Casual Dimension Scale II, CDSII, McAuley et al., 1992). It is not conceptually sound from a group perspective. Also, other questionnaires used to study team attributions have been criticized for having poor psychometric properties (Biddle et al., 2001; Crocker, Eklund, & Graham 2002). Not surprisingly, perhaps, theoreticians in sport psychology have called for the development of a conceptually and psychometrically sound instrument to assess team-referent attributions (Rees, Ingledew, & Hardy, 2005).



Our research team has completed three phases in the protocol generally used to develop a sound questionnaire (Shapcott et al., 2007). In Phase 1, we used athletes ( $n = 246$ ) as active agents to establish the typical attributions advanced to account for team success and failure. In Phase 2, we used these results as well as attribution and psychometric theory to develop a preliminary questionnaire. In Phase 3, we tested the content validity of our questionnaire using both group dynamics and attribution theory experts ( $n = 16$ ).

The present research program is designed to further develop our team-referent attribution questionnaire. In the first project (currently underway), we are testing its psychometric properties (i.e., factor structure and internal consistency). In the second project, we will examine the predictive validity of the questionnaire. The third project will consist of a team-oriented intervention program designed to modify maladaptive team attributions.

# CAMIRÉ , MARTIN

University of Ottawa

T. Forneris

Insight Development Grant 2013

## *Teacher-coaches' influence on the global development of student-athletes: An examination of perceived dual role benefits and challenges*

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Adult leaders in sport can exert considerable influence on young athletes (Gould & Carson, 2008) but this influence is most often mediated by the quality of the relationship that is formed between both parties. In Canada, high school sport represents a favourable context in which teacher-coaches have the opportunity to form meaningful relationships with the over 750 000 student-athletes who practice sport in this setting (School Sport Canada, 2013). Teacher-coaches are defined as teachers, by profession, who volunteer their time to coach sport teams in their school. The current study represents the first of two phases of the grant and the purpose was to examine high school teacher-coaches' perspective on how their dual role influences the development of relationships with student-athletes. A total of 25 teacher-coaches (20 men, 5 women,  $M$ age = 37.0 years, age range: 25-56 years) from Ontario and Québec took part in semi-structured interviews ( $M$  = 69.8 minutes, range: 50-102 minutes) which were audio recorded and analysed using thematic analysis procedures. Results indicated how participants believed the dual role of teacher-coach was advantageous because it allowed them to interact on a consistent basis with students in numerous school contexts. These recurrent interactions were deemed key in nurturing relationships that teacher-coaches believed allowed them to exert a positive influence on students. Being a teacher-coach helped increase the participants' job satisfaction, positively influenced their identity, and allowed them to foster the development of student-athletes.

## DALLAIRE, CHRISTINE

University of Ottawa

J. Harvey

2005 (Completed KT paper was not required)

### *The Games and the Reflection of Youth Identities in the Canadian Francophonie*

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This comparative research focuses on Francophone minority and majority identities emulated by youth participating in Canada's Francophone and Quebec Games. 1) It begins with a study of **discourse on Francophone identities** at the Games. The Fédération de la jeunesse canadienne-française (FJCF) created the Jeux de la francophonie canadienne to instil a sense of belonging among Francophone youth and thus counter the growth of language transfer and support the development of minority communities. These Games gather adolescents from Francophone minority communities, as well as young Quebec athletes. How do they define "Francophone" in a gathering that includes youth from minority communities as well as from a majority community that controls a provincial government? The Jeux du Québec fall under Quebec's policy on sports and recreation and help build a distinct cultural identity, that of the "Quebec nation." Do these Games, held solely in French, promote a cultural or linguistic and civic identity of the Quebec nation? The analysis will also cover the federal and Quebec governments, which support and finance these Games for reasons of identity building and sport development. Lastly, the study will cover youth discourse on identity. Is theirs a reflection of prevailing discourse or do they define themselves differently? How are the identities of Francophone minority youth linked to Quebec youth at the Jeux de la francophonie canadienne? 2) The study also covers **the convergence of discourse on identity and on sport**. To what extent do sports promote the reflection of Francophone identities at these Games? The proposed research will address the complementarity or conflictual linkage between the Games' sports and identity goals. 3) The third objective of this research is **to evaluate the benefits that youth claim to derive from their participation in the Games**. What benefits do they think they derive from the Games? Do the Games spur their Francophone pride? Do they benefit in a particular way from the gathering and sociability of youth? Do the Games improve their sports performance or encourage the practice of sports?

This study is a continuation of the work undertaken to answer the question "Who is a Francophone?" It will also assess the benefits that youth derive from their participation in the Games. It will examine their motivation as well as their experience in the Games. The analysis will lead to an assessment of the benefits for the participants as well as the contribution of the Games to the promotion of sports. These results will be useful to organizers in improving the organization of the Games. They will be used by decision-makers and policy-makers to better understand and consider the various dimensions of the impact of youth participation in the Games. This project will thus contribute to the study of sports and identity policies, as it approaches the issue from a new angle by focussing on the identities emulated by youth in these political contexts.

## DAWSON, MICHAEL

St. Thomas University

2005 (Completed KT paper was not required)


*Sport, Empire, and Nation: A Comparative History of English-Canadian Identity, 1930-1994*

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When, how, and why did English Canadians largely abandon the British connection in favour of an independent national identity? The past few years have witnessed a revival of interest in this important question. To contribute to these ongoing debates, this study examines expressions of English-Canadian identity within the context of international sport – the British Empire/Commonwealth Games held between 1930 and 1994. The project will provide insights into English-Canadian nationalism in four ways. First, while much of the recent literature on the topic focuses on political, and in particular, foreign policy issues, this study will examine *popular culture* through the lens of modern sport. Second, by examining the tensions between imperial and national identity in English Canada between 1930 and 1994 the project employs an innovative temporal scope that examines developments over an extended time period. Third, I tackle the relatively unexplored relationship between commercialism and English-Canadian national identity by examining the myriad ways in which economic pursuits affected expressions of imperial and national sentiment. Finally, through international comparative work focusing upon Australia and New Zealand, this study asks whether there was anything particularly “Canadian” about English-Canadian identity during this transition.

Taking its cue from the emerging literature on the “British World” the project explores the particularities of English-Canadian nationalism through direct comparisons with two other “white settler” societies: Australia and New Zealand. All three of these dominions endured awkward attempts to reformulate official and unofficial expressions of national identity in light of the collapse of the British Empire in the second half of the twentieth century. While a handful of important studies have begun to examine the commonalities between the three countries’ responses to decolonization at the level of international diplomacy, no systematic comparison has been undertaken that focuses on popular culture. The Commonwealth Games provide an ideal topic for comparing the transformation of English-Canadian identity with similar transformations occurring elsewhere in the “British World.” Since their inception, the Games have remained inherently political. Originally termed the British Empire Games, this athletic competition was initiated in Hamilton in 1930 to revive both Victorian ideals of amateur sport and the battered confidence of British and white dominion athletes who were losing ground to American competition. As the British Empire was reinvented as the Commonwealth of Nations, the Games emerged as a political arena in which disputes raged over race relations, third-world underdevelopment, and competing ideals of British identity. This project, then, will tell a Canadian story that cannot be separated from the international context.

It examines how English Canadians reacted to the tensions that emerged as the Games expanded to include non-white Commonwealth nations. It explores the extent to which popular, or vernacular, pronouncements about the Games have embraced, challenged, and appropriated the official rhetoric of imperial, and then Commonwealth, unity. And it investigates the manner in which English Canadians took stock of the cultural, social, political, and economic legacies of the Games. I will also examine



French-Canadian evaluations of the Games' significance in order to contextualize English-Canadian sentiments. But primarily I will explore these themes by placing Canadian developments in an international context. Comparing the Games held in Canada (Hamilton, 1930; Vancouver, 1954; Edmonton, 1978; Victoria, 1994) not simply with each other, but also with the Games held elsewhere especially in Australia (Sydney 1938; Perth, 1962; Brisbane, 1982) and New Zealand (Auckland, 1950 and 1990; Christchurch, 1974) – provides an important opportunity to uncover both the unique and common features of English Canada = s changing relationship to the British Empire and Commonwealth.



## DE LISIO, AMANDA

University of Toronto

Doctoral Stipend 2012

### *Preserving spaces of uncertainty: Bioremediation, urbanism and the sport mega-event*

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If the urban condition, its architecture, landscape and design, can offer a text to examine, the text of cities is in constant flux. The staging of a sport mega-event will exacerbate this state in the construction of new, ultramodern sporting facilities. More often than not, as the literature will attest, event-related construction will demand the removal of infrastructure (whether natural or wo/man-made) from host cities. The site of a new stadium will be forced to become what McKee (2008) in his article on the local restoration of New Orleans, post-hurricane Katrina, would describe as an “ecological tabula rasa,” a return to the backside of heavily designed, controlled and scripted spaces of everyday life. Even the soil, the mineral foundation of the site, is often in need of careful bioremediation to erase the (so-called) impurities of the past. In their piece entitled, “1440: The smooth and the striated” (1987), Deleuze and Guattari describe striated space as that which is typical of the highly-organized urban environment we (in)voluntary navigate daily – comprised of orderly, grid-like patterns of rectilinear, tall and grey buildings, networks of closed-circuit cameras, police patrols and private security guards (Malin, 2007). Nevertheless, as Deleuze and Guattari indicate, even the most striated of urban space can create opportunities for smoothness. Graffiti-writing, skateboarding, parkour, littering, pollution and decay: all constitute a rupture, a moment in which we bear witness to the fanatical maintenance of social order and realize our existence as both the steward and co-tenant. Mega-event-led urban renewal – and the barren, derelict and un(der)developed space it will (re)territorialize within our cities – can offer us a moment to envision the world outside the homogeneous and prescriptive nature of our urban environment. And within our current political economic state, it is this moment/space, we need.





## **DIXON, JESS**

**University Of Windsor**

**Standard Research Grants 2012**

### *Exploring Developmental Factors for Overcoming Relative Age Effects in Ice Hockey*

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Relative Age Effects (RAEs) are concerned with identifying age (dis)advantages relative to other children within pre-defined age groups. While intended to promote equality and fairness through the maintenance of general developmental similarities, age-based grouping policies in sport and educational systems have had the unintended consequence of advantaging relatively older children, while disadvantaging relatively younger children within the same cohort. Relative age effects in sport and education tend to endure, resulting in an accumulated advantage that could have important implications for overall development (Murray, 2003). Despite the advantages provided to the relatively older, a significant proportion of relatively younger children persist in sport and education systems that are systematically biased against them. Moreover, there is evidence that relatively younger athletes who “survive” these systems may be superior performers (Ashworth & Heyndels, 2007; Baker & Logan, 2007). It is the experiences and developmental outcomes of this relatively younger sub-sample of athletes that we will be examining in this research program.

The purpose of this research program is to investigate the accumulated advantage of RAEs amongst Canadian male ice hockey players (16-20 years of age) in hopes of identifying solutions for reducing or eliminating their effects. To this end, we are executing a multi-phase research program that seeks to: a) identify the attributes of success and developmental outcomes (e.g., leadership) in Canadian junior-aged hockey players within the context of RAEs; b) compare the attributes of relatively younger and older hockey players; c) identify the developmental factors that helped relatively younger athletes overcome the effects of the RAE, and; d) share the outcomes with relevant stakeholders through an action research intervention. The sport of ice hockey has demonstrated a consistently fruitful avenue for exploring the RAE (Cobley et al., 2009) and was chosen by the research team as an appropriate context for this research.

## **DOHERTY, ALISON**

**Western University**

**K. Misener, Hoyer**

**Insight Grant 2013**

### *The Role of Social Capital in the Organizational Capacity of Community Sport*

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The capacity of community sport organizations (CSOs) to deliver quality, accessible programs in the community is critical to addressing the significant decline in Canadians' sport participation (*Canadian Sport Policy 2012*). Social capital is one resource that CSOs may draw on to achieve their goals and objectives. Social capital refers to the trust and reciprocity that may be produced when individuals and groups work together (Bourdieu, 1986), and which may have further implications for individual, group, and organizational performance (Payne et al., 2011; Putnam, 2000). This research program investigates the social capital that may be generated among sport volunteers working together, and its role as a resource for CSOs to achieve their goals and objectives. The objectives of the multi-study research program are:

- 1) To explore the nature and development of social capital among volunteers in CSOs;
- 2) To determine the relationship between social capital and organizational capacity in CSOs, as indicated by individual, group and organizational performance; and,
- 3) To investigate bonding and bridging social capital (among individuals who are very similar and very different, respectively) in CSOs in depth.

The development and utilization of social capital in this context will be examined with a critical lens (Arai & Pedlar, 2003; Frisby, 2005) in order to uncover the range of social connections and thus social capital that may exist.

In order to generate a foundational understanding of the nature, mechanisms and impact of social capital among volunteers in the CSO context, personal semi-structured interviews with volunteer board members and coaches (the primary decision makers and front line program delivery agents) from a variety of CSOs are underway. The findings of this study will shape a framework for the subsequent survey investigation of the nature and extent of social capital within community sport volunteer boards. One purpose of that study is to examine social capital as a group-level phenomenon.

The ongoing research program is expected to inform policy and action for building CSO capacity with regard to social capital. Understanding the development and impact of social capital has implications for fostering connections among volunteers that generate positive resources, such as trust and reciprocity, that enhance individual, board and ultimately organizational performance focused on program and service delivery for sport participation.



**DONNELLY, MICHELE**  
**University of Southern California**  
**Post-Doctoral Stipend 2011**

*Riding, Community, Segregation: Exploring Girls-only Skateboarding Programs*

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Using ethnographic research methods, I am studying girls-only skateboarding programs that offer skateboarding instruction to girls of varying ages and skill levels. Program instructors are typically all girls and women, and are sometimes professional skateboarders. Often, girls-only skateboarding programs organize workshops, camps, and events in gender-segregated settings, i.e., girls-only days and times at the skatepark or street riding location. On their websites and in promotional materials, girls-only skateboarding programs refer consistently to their aims: more opportunities for girls to skateboard, making skateboarding more accessible to girls, developing girls' skateboarding skills, creating a safe and positive environment for girl skateboarders; and their outcomes: confidence, empowerment, support, community. The consistency of language employed across girls-only skateboarding programs suggests common understandings of the current context of skateboarding in North America (an activity dominated by boys and men), and the perceived necessity of programs for girls only. Through this research, I seek to use girls-only skateboarding programs as an empirical site to understand the contemporary existence of girls-only leisure activities, and the relevant meanings and context of these specific cultural practices.

## **DONNELLY, PETER**

**University of Toronto**

**B. Kidd, M. MacNeill, Je. Harvey, B. Houlihan, K. Toohey**

*Sport participation in Canada: Evaluating measurements, and testing determinants of increased participation*

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How many hockey players are there in Canada? Although Canadians might believe that such information is readily available, that is not the case for hockey, or a number of other sports. While it may be relatively easy to determine the number of Canadians involved in bobsleighbing or luge, the numbers involved in more popular sports such as soccer, golf, swimming, skiing (downhill and cross country), baseball (in its various forms) and basketball is more difficult to determine.

Determining valid and reliable means of assessing participation in sport and physical activity is justified in both academic and applied terms. For the purposes of academic research, such data are necessary to understand the development of social and cultural capital, and the processes of social inclusion and exclusion. For the purposes of evidence based public policy, federal, provincial and territorial governments in Canada are agreed on the importance of an active, healthy population, and have developed policies and embarked on a variety of initiatives in order to increase the activity levels of citizens. However, there are no reliable baseline data, and no systematic measures to determine the success of policies and programmes designed to increase participation, or to evaluate the circumstances that might lead to increased participation.

Since sport policy and public expenditure on high performance sport is in part justified, implicitly or explicitly, on the assumption that international success in a sport will lead to increased participation levels in that sport, it is important to determine the circumstances under which such an outcome might be achieved.

The study has two overlapping objectives: (a) to assess the current measures of sport participation in Canada, and propose more valid and reliable measures; and (b) to carry out a test of one aspect of sport policy based on the assumption that Olympic medals lead to increased participation in sport. Specifically, the study involves:

1. Cataloguing and evaluating current measures for determining the number of participants in selected sports; comparing measures of sports participation in Canada with measures in several other countries; and determining if there are available and reliable measures of the frequency and intensity of participation in various sports;
2. Determining if there are available and reliable measures of the demographic characteristics of participants in specific sports;
3. Proposing, on the basis of these evaluations: a cost-effective, consistent, valid and reliable model to establish baseline data for participation in selected sports; an estimate of cut-off points for frequency and levels intensity to achieve physical health benefits in selected sports; and a demographic profile of participants in specific sports (as a test of social and cultural capital, and an assessment of barriers to participation); and

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4. Carry out a test, based on available data, of the circumstances and assumptions that form the basis of one current public policy intended to increase participation in sports.

## **DONNELLY, PETER**

**University of Toronto**

**Insight Grant 2012**

### *Multiculturalism and physical culture: The case of the GTA*

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The growing critique of multiculturalism policies in many countries where they have been implemented prompts this return to the source. The first policy of multiculturalism was introduced in Canada in 1971, and Stein (2007) points out that “Canada is unique among western democracies in its constitutional commitment to multiculturalism – a commitment that has worked extraordinarily well in practice.”

Article 27 of the Canadian constitution (1982) states that “the Charter [of Rights and Freedoms] shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians;” and multiculturalism was accepted into law with the passage of the Canadian Multiculturalism Act in 1988. The Act reinforced the importance of multiculturalism as a key instrument in government efforts “to bolster social cohesion and build an inclusive society that is open to and respectful of all Canadians.”

Previous and current research from the Centre for Sport Policy Studies at the University of Toronto suggests that multiculturalism does not promote ‘ghettoization’ or limit integration and social cohesion. Rather, diverse cultural practices, including sport, appear to enable immigrant and diverse communities to “find their feet” in a new society. The physical cultural practices of immigrant communities follow several trajectories: *first*, such practices survive for the first generation, but are not adopted by the second generation who engage in more integrated activities; *second* such practices are sustained as the first and second generations begin to include participants from other ethnocultural communities. In fact, the only examples we have found where exclusive participation has continued beyond a first generation involve private ‘country club’ sports (e.g., golf) that historically based their membership on racial/ethnic, religious, and social class exclusions.

This paper provides examples of the ways in which ethnocultural communities organizing and participating in physical cultural practices become involved in a more integrated form of community building; and outlines the SSHRC-funded research project that is testing the claims made here, and adding some new lines of research.



**DUARTE, TIAGO**  
**University of Ottawa**  
**Doctoral Stipend 2014**

*Promoting and assessing social learning in disability sport*

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The Canadian Sport Policy (2012) has recently recognized the necessity to design barrier-free and relevant sport programming customized for “traditionally underrepresented and/or marginalized populations to actively engage in all aspects of sport participation” (p. 10). The lack of knowledgeable coaches is one barrier that ‘disables’ Canadians with disabilities from participating in sports (Canadian Sports Centres, 2012; DePauw & Gavron, 2005). The overall objective of this research is to work with coaches from three Para Sports (e.g., athletics, wheelchair curling, swimming) to promote and assess the learning value created in their communities and networks. The project is divided into two phases aiming to map the social learning context of the participants (Phase 1), and to assess the learning value created through social interactions in their networks and communities (Phase 2). The research question guiding the study is “How can the social learning capability of disability sport organizations be leveraged through the promotion of learning networks and communities?”. A collaborative inquiry approach (Bray et al., 2000) seems appropriate as it takes into consideration both researcher and participants interests. Data will be generated through interviews and participant observations. Each of the three coach groups (one per sport) will involve between five and eight individuals. An initial interview will enquire about their coaching biography as well as their existing networks and communities. During the 12 month intervention, which will involve different learning activities driven by the needs of the groups (e.g., have an expert on planning present at a meeting, have coaches share best practices and collaboratively problem solve), two further interviews will be conducted with the participants. A final interview will be conducted at the end of the intervention. The data gathered will be analyzed using thematic analysis as proposed by Braun and Clarke (2006). This analysis will be on-going, with subsequent interviews guided by previous interviews. The knowledge gained by the research will inform National Sport Organizations and the National Coaching Certification Program of avenues to stimulate coaches for this specific population, allowing people with disabilities to have larger access to quality sport experiences.

## **DUBUC-CHARBONNEAU, NICOLE**

**University of Ottawa**

**Doctoral Stipend 2008**

### *Addressing Varsity Athletes Burnout and Well-being through the Implementation of a Feel-based Self-regulation Intervention*

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Varsity athletics can represent the peak of an athlete's competitive career. Playing on a college or university team can provide numerous health and social benefits (Miller & Kerr, 2002). However, due to numerous athletic, academic and social demands, varsity athletes may also have elevated level of stress (Gould & Whitley, 2009). It is suggested that the stress that can result from an athlete's inability to cope with demands can contribute to the development of burnout (Gustafsson, Kenttä, & Hassmén, 2011; Raedeke & Smith, 2004) and have negative repercussions on the quality of athletic experiences as well as the students' academic and personal life (Dubuc, Schinke, Eys, Battocchio, & Zaichkowsky, 2010). Thus, it has been suggested that the examination of potential interventions to prevent and reduce burnout is warranted (Goodger, Gorely, Lavallee, & Harwood, 2007). As a result, the purpose of the current study was to develop and implement a person-centered, feel-based self-regulation intervention with student-athletes experiencing burnout. Based on their moderate to high baseline scores on the Athlete Burnout Questionnaire (Raedeke & Smith, 2001), eight of 147 varsity athletes from various sports at two Canadian Universities were invited and chose to participate in a season-long intervention. A mixed-methods approach (Hanson, Creswell, Plano Clark, Petska, Cresswell, 2005) was used to assess the process and effects of the intervention. Specifically, quantitative results revealed that as the intervention progressed, the athletes' ability to self-regulate and their level of psychological well being increased significantly and that stress and burnout decreased. Furthermore, qualitative findings revealed that frequent stressors included academic demands (e.g., exams, assignments, performance outcomes), sport demands (e.g., performance standards, scheduling), and social demands (e.g., pressure from coach or family). Adaptive self-regulation strategies put forth to cope with stressors included cognitive strategies (e.g., acceptance, focus), organizational strategies (e.g., manage schoolwork, time management), physical strategies (e.g., rehabilitation, sport specific training), and social strategies (e.g., communication, removing oneself from negative situations).



## FALLS, DOMINIQUE

Simon Fraser University

Doctoral Stipend 2011

### *Organized Youth Sport in a British Columbian Rural and Small-Town Region: An Ethnographic Study*

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My project looks to problematize our current understanding of youth, sport and community in Canadian rural and small town (RST) regions. Young people in small towns are the most likely to be sports participants – more so than their rural and urban counterparts. However, counting the number of participants does little to tell us how young RST region participants experience sport and what conditions exist in their communities that contribute to their experiences. The main source of data for this project is drawn from exploratory ethnographic research in an RST region in south central/eastern British Columbia, Canada. The project considers adult *and* young people's experiences of youth sport in this particular region with ethnographic observation and interviews with both groups being the primary source of data gathered. To date, 24 unstructured interviews (10 boys, 14 girls) with kids aged 12-19 have been conducted, along with 63 unstructured interviews with adults (30 men, 33 women). Interviewees are either involved in sport directly (e.g. player, coach, referee, administrator), indirectly (e.g., parent) or not at all. Those individuals not involved in sport were asked to participate because of their direct involvement with youth in other capacities (e.g. youth centre leaders, principals). The goal of the overall project is to critically examine and move beyond some of the taken-for-granted 'truths' around youth sport in RST communities – 'truths' that have been based on limited or anecdotal data. Most notably, an argument will be made that by looking 'beyond the ice rink' we can learn a lot about how contemporary young people are growing up in and experiencing their local RST communities *through* and *beyond* sport. Preliminary findings suggest that hockey is playing a much different and possibly diminished role in communities than previously argued.

## **FORTIER, KRISTINE**

**Laval University**

**S. Parent**

**Doctoral Stipend 2014**

### *Development and Validation of a Questionnaire on Violence Against Youth in Sports*

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Based on current knowledge of violence against youth in sports, there is: **(a)** sexual, physical and psychological violence perpetrated by adults in positions of authority (Alexander et al., 2011; Brackenridge et al., 2008; Hartill, 2009; Kerr, 2010); **(b)** violence among peers, such as intimidation, physical assaults during sport, homophobia, and abusive initiation rituals (Demers, 2010; Fields et al., 2007; Gendron et al., 2011); and **(c)** other forms of violence such as sport-related work carried out by young elite athletes (David, 2005; Donnelly, 1997). This violence comes at a high cost to society as it has a significant impact on the lives and well-being of young participants (Leahy et al., 2008). Despite the presence of certain forms of violence in sports, there is very little information currently available on the extent and characteristics of the latter. Some are still unknown (ex. sport-related work carried out by young elite athletes). Also, in almost all cases, each form of violence was studied in isolation. This results in fragmented literature, which does not lend itself to estimating the overall extent of violence against youth in sports. Furthermore, in the vast majority of cases, the participants in past studies are adults and they are asked about what they experienced before they were 18 years of age (Leahy et al., 2002; Vanden Auweele et al., 2008). These methodologies raise concerns about the validity of the results, in that the participants may not have good memories and there may be some discrepancy between what they perceived and what in fact happened.

**The general objective** of the study is therefore to develop and validate a questionnaire on violence against youth between 12 and 17 years of age within a context of sport.

## FRASER-THOMAS, JESSICA

York University

P. Donnelly, P. Safai

Standard Research Grants 2011

### *Trickle-down Effect? Exploring the Influence of the Olympic Games on Preschooler Development and Sport Participation*

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#### **What we do and don't know ...**

The Olympic Games offer a social and cultural event with the potential to influence young children's sport participation and development. A popular assumption among the public, politicians and policy makers is that the Olympic Games have a 'trickle down effect', positively influencing sport involvement and promoting pro-social norms such as fair play at the grassroots level. While research has not strongly supported the trickle down effect, there has been no examination of this effect in young children, arguably the most influenced. ***The purpose of this study was to explore the role of the Olympic Games in facilitating preschoolers' development.***

#### **How we addressed the research question...**

Data was collected in the spring/summer of 2012 just prior to the Olympic Summer Games in London, England. Participants included 6 childcare providers, 17 parents of preschoolers, and 36 preschoolers (ages 2-4) at eight childcare centres in Ontario. Childcare providers and parents engaged in interviews focused on exploring preschoolers' sport participation patterns, development through sport and physical activity, and the potential influence of the 2012 Olympic Games on preschoolers' overall development. Children engaged in focus groups where drawing was used as a tool to facilitate conversation related to play, sport, and the Olympics. All audio data was transcribed verbatim and examined through content analysis (Patton, 2005); all visual data was captured through photo documentation.

#### **Preliminary results...**

Preliminary results suggest substantive differences in perceptions across parents and childcare providers regarding the potential role of the Olympic Games in facilitating preschooler development. Many childcare providers and parents perceived the upcoming Games as a unique backdrop for teaching important life lessons and values around work ethic, perseverance, cooperation, and competition. Some parents discussed their intention to watch the Olympic Games with their children, while having meaningful discussions triggered by situations that would arise through the Games. Similarly, some childcare providers talked about building learning opportunities into their curricula on themes such as role models, diverse forms of physical activity, global exposure, national identity, and winning/losing. In contrast however, many parents and childcare providers dismissed the possibility of such learning opportunities, suggesting that preschoolers would be too young to process, understand, or internalize such concepts. Very few preschooler participants had any awareness or knowledge of the Olympic Games, but many had been exposed to professional sports or organized community sports, and viewed sports as competitive organized games.



### **Next steps in contributing to enhanced sport participation ...**

In the spring/summer of 2013, one year after the Olympic Summer Games in London, participants once again engaged in interviews and focus groups, focused on the same research question. In addition, 50 parents completed surveys on their preschoolers' physical activity and sport participation patterns at two time points (Spring 2012, Spring 2013). These data are currently being analyzed and will be presented at SCRI 2015. It is anticipated that post-Games data will further enhance current data to provide a more comprehensive understanding of the potential of the Olympic Games to facilitate preschoolers' physical and psychosocial development. Findings will offer preliminary insight into how major games may be used as a tool to enhance sport participation and healthy personal and social development among this youngest demographic.



## **GAUDREAU, PATRICK**

**University of Ottawa**

**M. Fecteau, V. Franche**

**Standard Research Grants 2009**

### *The Role of Parents and Coaches in Predicting Consequential Sport Participation Outcomes: A Daily Training Diary Study*

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An important goal of this research program is to investigate the role of parents and coaches in predicting consequential sport participation outcomes of adolescent athletes. Past research has found that parents and coaches can positively influence athletes by giving them choices, by recognizing their feelings and perspectives, as well as by providing them with opportunities for autonomy and self-initiative (Mageau & Vallerand, 2003). Little is known about whether parental (PAS) and coaching (CAS) autonomy support have cumulative and/or complementary influences on the sport participation of adolescent athletes (Gaudreau et al., 2011). Training is a significant part of the lives of athletes during which most of the athlete-coach interactions are taking place. Therefore, CAS is likely to bolster the feelings of autonomy, competence, and social connectedness during practices which, in turn, are likely to facilitate goal attainment and a host of desirable sport participation outcomes (e.g., sport satisfaction, positive affective states). Parents are primary socialization agents. In line with our past research (Gaudreau et al., 2011), we propose that PAS should act as a compensatory mechanism to protect the athletes from negative experiences occurring during practices. Therefore, the relation between need satisfaction and sport participation outcomes during practices should depend on the level of PAS perceived by the athletes. A sample of 97 adolescent female athletes competing in synchronized figure skating have completed a short questionnaire after six consecutive daily practices. Results of multilevel modeling analyses will be presented at the 2012 SCRI conference. This line of research is important to highlight the differentiated and complementary roles of parents and coaches in the athletic development of adolescent athletes. Our research will inform the development of psycho-educational and informational prevention programs to foster the autonomy supportive style of significant adults in their daily interactions with competitive athletes.

## **GOODMAN, DAVID**

**University of Minnesota**

**M. Weiss, L. Kip**

**Standard Research Grants 2006**

### *Unsportsmanlike Aggression in Youth Hockey: Attitudes, Perceived Social Approval, and Situational Temptation*

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Unsportsmanlike attitudes and actions in youth ice hockey are learned through modelling of and approval by significant adults and peers (Weiss, Smith, & Stuntz, 2008). The present study extended the knowledge base by assessing: (a) competitive league and gender differences on attitudes regarding unsportsmanlike actions, (b) relationships between perceived approval by significant others and youths' attitudes toward unsportsmanlike actions, (c) whether specific hockey situations affect legitimacy of acting in unsportsmanlike ways, and (d) youth hockey players' NHL role models and whether type of model is related to youths' sportsmanlike attitudes. Youth hockey players (192 male, 86 female) representing atom ( $M = 10.9$  yrs), peewee ( $M = 12.6$  yrs), and bantam/midget ( $M = 14.8$  yrs) leagues read three scenarios about unsportsmanlike actions and responded to questions assessing legitimacy, intention, perceived social approval, and situation-specific legitimacy and intention of performing the actions. Analyses of variance showed that legitimacy and intention of engaging in unsportsmanlike acts increased with competitive league, as did perceptions of approval by best friend, teammates, coach, and parents. Male players scored higher than female players on legitimacy, intention, and best friend, teammate, and coach approval. Regression analyses revealed strong relationships between perceived social approval and unsportsmanlike attitudes, with best friend and teammate approval the strongest predictors. Of the hockey situations, players indicated they were most tempted to engage in unsportsmanlike behaviour if it would help win the championship game and if one's opponent did it first. Chi-square analyses showed that players scoring in the upper 20% on legitimacy of unsportsmanlike actions were more likely than those in the lower 20% to name aggressive, fighter players as their NHL idols and less likely to name gentlemanly, skilful players. Results extend research on individual and social factors influencing endorsement of unsportsmanlike behaviours in youth ice hockey.



## HATTON, NATHAN

University of Waterloo

Doctoral Stipend 2007

### *Wrestling with Ethnicity: Immigration, Sport and Class in Winnipeg Before 1930*

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After 1896 Winnipeg underwent substantial demographic changes. New immigration policies, improved economic conditions, and the closing of the American settlement frontier all served to attract thousands of new immigrants to the Canadian Prairies. Previously a predominantly Anglo-Protestant community, Winnipeg quickly emerged as Canada's most ethnically diverse urban centre. Rapid growth presented many new challenges within the city as it became increasingly stratified according to both ethnicity and class. Wrestling's popularity grew markedly during Winnipeg's transformative period, and many of the tensions present in the larger society found symbolic and physical representation on the mat. *Wrestling with Ethnicity* explores the "mat game's" wide-reaching appeal among a number of ethnic groups in Winnipeg, giving particular attention to how its meaning varied according to the cultural values and goals held by each participant community. The study also examines how immigrant access to the sport changed over time, as well as the ways in which their involvement alternately reinforced and challenged Anglo-Canadian views towards non-English speaking peoples. Simultaneously, *Wrestling with Ethnicity* investigates wrestling's popularity within class-based organizations such as the One Big Union, and how it served as a vehicle for furthering specific socioeconomic interests and ideologies.

Although Canadian historians have given considerable attention to team sports, individual sports, specifically those of a combative nature, remain largely unexamined. *Wrestling with Ethnicity* probes the varied and often competing meanings associated with wrestling during the early twentieth century, and in doing so, seeks to further our understanding of Canada's multicultural and multi-class sporting heritage.



## **HAVITZ, MARK**

**University of Waterloo**

**A.W. Wilson, S.E. Mock**

**Standard Research Grants 2009**

### *Impact of Ego Involvement with Running on Varsity Athletes' Post-University Running Participation and Health*

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This research explored lifelong running and jogging participation patterns among a sample of one-time competitive distance runners. This research is part of a larger project built on Baltes' (1987) assumptions that development is a lifelong process imbedded in age-based context, that it is multidimensional and multidirectional, and influenced by life history and environment. More recently, Baltes, Lindenberger and Staudinger (1998) spoke to three components of individual development: 1) individual communalities, 2) individual differences, and 3) intraindividual development. The focus of this paper is on the latter in that it explores change, or lack thereof, in the respondents' ego involvement with running over their post-university lifespans without making explicit between respondent comparisons.

Leisure involvement research is rooted in the ego involvement literature. Sherif et al. (1973) argued that "self [ego] is conceived as a system of attitude structures which when aroused by on-going events, are revealed in more characteristic and less situation-specific behaviors toward objects or classes of objects" (p. 312). Social judgment theory suggests that enduring traits of ego involvement influence activity choice by setting individual latitudes of acceptance and rejection which guide behavior. Multiple streams of ego involvement research have evolved over the past eight decades building on seminal conceptual work in mainline social psychology in the 1940s (e.g., Allport, 1943, 1945; Sherif & Cantril, 1947). Perhaps the most widely referenced stream in sport psychology is the one developed by Duda and colleagues (Chi & Duda, 1995; Duda 1988, 2007) which focuses on task orientation and ego orientation.

That line of research has been especially important in advancing understanding of goal setting in competitive sport. The present study is rooted in another line of ego involvement research (Laurent & Kapferer, 1985; Zaichkowsky, 1985) which stresses facets of personal relevance and has been extensively applied in a broad range of primarily non-competitive sport and recreation contexts (Funk & James, 2001; Havitz & Dimanche, 1999; McIntyre & Pigram, 1992; Selin & Howard, 1988; Siegenthaler & Lam, 1992). This choice was deemed relevant because a good portion of respondents, even those who continued to run post-graduation, de-emphasized the competitive aspects of their adult participation. Involvement was measured using Kyle et al.'s (2007) Modified Involvement Scale; three items each for five facets – attraction, centrality, social, identity affirmation, and identity expression.

Respondents were 262 varsity cross country runners' from an American and a Canadian university. The average age was 49 years old (SD = 17.28) and ranged from 24 to 94 years old. Nearly seventy percent (69.7%) of the sample was male and just over thirty percent (30.3%) were female. All respondents over fifty-five were male as varsity cross country was not offered for women at those schools until the 1970s. Independent variables included in-university involvement facet scores and current involvement facet scores. Analyses controlled for age and sex. Individual regression analyses were run for each facet of involvement with each dependent variable (current overall health perception, current average days run





per week, current length of average run, current running pace, and running competitions entered in last year).

Intrinsic involvement facets were most consistently associated with dependent variables: Current centrality to lifestyle was positively associated ( $p < .05$ ) with all five dependent variables. Current attraction and identity affirmation were positively associated with four of the five (pace and length of run being the respective exceptions). By contrast, extrinsic facets were less consistent predictors: Current social involvement was positively associated with just three outcomes (health and length of run excepted). Current identity expression was positively associated with just two (health, length, and pace excepted). Likewise, and as expected, in-university involvement was an effective predictor of fewer current dependent variables: days run and length of runs. The data suggest that health and leisure services professionals should focus efforts on currently held intrinsic involvement facets.

## HEINE, MICHAEL

The University of Western Ontario

J. Forsyth, A. Giles

2005 (Completed: KT paper was not required)

*Changing the face of Canadian sport: Understanding the experiences of Tom Longboat Award recipients, 1951-1998*

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Established in 1951, the Tom Longboat Awards are the highest recognition in sports awarded to Aboriginal athletes in Canada. The Awards, administered annually by the Aboriginal Sport Circle, recognize Aboriginal athletes' accomplishments in high-performance sports while seeking to increase public awareness of Aboriginal athletes' contributions to the Canadian sport system – and their contributions are many. Since 1951, more than 250 Aboriginal athletes have been named regional and national Tom Longboat Award recipients, demonstrating a long and proud tradition of Aboriginal excellence in Canadian sport.

There is no doubt that these athletes rank among the very best in the country – yet their stories are missing from the national narratives on Canadian sport. The public and scholarly literature is largely silent on the subject, resulting in a pattern that has contributed to the “symbolic annihilation” (Kidd, 2000, p. 173) of Aboriginal sporting experiences in Canada. Given the significance of sport as a prominent site for cultural negotiation and contestation, we need to examine the stories of Aboriginal athletes who have been excluded from the dominant discourse on sport in order to understand and critique the ramifications of these forms of exclusion for Aboriginal athletes as well as the Canadian sport system.

This project has two main objectives: 1) to expand our understanding of the factors that enable and inhibit Aboriginal participation in Canadian sport, and 2) to create a more balanced understanding of what it means to be an Aboriginal athlete in the Canadian sport system. We will achieve these objectives by collecting, documenting, and analyzing the sporting experiences of Aboriginal athletes who received a Tom Longboat Award from the year of its inception in 1951 to 1998, and by disrupting the existing discourses on Canadian sport through the construction and dissemination of counter-narratives on Aboriginal experiences in Canadian sport.

Our analytical perspective will be multidisciplinary in nature, informed by readings in critical sport studies, native studies, history, sociology, and discourse analysis. Our data collection method will be the individual semi-structured interview. We will conduct approximately 60 interviews with male and female Tom Longboat Award recipients throughout Canada.

The proposed research program will extend the body of literature on Canadian and Aboriginal sport, Canadian history and sociology, Native studies, and critical cultural studies. Such a contribution will create a more balanced understanding of Canadian sport history and foster a deeper appreciation of what it means to be an Aboriginal athlete in Canadian sport. Further, our research will play an important role in identifying the circumstances that both enable and inhibit Aboriginal participation in sport, and can thus be used in the development of policies and programs that are better able to meet the needs of



Aboriginal people in sport. In short, we hope to change what is currently understood to be the 'face' of Canadian sport to instead be more representative of a broader array of 'faces' that have been and continue to be a part of the Canadian sport system.

## **HOEBER, LARENA**

**University Of Regina**

**A. Doherty, O. Hoerber, R. Wolfe**

**Standard Research Grants 2010**

### *Innovation in Community Sport Organizations: The Impact of Board and Club Culture*

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This research program investigates the nature and process of innovation in community sport organizations (CSOs) and the factors that impact them. CSOs are critical players in the delivery of sport participation programs and services that provide numerous benefits to individuals and their communities. Thus, it is important to understand the extent to which CSOs are innovative and if so how that process unfolds.

Currently, we are examining the impact of board culture and club culture on the innovation adoption process. Our prior work identified CSO board culture and overall club culture as important managerial and organizational determinants of innovation in CSOs (Doherty, Hoerber, Hoerber, & Wolfe, 2009). For this work, culture refers to the 'way things are done' at the board and club levels. An in-depth study of culture in relation to radical and incremental innovations is warranted, given that organizational context factors are "more powerful predictors of innovation adoption" than environmental or managerial determinants (Damanpour & Schneider, 2006, p. 230), and that organizational culture is a complex construct (Schein, 1985; Martin, 1992). We are conducting focus groups with board members of 10 different CSOs to gain insight into the nature and impact of those cultures. The findings of this study will add to our understanding of culture as a determinant of innovation by identifying specific elements that contribute to radical vs. incremental innovations and by determining whether board culture and club culture are indicative of sub-cultures (Martin, 1992, 2002) and thus separate determinants of innovations.

This research program is expected to inform practices to improve the capacity of CSOs to adopt and implement innovations, which in turn may improve their delivery of programs and services.



## **JOHNSON, JAY**

**University Of Manitoba**

**E. Allan, J. Chin-San, M. Holman, M. Madden**

**Insight Grant 2013**

*Transforming the Canadian Sport Culture: A National Study of Gender, Race, Sexuality, and Violence in Sport Hazing as Barriers to Sport Participation*

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Canadian media have been filled with recent reports involving extreme hazing incidents in sports. This proposal outlines a multi-year initiative to explore the prevalence and nature of hazing among students participating in Canadian Interuniversity Sport (CIS). This study builds on the findings of the US study by including both quantitative and qualitative questions that explore intersections of gender, race and ethnicity, sexuality and homophobia. There have been no similar comprehensive studies conducted in Canada that examine the experiences of hazing on a specific population. This study will focus on the athletic population within the CIS and provide a practical understanding of sport hazing within a university context. With the large number of athletes participating in the CIS, and the increasing number of harmful hazing practices in sport coming to light, it is important to carefully examine the ways in which hazing impacts university sport systems and cultures and the participation of athletes therein. Specific objectives are as follows: A) Investigate the prevalence and nature of hazing behaviours among student athletes in the CIS; B) Investigate existing strategies within athletic programs to manage hazing activities among university sponsored teams; C) Examine policies for the development of strategies to enhance policy effectiveness; D) Provide research-based strategies to sport administrators for responding to and preventing hazing among CIS student athletes; and E) Provide a template for the transfer of knowledge by which other sport organizations such as secondary schools, community sport or regional/national teams can address the hazing within their programs.

## **KEHLER, MICHAEL**

**The University of Western Ontario**

**2005 (Completed: KT paper was not required)**

*Healthy bodies, boys and body image: An examination of male students' reluctance to participate in compulsory grade nine physical education classes*

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Concerns for inactive and obese youth have prompted swift action to promote health and physical activity in schools, yet links between masculine identities and the bodily practices of boys who reluctantly participate within the physical education context are not addressed in current policies or practices. This research examines the intersections of health, masculinity and schooling. Specifically, the researchers question why some males, particularly grade nine boys, reluctantly participate in mandatory physical education classes in three different provinces across Canada ( British Columbia, Ontario, Nova Scotia).

Qualitative research methodology will be used to investigate how boys' understandings of masculinities influence health practices in schools. During this three year study, investigators will conduct semi-structured interviews, field observations of participants in physical education classes and invite participants to write journal-type responses in a secure blog site. This multi-method approach will facilitate the participants' recounting stories, experiences and feelings, thereby illustrating what they understand about body image, what it means to be a boy among boys, how the particular context of physical education classes reflect and support these particular boys' identities and how these particular boys negotiate their participation and involvement in physical education classes.

The knowledge gained from this research will potentially deepen and more fully explain intersections between masculinities, healthy life practices and physical bodies. In addition, this research has implications for educators, teachers, school curricula developers and health professionals concerned with how masculinities intersect in the field of health and education. Finally, this research has the potential to better explain the negotiation of social and cultural practices of masculinity that underscore messages among students about gender identities, body image and health.

**KEY WORDS:** health, masculinities, education, obesity, body image



**KOCH, JORDON**  
**University Of Alberta**  
**Doctoral Stipend 2010**

*One Size Doesn't Fit All: Sport, Community Development, and Cultural Diversity*

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This study considers a range of stakeholder perceptions surrounding the rise and fall of a federally subsidized sport-related campaign that emerged in a First Nations community in central Alberta, Canada. This program was initially conceived of (by some stakeholders at least) as a 'gang intervention strategy' and was hoped to improve the overall health and wellness of residents in this First Nations community, specifically youth. Highly popular during its first few years of operation, over time, interest and support (human and financial) in the program waned significantly, almost to the point of non-existence. Using a theoretical framework informed by Pierre Bourdieu's field-analytic perspective, this study explores the diverse and sometimes competing views surrounding the function(s) of this sport-related campaign in a particular community in the new millennium. An extensive amount of ethnographic fieldwork combined with a series of open-ended, semi-structured interviews with different stakeholders in the community comprises the primary evidence for this study. The preliminary findings emphasize the diverse ways in which sport is used and re-employed by multiple stakeholders to service an array of socio-cultural and economic-political agendas in the community, thus extending and complicating taken for granted notions of sport and health. The findings further point to the tensions and complexities that must be negotiated by government and other stakeholders in sport development when supporting similar types of initiatives.

## **KOWALSKI, KENT**

**University of Saskatchewan**

**C. Sabiston, P. Crocker, W. Sedgwick, J. Tracy**

**2005 (Completed: KT paper was not required)**

*The role of self-compassion in adolescent women athletes' experience of the self-conscious emotions*

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Sport Canada, along with the Canadian government, has identified the need for increased sport participation in Canada, particularly among children and youth. To help accomplish this objective, many youth sport programs in Canada emphasize the development of self-esteem through sport and physical activity. However, self-compassion has been proposed as an alternative conceptualization of a healthy attitude towards the self and has been shown to be related to thoughts, feelings, and behaviors differently than self-esteem. Self-compassion involves a warm and non-judgmental understanding of the self rather than a belittling of pain or harsh self-criticism. Self-compassion might be particularly relevant to sport because one challenge that limits sport participation for many young women is feeling evaluated on their performance and/or body image. Most relevant to our research program is that thinking about how one is being evaluated, or might be evaluated, by others in achievement domains (such as sport) can produce self-conscious emotions (e.g., guilt, shame, pride). Shame can be especially devastating, as it arises from a negative evaluation of the entire self and often leads to withdrawal and avoidance of settings in which shame is experienced. The objective of our proposed research program is to better understand young women athletes' experiences of self-conscious emotions (i.e., guilt, shame, pride), and the role of self-compassion in their emotional experiences. Ultimately our goal is to (a) provide evidence as to the relevance of the self-conscious emotions to young women athletes, and (b) support the development of self-compassion, in addition to self-esteem, as a worthwhile goal when working with young women in sport to both enhance and increase their sport participation.





## **LAPOINTE, LAURENCE**

**University Of Montreal**

**S. Laberge**

**Doctoral Stipend 2012**

*Transformation of Social Norms Concerning Transportation and Community Capacity Building to Ensure the Continuation of an Active Transportation Program for getting to School: Case Study of Trottibus*

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The proportion of students who walk to school in Quebec has decreased significantly over the past few years. To address this problem, the Canadian Cancer Society wanted to use its expertise in community engagement and partnerships by creating Trottibus, a program to promote active transportation (AT). This study aims to (1) identify the environmental factors that influence students' choice of transportation (active, motor or mixed) in schools where Trottibus has been implemented, (2) explore the driving factors of and barriers to the transformation of social norms concerning the mode of transportation used to get to school, and (3) examine the factors that help build capacity in a community in order to implement an active transportation program and ensure its sustainability. An electronic questionnaire on environmental factors (physical, socio-cultural, economic, organizational and political) will be sent to the parents of children who do not have access to school buses to determine what factors influence the mode of transportation chosen for their child. Discussion groups with parents and volunteers will be an opportunity for us to obtain explanations of the most important variables influencing whether or not AT is adopted and to examine the issue of transforming social norms. Semi-structured interviews with stakeholders from the various program implementation sites will allow us to evaluate factors that contribute to building community capacity. The results of our study will allow us to document the impact of this type of program on the transformation of social norms concerning active transportation and help us better understand how building community capacity can ensure the sustainability of programs that promote physical activity in order to encourage and boost the participation of young people in active transportation programs.

## LASSONDE, MARYSE

University of Montreal

L. de Beaumont, L. Henry, M. Thériault, D. Ellemberg, S. Leclerc, H. Théoret  
2005 (Completed: KT paper was not required)

### *Effects of sports concussions*


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There are an estimated 300 000 sports related concussions each year in the USA, and this is likely an underestimation as many athletes and coaches often fail to recognize them, especially when there is no loss of consciousness. Concussions often lead to neuropsychological dysfunctions that affect memory, attention, and executive functions, which last anywhere from one month to two years and that can significantly interfere with everyday activities. In fact, when athletes return to play before complete recovery, their risks of suffering a subsequent trauma increases significantly. Moreover, if a second concussion occurs before the brain has sufficiently recovered, it can cause severe cognitive symptoms or even death. This is known as the second impact syndrome and it has triggered the development of more sensitive diagnostic tools to quantify recovery in order to guide return to play decisions. Members of our team have already developed a series of such tools that have been successfully used with College athletes.

Moreover, there is a growing body of evidence suggesting that there are cumulative effects of concussions that manifest as increased susceptibility to subsequent concussions as well as an increase in their severity. Recent findings suggest that the effects of a concussion far outlast the acute phase. For example, it has been shown that former athletes who suffered multiple concussions have a fivefold prevalence of mild cognitive impairment (MCI) (a condition that converts at a rate of about 10-20% annually into dementia) compared with retirees without a history of concussion. Moreover, TBI has been described as the most robust environmental AD risk factor in the general population.

We have recently compared a group of healthy former athletes in late adulthood (60 years old) who sustained their last sport-related concussion in early adulthood with healthy former athletes with no history of concussion. These older concussed athletes showed memory and impulse control deficits that correlated with electrophysiological anomalies, as well as abnormal motor responses. Considering the accumulating evidence obtained through epidemiological and case studies indicating that concussions may lead to pathological aging, it is of vital importance to reproduce these results in a larger sample and broader age range.

As importantly, little to nothing is known, about the consequences of sports-related concussions in children, and that despite statistics indicating that one child out of 100, between the ages of 7 and 13, has suffered a concussion. Further, although studies suggest that the developing brain is more 'plastic' than that of the adult, the brain's potential for recovery following a concussion during childhood is unknown. The objectives of one of our grant applications are to 1) determine the nature of the neuropsychological deficits caused by a concussion during development, 2) identify the associated neurophysiological deficits, 3) determine if there is a relationship between the age at which the concussion occurred and the severity of the deficits, 4) chart the recovery period for the different age



groups and the different brain functions, and 5) develop a diagnostic tool for children that takes into account age at the time of injury and that can be used to assess recovery.

Results pertaining to the effects of sports concussions on cerebral functions will be summarized for children, young and older athletes. These results stress the need for longitudinal studies to better define safe return-to-play guidelines.



## **LOUGHEAD, TODD**

**University Of Windsor**

**G. Bloom, K. Chandler, M. Eys**

**Insight Grant 2013**

### *Developing Leadership Behaviours in Athletes*

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Leadership in sport has been assigned great importance by both athletes and coaches with the majority of research examining the role of the coach. Research on coach leadership has a strong past; the same cannot be said about athlete leadership. This is unfortunate given that every team member (coaches and athletes) has the potential to engage in leadership behaviours. Research examining athlete leadership has focused on the characteristics of athlete leaders, the number of athlete leaders per team, and the influence of athlete leaders' behaviours on the team environment. Several conclusions can be made from this body of research. First, sport is an ideal area for the development of leadership behaviours. Second, athlete leadership is widespread on sport teams with numerous athletes providing leadership to their teammates. Lastly, athlete leadership influences several individual (e.g., satisfaction) and team (e.g., cohesion) outcomes. Despite the practical and empirical benefits of athlete leadership, there are no theoretically grounded or empirically based athlete leadership development programs. Therefore, the objective of this program of research is to address this gap in the literature. The results of this research program have the potential to make several important contributions. First, this program of research will see the creation of a theoretically grounded and empirically tested athlete leadership development program. Second, the majority of leadership development programs typically focus on one or two leadership behaviours, and as such, our research program focusing on a full range of behaviours will be novel. Third, most research has tested leadership development programs lasting one day to two weeks. This research program addresses the need for longitudinal research by investigating leadership behaviours over the course of three years. From an applied perspective, sport associations, coaches, and athletes will have a development program that can be used as a resource in shaping positive leadership behaviours in athletes. This type of resource will impact sport participation by establishing best practice standards, and expand awareness of the importance of developing leadership in all of our athletes.

## **MACMULLIN, JENNIFER**

**York University**

**Doctoral Stipend 2013**

*Family Matters: Predictors of Participation and Retention in Sport by Youth with Developmental Disability*

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Individuals with developmental disability (DD) continue to be marginalized from sport (Myers et al., 1998), so understanding the factors that influence their motivation for sport participation is critical. The family is of utmost importance when it comes to life-long motivation to participate in sport (Sport England, 2004), and four key family factors are thought to predict participation: (1) the absence of financial and time constraints on the family, (2) a better socio-economic situation, (3) a supportive home environment, and (4) a strong family interest in physical activities (King et al., 2003). To date, no empirical studies have systematically examined the family predictors of motivation to participate in Special Olympics. Fifty-nine Special Olympics athletes between the ages of 13 and 23 years of age with DD and their parents completed in-person interviews. We measured a number of potential correlates of sport participation: 1) The financial and time impact of participating in sport on the family; 2) the socio-economic situation of the family based on the parents' educational, occupational, and marital status, along with reported family income (Weiss et al., 2003); 3) the emotional support of the home environment using the Five Minute Speech Sample coding system (Magana-Amato, 1993) and the General Functioning Scale of the McMaster Family Assessment Device (Miller et al., 1985); and 4) parent reported participation and beliefs about physical activity (Troost et al., 2003). Child reported motivation for sport participation was measured using the Pictorial Motivation Scale (Reid et al., 2009). Ultimately, the results of this research will be used to promote the full and active participation of individuals with DD in sport.



**MASON, COURTNEY**  
**University of Ottawa**  
**Post-Doctoral Stipend 2011**

*Barriers to Participation in Physical Activity for Shibogama First Nations*

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This research examines the barriers to participation in sport and physical activity for Shibogama First Nations communities in northwestern Ontario. Aboriginal peoples face significant barriers to participation in physical activity in comparison to Euro-Canadians or other minority populations. This collaborative research project qualitatively investigates how sport and physical activity are connected to both broader cultural practices and Aboriginal holistic perspectives of health in two remote First Nations (Wawakapewin and Kasabonika Lake). This research focused on land-based practices associated with food harvesting (hunting, fishing and gathering). Key questions included: 1) What barriers to being physically active exist; and 2) What are the exercise, dietary and cultural implications of participating in land-based practices for these First Nations? While supported by participant observation, semi-structured and unstructured interviews with thirty-five community members form the basis of primary information collected. In two months of fieldwork in these communities, I contributed to several programs designed to enhance food security and improve access to physical activity. Preliminary findings suggest that despite the significant barriers that these communities encounter, land-based practices can support community-driven initiatives to increase physical activity as a strategy to prevent chronic disease and foster cultural continuities. For millennia, cultural practices that constitute forms of physical activity have been grounded in the daily lives of First Nations communities. This research unravels some of the complexities surrounding participation in physical activity and explores how it is linked to broader conceptions of health for rural First Nations.

## **MCEWAN, DESMOND**

**York University**

**Doctoral Stipend 2013**

### *Teamwork in Sport: A Framework for Increasing Participation in Sport*

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Although there is an intuitive belief and anecdotal evidence of the importance of teamwork in sport, formal research on this construct has been surprisingly limited. However, research from organizational psychology has shown that effective teamwork is important for improving variables such as employees' job satisfaction, commitment, enjoyment, and retention. The purpose of my doctoral research is to assess if and how teamwork is related to participation in sport, in terms of both attendance throughout a season and retention in sport in following years. I have begun my research with a theoretical and integrative review (which was recently published in the journal, *International Review of Sport & Exercise Psychology*) that includes a multidimensional conceptual framework of teamwork in sport (to be presented within this poster). The next phase of my research will involve creating a multidimensional measure of teamwork. I am currently in the process of creating a preliminary pool of items for this questionnaire. My poster will include considerations for team building and development, and how this can subsequently influence participation in sport. This framework has the potential to not only influence future research in sport (including my own) but also inform professional practice for coaches, sport psychologists, and policy-makers alike.

## **MCHUGH, TARA-LEIGH**

**University of Alberta**

**Insight Development Grant 2014**

*Physical, mental, spiritual, and emotional benefits of sport participation for Aboriginal youth*

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There is an emerging body of literature that highlights the physical, mental, spiritual, and emotional benefits of sport participation for Aboriginal youth. Recognizing the various benefits of sport, Sport Canada's Policy on Aboriginal Peoples' Participation in Sport is focused on the goals of enhanced participation, enhanced capacity, enhanced excellence, and enhanced interaction for Aboriginal peoples. This Policy was released in 2005, but there has been little follow-up to determine if such goals have been met. Furthermore, there has been an identified need for more research that is focused on ensuring that the goals of this Policy become a reality. As a result of a newly established partnership that consists of cross-sector perspectives (academic, government), this research team is uniquely positioned to address this gap between research and policy. Specifically, the purpose of this proposed program of research is to explore how the participation of Aboriginal youth in traditional Inuit and Dene games can support Sport Canada's goals to: (1) enhance participation of Aboriginal peoples in sport, and (2) enhance the capacity of individuals, organizations, and communities in support of Aboriginal sport. By engaging Aboriginal youth, coaches, and administrators in focus group and follow-up one-on-one interviews, this collaborative and participatory research will honour the voices of Aboriginal peoples and position their insights at the forefront of this emerging and unique body of research. This research will provide a practical example of how Aboriginal youth and community partners (e.g., coaches, administrators) can and should be actively involved in research that respects their knowledge and honours their voices in the research process. There is a lack of sport research that has focused on the sport practices of northern Aboriginal youth. This research will be documented and shared so that future researchers can optimize on our lessons learned from this necessary partnership.





**MCRAE, HEATHER**  
**University of Manitoba**  
**Doctoral Stipend 2009**

*Culturally Relevant Sport for Urban Aboriginal Youth: Examining the Role of Sport Education*

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In Canada, Aboriginal sport leaders have argued that sport is a basic human need and that more attention and resources are required to build a strong grassroots base for sport in Aboriginal communities (Maskwachees Declaration, 2000). However, there is an absence of scholarly literature that addresses the design of culturally relevant sport programs in Aboriginal communities (Forsyth, Heine & Halas, 2007). Researchers investigating sport-for-development programs have stated that such programs require carefully designed program structures (Sugden, 2006) and considerable facilitation skills, especially for outsiders to local issues (p. 288).

Yet, research gaps exist regarding a) "...how sport may be adapted to achieve positive outcomes in different contexts, and for different populations and individuals" (Sport for Development and Peace International Working Group, 2007, p. 4) and, b) leadership training for volunteer leaders (p. 5).

My study will examine sport education as a key factor in the design and development of culturally relevant sport programs for urban Aboriginal youth in Manitoba. Building on the research of Forsyth et al (2007), regarding the need for culturally relevant physical education for Aboriginal youth in schools, my research theorizes a positive relationship between culturally relevant sport programs and sport educators, and the participation and engagement of urban Aboriginal youth.

Specifically, this project addresses the following research questions: To what extent are community sport programs designed to be culturally relevant for urban Aboriginal youth? What is the significance of sport education (e.g., leadership training and experiential learning) in community sport programs identified as culturally relevant? What sport education processes and mechanisms enable sport educators (e.g., volunteers / coaches / staff) to develop culturally relevant sport practices?

The intended start date for my qualitative research study is January 2010.



**MISENER, KATHERINE**  
**University of Western Ontario**  
**Post-Doctoral Stipend 2009**

*An Investigation of Non-profit Community Sport Organizations through the Lens of Social Responsibility*

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Community Sport Organizations (CSOs) are expected to play a significant role in civil society. However, our understanding of their social impact is primarily limited to the context of their basic mandate for sport service provision. Pearson (2008) argues that a type of social responsibility mirroring the CSR movement in the business sector could be a central element in the development of sport policy and fundamental to sport governing bodies' advancement of social capital. Greater evidence is needed to show how these clubs integrate concerns and action on wider social issues into their structure, operations, and plans. Then, equipped with this organizational understanding, research can determine how CSOs may contribute to the community development agenda of the broader nonprofit and voluntary sector, while supporting or enhancing their primary mandate— sport participation.

This study investigates the prevalence of a broader social responsibility among CSOs that encompasses more than just providing a particular 'good' to society; it refers to ethical practices and a more generalized concern for the community (e.g., societal integration, environmental activism). Presidents of CSOs in three provinces will complete an online survey that measures the extent to which they are engaging in various aspects of social responsibility (legal, ethical, philanthropic, instrumental), as well as the perceived importance of each construct for their organization's strategy and operations. Analysis of variance will also be used to determine whether social responsibility is associated with institutional characteristics such as sport, size of club, age of club, community size, and urban/rural location. The research will be used to develop a model of social responsibility in nonprofit sport organizations, and generate understanding about social responsibility as a (potential) avenue for strategic practice by CSOs to further their social impact.

## **MISENER, LAURA**

**Western University**

**D. Legg, G. McPherson**

**Insight Grant 2013**

### *Leveraging Parasport Events for Sustainable Community Participation: 2014 Glasgow Commonwealth Games*

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The aim of this research is to examine how the hosting of different forms of sport events for persons with a disability are being leveraged to create opportunities for community participation, and influence community attitudes towards disability. The assumption about hosting parasport events is that the mere visibility of event will impact attitudes and perceptions towards persons with disabilities in a positive manner, however little evidence beyond anecdotes supports this assumption. Further, recent research on leveraging events also suggests the need to strategically utilise the opportunity of the event and related resources if seeking to attain sustainable positive impacts for the host community. From this perspective we are focusing on two different types of large scale sporting events: integrated events where able bodied athletes and athletes with a disability compete alongside one another (2014 Commonwealth Games – Glasgow, Scotland), and non-integrated events that have a distinct event for athletes with a disability separated by time, but occurring in the same or similar location (2015 Pan/Parapan American Games – Toronto, Canada). To date, we have collected the majority of the data from the 2014 Commonwealth Games focusing on policy documents, legacy planning documents and strategic interviews to examine the tactics, strategies, and programs used to enhance community participation opportunities. Secondly, we have collected survey data from a subset of 2,869 volunteers pre-event, 795 onsite spectator surveys determine the levels of perceptions and awareness of disability as related to the event using a modified version of the *Scale of Attitudes Towards Disabled Persons (SADP; Antonek, 1981)*. Thus far, the results demonstrate a highly strategic and integrated policy approach to leveraging the event for broader accessibility outcomes aligned with a social understanding of disability. Preliminary survey data demonstrates a moderate level of awareness of parasport at the integrated events, and generally moderate attitudes towards disability. Spectator data shows that 70% of those surveyed feel that the event did not affect their attitude towards persons with disabilities. Post-volunteer survey data collection is under way. The datacollection process will be repeated for the 2015 Parapan American Games.

# MOCK, STEVEN

University of Waterloo

Standard Research Grants 2011

## *The role of sexual minority-focused sport group participation in reducing minority stress*

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For this longitudinal survey research, three hundred and twenty participants in diverse sport groups that focus on sexual minorities completed the baseline interview and two hundred and fifty completed data collection approximately nine months later. Analyses for conference presentations and student theses have shown how sport participation with other sexual minorities facilitates informational support that will help participants manage identity in everyday life and counter negative stereotypes. We have shown that sport group involvement builds a sense of affiliation with the group and increased self-acceptance (McKenna & Bargh, 1998). The support, affiliation, and self-acceptance developed in this context enhance individual identity, identification with the broader sexual minority community, and lead to decreased concealment of sexual minority identity in other contexts. In general, these processes of identity enhancement help to explain how sport group involvement may counteract minority stress and lead to better mental health (Hatzenbuehler, 2009; Herek, Cogan, Gillis, & Glunt, 1997).

### Student Theses

- Tudor, Maley. (2014). Sexual minority-focused sport group involvement reduces the impact of homophobic stigmatization on internalized homophobia and degree of disclosure. MA Thesis, Dept. of Recreation and Leisure Studies, University of Waterloo.
- Zeuner, Jeffrey. (2014). The role of sexual minority sport group involvement in reducing internalized homophobia and increasing sexual minority identity disclosure. BA Thesis, School of Public Health, University of Waterloo.

**Funded Students:** 1 MA, 1 PhD, 1 Postdoc.

### Presentations

- Mock, S. E. (July, 2014). *Identity expression in sexual minority-focused sport attenuates internalized homophobia and sexual minority identity concealment over time.* Paper presented at the Leisure Studies Association Annual Conference, Glasgow, UK.
- Mock, S. E., & Tudor, M.\* (2013, July). *Involvement in sexual minority-focused sport as a buffer against internalized homophobia.* Paper presented at the Leisure Studies Association Annual Conference, Manchester, UK.
- Mock, S. E., Meisner, K. E., & Havitz, M. (2013, May). *Identity expression, social bonding, and centrality as motivations for participation in LGBT-focused community sport.* Paper presented at the North American Society for Sport Management, Annual Conference, Austin, TX.
- Mock, S. E. (2013, October). *The role of sexual minority sport group involvement in counteracting minority stress: Preliminary findings.* Poster presented at the Sport Canada Research Initiative, Annual Conference, Ottawa, ON.
- Mock, S. E., Shaw, S. M., Mannell, R. C., Rye, B. J. (2012, October). *The role of sexual minority sport group involvement in counteracting minority stress: Preliminary findings.*
- Poster presented at the Sport Canada Research Initiative, Annual Conference, Ottawa, ON.

### Video production

- Lindquist, D., Sheridan, S., & **Mock, S. E. (Producers)**. (2012). *Then and Now* [DVD]. Available from: <http://youtu.be/nZANscq4yME>

**NADEAU, LUC**

**Laval University**

**Martel, D**

**Insight Grant 2014**

*Effects of an intervention strategy based on game knowledge, tactile knowledge and group sports performance*

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The usual training methods [*performing a motor action in isolation, increasing the frequency (repetition) and intensity (overload) of the practice*] are poorly adapted to the learning of *tactical skills* in group sports. Furthermore, in comparison with other sports skills (physical or technical), *tactical skills* are rarely taught, despite a significant contribution to players' performance (Trudel & Côté, 1994). Therefore, the objectives of this study are (1) to describe the *training methods* promoted by coaches for the teaching of *tactical skills* in ice hockey and soccer (*Phase 1*), then (2) to compare training sessions given by coaches trained in an approach based on *game knowledge* (experimental groups-EG) with sessions given by coaches not trained (control groups-CG) in this approach (*Phase 2*). For *Phase 1*, a (differed) analysis will describe the characteristics of the training methods recommended by hockey coaches (N=6) and soccer coaches (N=6) for athletes aged 11 to 18 years, in order to teach *tactical skills*. For *Phase 2*, hockey coaches (N=3) and soccer coaches (N=3) will be trained in the use of methods based on *game knowledge*. Their training sessions (EG) will be compared with those of the hockey coaches (N=3) and soccer coaches (N=3) who are not trained in this method (CG). Deferred analysis of the training sessions (before, during and after the training) will enable us to compare (1) the nature and relevance of the tactical learning activities as well as (2) the relevance and accuracy of the information shared by the trainers in their teaching of tactical concepts. The tactical knowledge of the athletes will also be measured before and after the training by the coaches in the control and experimental groups. The information collected will be used to improve coach training programs in group sports.

**NEELY, KACEY**

**University of Alberta**

**N. Holt**

**Doctoral Stipend 2013**

*Coaches' Perspectives on the Deselection Process in Competitive Youth Sport*

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Deselection (or being 'cut') is the elimination of an athlete from a competitive sports team. Despite the fact that deselection is based on decisions made by coaches, little is known about the deselection process from coaches' perspectives. The overall purpose of this study was to examine coaches' views of the deselection process for provincial level female adolescent athletes. Specifically, this study addressed two research questions: (1) What are the psychological, social, and emotional aspects of coaches' experiences of deselecting athletes and how do they manage these issues? (2) Based on their experiences, what are coaches' views about effective strategies for deselecting female adolescent athletes and communicating their decisions? Twenty-two head coaches (16 male, 6 female; *M* age=41.95 years) of provincial soccer, basketball, volleyball, and hockey teams participated in semi-structured interviews. Data were subjected to inductive content analysis. Results reveal the deselection process involves five phases. Pre try-outs, coaches held meetings with athletes and their parents to explain the try-out process, and clearly described expectations and evaluation criteria. During try-outs, coaches emphasized the importance of fair evaluation and documentation. They relied on multiple coaches' feedback when making their deselection decisions, which seemed to help them justify and reduce their stress about making decisions. Deselection meetings created the most stress for coaches. When communicating deselection decisions to athletes, demonstrating respect (e.g., selecting a private meeting space) and providing specific feedback were significant to the process. Post deselection, coaches reported that their main goal after cutting athletes was that athletes stayed involved in the sport and continued to improve. However, many coaches were unsure of how athletes perceived the deselection process used. Findings provide a better understanding of the deselection process from coaches' perspectives and provide some useful insights into how coaches may carry out the deselection process and communicate deselection decisions to female adolescent athletes.

## PERRIER, MARIE-JOSÉE

Queen's University

Post-Doctoral Stipend 2013

### *The creation and reception of Paralympic Media: The 2014 Sochi Paralympic Games*

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Media analyses have been relatively critical of the representation of athletes with disabilities in past. Specifically, scholars have noted that athletes with disabilities are under-represented in the media but when they are represented, they have been described as survivors of tragedy and poster children for “successful disability”. Given the possible reach of these media, it is important to explore *how* media about Paralympians are created by the media and *how* they are received by the general public. Thus the objectives of this project were to: 1) explore how Canadian media developed stories about the 2014 Sochi Paralympic Games and 2) explore the general public’s response to sample media stories. After providing informed consent, participants (4 media, 10 general public) engaged in approximately hour-long interviews. A sample of news stories were used to foster discussion during the interview. Interviews were transcribed verbatim and data were analyzed using a directed content analysis. Several themes emerged from the data. First, members of the media were motivated to write about athletes to highlight their athleticism, rather than disability, and to educate the general public about adapted sport. Second, media developed several different types of stories including human-interest stories, technical articles to describe how a sport is performed, and event recaps. Third, members of the general public were generally unaware of Paralympic sport and expressed a preference for broader stories that highlighted how sports were played and those that provided background information about athlete’s training regimens. Of interest, few participants preferred event recaps unless they were familiar with the sport. Implications for future media, including the 2015 ParaPanAm Games and 2016 Paralympic Games will be discussed.



## **RAK, JULIE**

**University of Alberta**

**2005 (Completed: KT paper was not required)**

### *Gender in Mountaineering Accounts*

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When George Mallory was asked in 1922 why he wanted to climb Mount Everest, the highest mountain on earth, he answered simply, “Because it is there.” But Mallory’s claim proved to be anything but simplistic. Since then, the activity of mountaineering has helped to shape how the self was understood within the context of conquest and adventure for the next one-hundred years. Today, mountaineering remains at the forefront of public consciousness, particularly in the thousands of climbing biographies and memoirs in print, and in the films that are shown at popular mountaineering film festivals around the world. But even in the twenty first century, mountaineering’s position as the metaphor for the pinnacle of human achievement remains a predominately male achievement. Although the first woman to summit the major Alpine peak Mont Blanc did so in 1808—only 56 years after the first man climbed it in 1764—women’s aspirations to become mountain climbers have been the source of amusement, disapproval and even disbelief for more than a century.

As of yet, there is no an extensive study of mountaineering and gender issues in written accounts and books. Mountaineering is still male-dominated, and yet there are millions of women who read about it. To understand why, with graduate student researchers I will be analyzing films and books about mountaineering and visiting the two largest film and book festivals in the world: the Banff Film/Book Mountaineering Festival and the Festival of Mountaineering in Kendall, UK to interview fans of mountain books and films, and to talk to producers of these works to see who consumes these narratives and what their ideas about gender are. My project will result in the first book-length treatment of written and filmed expedition accounts which examines “everyday gender” in the lives of women and men who climb.

## READE, IAN

University of Alberta

C. Knight, W. Rodgers

Standard Research Grants 2011

### *Factors Affecting Coach Retention*

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Experienced coaches are arguably the most influential factor in the provision of quality sport experiences (Holt, 2008) at all levels of sport, and contribute substantially to the **adherence of sport participants to sport**. The coach's work environment is thought to be a predictor of job stress and job satisfaction and probably coach retention. The purpose of this research was to explore and describe the work environments of coaches of competitive athletes within a framework described by Sauter, Murphy, and Hurrell (1990) that includes six categories of work related stressors considered problematic for employees.

The main question concerns whether the coaches' work environments vary in terms of factors known to be associated with job stress and job satisfaction.

The research is based on previous research conducted in various types of work organizations (Kelloway & Day, 2005; Meyer, Allen, & Smith, 1993) that supports our hypothesis that factors in the work environment (including workload, job content, job control, support, pressure to win) are associated with the coaches' intent to stay or leave their job.

The research is comprised of three studies. The first study (personal interviews with experienced coaches) has been completed and the results are being used to develop an instrument to assess the work environment factors that influence coaches to stay with or leave their coaching positions. In the second study, the instrument will be administered to a large sample of experienced coaches to measure their intentions to stay or quit, and the third study will follow-up with the same group of coaches to determine whether their intentions have changed over time.

The results to date have indicated that the work environments of coaches of competitive athletes vary substantially, with many coaches working in overloaded, ambiguous and political situations that would be considered substandard work environments. However, despite the challenges of coaching, many coaches choose to stay with the job and a few factors are emerging as important influences on that decision. For example, supportive employers, appreciative athletes and opportunities for career advancement were seen to be very important factors influencing job satisfaction (which seems to be a predictor of coach retention).

Many questions remain to be answered, such as:

1. Are some factors more influential in predicting that a coach is about to quit?
2. Which factors, if any, can be controlled by the employer sport organization?
3. When coaches quit, do they continue to contribute to sport?



## **RICH, KYLE**

**University of Ottawa**

**Doctoral Stipend 2013**

### *Sport and Recreation in Rural Canada*

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While sport and recreation are ostensibly significant aspects of rural community life, little academic inquiry has focus on rural community members' understandings of these activities, nor the processes through which sport and recreation may produce outcomes, both positive and negative, within these communities. Therefore, my doctoral research will interrogate the under explored intersection of sport/recreation and community development within rural Canadian community contexts. My dissertation research will involve two components. The first component will be theoretical and seek to develop a framework for understanding and researching sport/recreation in rural contexts. The second component will utilize a participatory research approach to work with a rural community in order to examine community members' understandings and the significance that they attribute to sport/recreation within their community. Collectively, my doctoral research will address the lack of inquiry into rural community sport and recreation and also provide important insights for academics and community members interested in sport/recreation participation, community development through sport/recreation, and the socio-cultural significance of sport/recreation for rural Canadian communities.

## **RIVARD, LYSANNE**

**McGill University**

**Doctoral Stipend 2011**

### *Rwandan Girls' Perspectives on their Lived Experiences of Physical Education and Sport: Challenges and Solutions to Sport Participation in Secondary Schools*

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Sport for Development and Peace promotes physical education and sport activities as tools that can 'empower' girls, improve their health, and break down strictly defined gender norms and stereotypes. However, as the majority of studies identifying the benefits of girls' participation in physical activity have taken place in Western contexts, experts call for studies that help to better understand how physical activity is defined, understood, and personally experienced by girls in developing countries where socio-cultural contexts and gender dynamics greatly differ. Furthermore, critics are currently concerned with top-down programming approaches implemented in developing contexts that exclude or bypass beneficiaries. They are thus calling for the use of research methodologies that will enable recipients' active involvement in the evaluation and implementation of programming. In an effort to contribute to both context knowledge and methodological approaches, this research gathered Rwandan girls' perspectives on their lived experiences of physical activity and sport in secondary schools by implementing a locally adapted participatory method that integrated girls into the decision-making process. Using the visual participatory method Photovoice, approximately 200 girls photographed their feedback, concerns and suggestions to improve programming. The photographs and captions were then presented to and served as the basis for semi-structured interviews with three levels of targeted Rwandan stakeholders: the girls' physical education teachers, gender and physical education experts and three ministries: Education, Sports and Gender and Family Promotion. Results indicate that, through an adapted participatory activity combined with semi-structured interviews with key stakeholders, girls can contribute relevant and pertinent feedback and suggestions for programming to better meet their self-identified needs and concerns, and thereby shedding light on their understanding and experiences of physical activity and sports in schools.

## SABISTON, CATHERINE

University of Toronto

Insight Grant 2013

### *Understanding Body-Related Self-conscious Emotions in Adolescent Girls' Sport*

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Girls participate in sport consistently and significantly less than boys during adolescence and across the lifespan. These lower participation rates translate into having fewer women involved in all sectors of Canadian Sport. Furthermore, concerns have been raised about the quality of the sport experience. We proposed that body-related self-conscious emotions (shame, guilt, envy, and pride) are understudied yet highly relevant factors that may be associated with the quality of young girls' sport participation experiences given the inherently socially-constructed and highly evaluative nature of the sport environment. In study 1, we identify body-related self-conscious emotions and links to sport participation experiences (e.g., competitive anxiety, enjoyment, affect). In study 2, we identify and test theoretically- and empirically-derived predictors of body-related self-conscious emotions (e.g., physical self-perceptions, attributions, cognitions). Together, studies 1 and 2 help to identify barriers to participation in sports, and sets a mixed-methods framework to develop and evaluate an intervention (study 3) aimed at reducing the negative and enhancing the positive body-related self-conscious emotions. Along with this intervention program, we are developing evidence-based training materials to provide coaches and staff of female sport athletes with the capacity to delivery the program to their athletes.

This program of research is focused on a highly relevant yet unknown facet of girl's sport participation. Together with our history of funded research, we address three of the target areas identified by the Sport Participation Initiative, within a segment of the Canadian population that is under-represented in sport. Along these lines, we also address the main objective of the *Actively Engaged: A Policy on Sport for Women and Girls* to "foster sport environments – from playground to podium – where women and girls are provided with quality sport experiences".



## **SHIRAZIPOUR, CELINA**

**Queen's University**

**A. Latimer-Cheung**

**Doctoral Stipend 2014**

*Psychosocial constructs influencing parental support for youth with a physical impairment's sport participation: A literature review*

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Children with physical impairments have low rates of physical activity participation when compared to children without impairments. Given the benefits that result from sport involvement, the promotion and understanding of sport participation for children with physical impairments has been identified as a critical area for research. One critical factor identified in increasing sport participation for children with physical impairments is parental support. Therefore, the primary purpose of this presentation is to review research on psychosocial factors that determine whether parents encourage sport participation for their child with a physical impairment. A secondary purpose of this presentation will be to provide recommendations for future research. By meeting our recommendations and developing knowledge on the determinants of parents' decision to promote sport for their child with a physical impairment, researchers will fill gaps in the literature and aid in improving sport participation for children with physical impairments.

## SPEED-ANDREWS, AMY

University of Alberta

R. Rhodes, C. Blanchard, N. Culos-Reed, C. Friedenreich, L. Belanger, C. Courneya  
2005 (Completed: KT paper was not required)

*Social ecological correlates of Physical Activity and Sport in a population-based sample of Colorectal Cancer Survivors*

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**Background :** Colorectal cancer is the second leading cause of death from cancer. In 2008, an estimated 21,500 Canadians will be diagnosed with colorectal cancer and 8,900 will die of it (Canadian Cancer Society, 2008). Despite the relatively high mortality rates, the prospects of surviving have improved significantly over the last few decades. Unfortunately, medical interventions to improve survival are often accompanied by a host of negative side effects, including decrements in quality of life (QoL), and increased risk for second cancers and other chronic conditions such as cardiovascular disease and obesity.

**Importance:** Several recent prospective studies have indicated that postdiagnosis physical activity (PA) is associated with a significant reduction in cancer recurrence, lower mortality, and improved QoL (Meyerhardt et al, 2006; Lynch et al. 2008). Despite increasing evidence for the favorable effects of PA in cancer survivor groups, prevalence rates for PA posttreatment range from 20 to 30% (Belizzi et al., 2005, Coups et al., 2005). Given the low PA participation rates in many cancer survivor groups, researchers have turned their attention to understanding the correlates of PA in cancer survivors. Understanding the key correlates of PA in cancer survivors is a critical first step to developing theory based behavior change interventions; however no studies to date have taken a comprehensive approach to examining PA and sport (PAS) correlates in colorectal cancer (CRC) survivors.

**Sport participation is an understudied avenue in terms of promoting PA for health in cancer survivors.**

**Purpose:** The overall aim of this study is to conduct a comprehensive population based survey of the correlates of PAS participation in CRC survivors. In this survey we plan to identify: (a) the pattern and prevalence rates of PAS in CRC survivors including sports participation, (b) the demographic, medical, behavioral and social cognitive determinants of PAS participation within a social ecological framework based on the Theory of Planned Behavior (TPB; Ajzen, 1991), (c) the most common motives and barriers to PAS including those specific to sports participation, and (d) the counseling and programming preferences for PAS including those specific to sports participation.

**Methods:** The research design is a cross-sectional population-based mailed survey. The Alberta Cancer Registry was used to identify all eligible CRC-S residing in Alberta. Participants were eligible if they were: (a) at least 18 years of age, (b) diagnosed in 2004, (c) able to complete a questionnaire in English, and (d) completed all adjuvant therapies. N = 2000 CRC survivors were mailed a self-report comprehensive survey assessing PAS participation, preferences, demographic, medical, environmental, and social cognitive variables from the TPB.



**Results:** Of 2,000 mailed surveys, n = 228 were returned as wrong address, n = 8 were deceased, and n = 1 had no history of CRC, reducing the eligible sample size to n = 1763. Thus far, a total of n = 630 have returned the survey yielding an initial response rate of 36.3% (630/1763). Data are in the process of being entered and cleaned for analysis. Of the 630 returned, 7 will be excluded from analysis on account of insufficient data, reducing the evaluable data set to 623.

**Implications:** Our survey study of CRC survivors is designed to specifically inform PAS behavior change interventions in this population. The data will help determine the theoretical variables salient to promoting PAS participation and whether variables differ by PA and sport. The data will also help determine if interventions need to be targeted specifically to personal factors (e.g. disease stage, age, sex and environment). Moreover, the data will help to determine preferences for sports and whether the promotion of sports is a viable alternative for meeting recommendations for PA in CRC survivors.



## **SPENCER-CAVALIERE, NANCY**

**University of Alberta**

**Insight Development Grant 2014**

### *Inclusion in the “Field(s) of Dreams”?*

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“Field of Dreams” likely brings to mind the film about a farmer who is compelled by a whisper to build a baseball diamond (Gordon & Gordon, 1989). Today, the phrase is used colloquially in reference to sport dreams and also appears in the academic literature to represent meaningful sport involvement and achievement (Fay & Wolff, 2009; Weiss, 2008). For youth with impairments, the “Field of Dreams” may diverge in significant ways from that of their nondisabled peers. For example, they are likely to have fewer opportunities to meaningfully take part in sport (Moran & Block, 2010) and encounter far greater obstacles to participation (Spencer-Cavaliere & Watkinson, 2010). Furthermore, research on the sport experiences of these youth are often permeated with accounts of feeling excluded (Tsai & Fung, 2009), which leads many youth to choose participation in segregated sport settings (Wynnyk & Spencer-Cavaliere, 2013). However, a strong criticism of these segregated settings is that they perpetuate inequity (Fay & Wolff, 2009). This issue is addressed directly through this research by generating knowledge about how to provide legitimate opportunities for youth who experience disability to engage in sport. Grounded in a social model of disability (Charlton, 1998), the primary purpose of this case study is to investigate and understand the experiences of youth with impairments in a segregated athlete development program. The objectives are threefold: To identify the drawbacks and benefits of the program; to understand how the nature of the program informs youths’ understanding of disability and inclusion in sport, and: to contribute to a re-envisioning of inclusion in youth sport. Understanding the perspectives of youth who experience disability in sport is crucial to achieving the goal of this research, which is to inform more inclusive sport policies and practices in Canada.

## STARKES, JANET

Queen's University

J. Baker, A.J. Logan, P.L. Weir

2005 (Completed: KT paper was not required)

### *Lifelong Commitment to Sport: Comparing Masters Athletes from Different Disciplines*

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The Sport Commitment Model (SCM; Scanlan, 1993, 2003) examines the factors that contribute, either positively or negatively, to sport participation. Although originally developed for youth, the model is beginning to be used with more diverse populations, including high performance athletes and adults. Our project applied this model to masters athletes, a group of older sport participants, to determine the nature of their commitment to their sport and the factors which are most important for their sport engagement. Using data from a variety of sports (marathon running, track & field, golf, bowling, triathlon, & ultra-endurance running), we aim to answer the following questions:


1. Does motivation and commitment to sport change across age in adult athletes?
2. Are there gender differences in motivation for sport?
3. Does motivation for continued participation change in high active (e.g., marathon, triathlon) vs. low active (e.g., golf, bowling) sports?

In previous years we have reported that: (a) sport enjoyment, involvement opportunities, and personal investment were the top three reasons for participation; (b) functional commitment (*wanting* to participate) determined sport involvement more than obligatory commitment (*needing* to participate); (c) functional commitment was slightly higher in older (> 65 years) than younger (40-65 years) athletes; and (d) male athletes were more likely to be motivated by extrinsic rewards, like trophies and prizes, than female athletes.

For this conference, we focused on the third question: namely, does the activity level of the sport affect motivation to participate? We compared the answers from our marathon runners (mean age  $52 \pm 5$  years) with new data from recreational bowlers (mean age  $65 \pm 9$  years). Bowlers showed higher levels of obligatory commitment (having to participate) and social constraints (e.g., pressure from other people) in their sport participation than marathon runners. Marathon runners were more likely to show involvement opportunities (e.g., being with their friends) and personal investment (time, money, effort) than bowlers. These findings could be attributed to the activity level of the sport, or other factors such as training time and team dynamics.

We also examined what factors predicted functional commitment ( $R^2 = .76$ ,  $N = 88$ ) and obligatory commitment ( $R^2 = .62$ ,  $N = 88$ ) in bowlers. Functional commitment was significantly predicted by personal investments and satisfaction, while obligatory commitment was significantly predicted by involvement alternatives, personal investments, satisfaction, and social constraints.

From these findings it seems especially important for athletes to feel a sense of satisfaction and personal investment in their sport. Although some questions remained unanswered, these data will provide us with insights on what motivates sport participation in a variety of disciplines. With attention to these



factors, we will be able to design sport programs for older adults that are suited to their needs, and will engage them for life.

## **STIRLING, ASHLEY ELISA**

**University of Toronto**

**Doctoral Stipend 2008**

### *Athletes' Experiences of Emotional Abuse in Sport*

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There has recently been a growing understanding of the occurrence of sexual abuse of young athletes in sport, but very little research has attempted to explore other forms of abuse, such as emotional abuse, within this environment. In addition to the lack of empirical research, there is a substantial need for policy implementation and regulation within sport organizations. However, research on the processes by which abuse is experienced in sport is required to inform policy development and implementation. The purpose of my dissertation, therefore, is to explore the process by which emotional abuse occurs and is often sustained over the course of an athlete's career. The methodological approach used for the study is a constructivist and symbolic interactionist approach to grounded theory. Semi-structured interviews were conducted with 18 elite athletes (male, n=8; female, n=10). Data were analyzed inductively using open, axial, and selective coding techniques. The findings suggested a pattern of temporal stages by which emotionally abusive coach-athlete relationships develop and are sustained over time. Interestingly, the reports provided by the abused athletes suggested that they normalize emotional abuse and view it as an accepted means of athlete development. Comparisons are made with Cense and Brackenridge's (2001) temporal model of sexual abuse with children and young persons in sport. Implications are discussed for policy makers, and recommendations are made for future research.

## **STRACHAN, LEISHA**

**University of Manitoba**

**J. Côté, D. MacDonald**

**Standard Research Grants 2011**

*Project SCORE! A resource to help coaches deliver positive youth sport programs*

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Positive youth development (PYD) has advanced the idea that youth are resources to be cultivated; the development of young people involves fostering positive outcomes rather than simply reducing problem behaviors (Benson et al., 2006). Research points to the potential of youth sport as an avenue to support the growth of particular outcomes (MacDonald et al., 2011; Strachan et al., 2009). A recurring theme in this line of research, however, is the need to establish *deliberate delivery* so that positive outcomes are more likely. Project SCORE! (Sport COnnect and REspect) has been established to deliver a PYD program that supplements participation in an organized sport setting ([www.projectscore.ca](http://www.projectscore.ca)). Pilot research with coaches indicated that the 10 lessons were appropriate and valuable for athletes, coaches, and parents (Strachan et al., 2012). Subsequent research (Strachan et al., 2014) with sport camp instructors and youth participants pointed to a small positive change in initiative and positive personal growth for the instructors who completed Project SCORE! in a summer sport camp context. A larger study is currently in progress with various youth sport teams (i.e., volleyball, football). The current study is examining youth experiences (using the Youth Experiences Survey for Sport, MacDonald et al., 2012) before and after a Project SCORE! intervention. Data analysis is expected to be completed in the spring of 2015. Results will have a direct impact on youth and coaches alike; young people will learn valuable psychosocial skills while enhancing sport competence and participation while coaches will gain knowledge that will assist with their coaching development and create positive sport contexts for children and youth.



**TEETZEL, SARAH JANE**  
**University of Manitoba**  
**Insight Development Grant 2014**

*Inclusion of transgender and transsexual athletes at the recreational and high-performance levels*

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Sport Canada currently lacks a policy for Canadian sport regarding the inclusion of transgender and transsexual (hereafter trans) athletes at the recreational and high-performance levels. As an emerging issue in sport ethics, the inclusion of trans athletes in both recreational and high-performance sport has not received much attention or research in Canada. Incorporating theories and ideas from sociology, philosophy, critical theory, kinesiology, psychology, gender studies, recreation studies, and political science, among other disciplines, this project seeks to gain insight into the lived experiences of Canadian athletes with emphasis on trans athletes' perceived barriers to sport participation. Through a policy analysis of international trans sport policies, a media analysis of discourse discussing athlete reactions to trans sport policies, and in-depth, semi-structured interviews with 15 athletes, 15 trans athletes, and 15 trans non-athletes, this study will provide insight into the barriers to inclusive sport in Canada. The findings of this study will provide knowledge and understanding of the complex topic of athletes' reactions to trans sport policies and issues, as well as the impact these policies have on the lives of athletes who identify as trans and athletes who do not. This study will also give athletes a platform to speak openly and honestly about these policies and to comment, criticize, or demonstrate their support for trans sport policies enacted by the International Olympic Committee and other countries, without fearing repercussions for voicing their perceptions and reflections. The results of this project will provide evidenced-based recommendations to decision-making bodies in Canada that design and implement sport policy, including Sport Canada and the Canadian Centre for Ethics in Sport. Moreover, knowledge gained in this study will be shared with teachers, coaches, teammates, sports administrators, allies, and trans resource centres to develop tools to facilitate positive sport experiences for all athletes in Canada.

## THIBAUT, LUCIE

Brock University

L. Kikulis, W. Frisby, S. Vail, L. Hoeber, K. Babiak, L. Kihl

2005 (Completed: KT paper was not required)

*A comparative case study of collaborative approaches to sport participation policy development and implementation*

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Recent public sport policy and legislation have identified collaboration as an important lever to enhance sport participation. The *Canadian Sport Policy* (CSP) articulates a goal of *enhanced interaction* where “the components of the sport system are more connected and coordinated as a result of the committed collaboration and communication amongst the stakeholders” (p. 19). Collaboration is also given legislative support in the *Physical Activity and Sport Act*. Of particular interest is the provision in legislation for the federal minister to enter into bilateral agreements with every province and territory. These agreements, supported by federal and provincial funding, enable each province and territory to prioritize and develop sport participation initiatives that are unique to their particular circumstances. Collaboration is also endorsed in policy through consultations where representatives of the sport community or those who desire to be part of the sport community are invited to participate in deliberations. The purpose of our study is to examine how organizational collaborative approaches (i.e., interorganizational relationships, deliberative democracy, and community development) in Canadian provinces can inform sport participation policy development and implementation.

Sport participation has recently gained prominence on federal and provincial government policy agendas following reports that have highlighted the decline in sport participation by Canadians (Canadian Centre for Ethics in Sport, 2002; Statistics Canada, 2000) and promoted the benefits of sport participation (Bloom, Grant, & Watt, 2005; Donnelly & Kidd, 2003). With a current policy environment supporting sport participation through collaborations, these are timely areas of investigation. The complexity of collaborative approaches, the unique federal-provincial bilateral agreements, and the contextual differences between provinces, requires a comparative case study design. Data collection will involve interviews with key policy makers representing various organizations and stakeholders involved in sport participation policy, analysis of sport participation policy documents, and where possible observations of collaborative deliberations.

Given the policy goal of *enhanced interaction*, findings will provide policy makers with an indication of the extent to which this goal is being achieved through interorganizational relationships, deliberative democracy, and community development. Sport policy implementers will become more informed and knowledgeable about what is working and what is not working and may learn from other provinces. Finally, this research will inform the literature on policy studies, organizational collaboration, deliberative democracy, and community development. Other social policy areas may also learn about the experiences of policy makers and stakeholders, how collaborative spaces are created and the limitations of these approaches.

## TRUDEAU, FRANÇOIS

Université du Québec à Trois-Rivières

L. Laurencelle, R.J. Shephard

2005 (Completed: KT paper was not required)

*Influence of quality physical activity in childhood on sport and physical activity later in life (2006-2009)*

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School physical education has influences on the total time of physical activity in youth and is becoming the predominant if not their exclusive source of moderate-to-vigorous physical activity. It is also an environment for the socialisation and the «tracking» of sport and physical activity habits.

**The main objective** of our research program is to explore how and why daily physical education during childhood and other early events can influence physical activity and sport behaviour later during adolescence and adulthood.

Participants were either from an experimental group that benefited from 5 h physical education per week vs, a control group with the normal program during primary school (40 min) during the year 1970 to 1977. They filled out questionnaires on exercise, including questions on physical activity frequency, attitudes, barriers and intention and participated to in-depth, semi-structured ethnographic interviews with the experimental and control participants previously involved in the Trois-Rivières study, to document 1) the meaning they give to physical education and sport for themselves and their children and 2) critical incidents and periods known to affect physical activity and sport. At this moment we have analyzed data for 49 participants.

**Preliminary results indicates:** 1) that the majority of participants, either from the experimental or the control group wants an increase of time for school physical education, 2) advantages in term of measured PA and sport participation in experimental 35 years old women in 1995-96 disappeared and 3) there is trend for a higher rate of sport participation in the experimental group (72.73% vs. 64.71%). The absence of significant difference could be partially explained by the end of the experimental program at the transition from primary to secondary school, where a tremendous decline in PA has been observed by many authors.



## **WALL, JESSIE**

**University of British Columbia**

**Doctoral Stipend 2014**

*Transitioning to elite, early specialization sport as joint goal-directed projects between parents and youth*

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Navigating transitions early in the athletic career can be a challenging process for athletes and their families. The decision to invest in a single sport, and pursue high performance, involves considerable resources and implications for youth development and future participation in sport. In spite of recent efforts away from early specialization, some sports (referred to as early specialization sports) require athletes to commit and invest in deliberate practice at an age where deliberate play is encouraged. This study seeks to understand how parents and athletes are jointly navigating the decision to commit and invest physically, psychologically, and psychosocially in early specialization sports. The research question guiding the proposed research is, how do parents and athletes jointly construct, articulate, and act on goals and strategies pertinent to the transition into elite, early specialization sport? An instrumental case study design will be used to organize each parent-athlete dyad as a case for individual and collective analysis. The action-project method (Young, Valach, & Domene, 2005) will be used to identify and describe the naturally occurring joint projects of parents and youth as they transition into elite sport. A purposive recruitment strategy will be employed to select parent-athlete dyads transitioning into “elite” figure skating as indicated by the LTAD stage outlined by Skate Canada (2010). Data collection will include video-recorded face-to-face meetings, video feedback-supported recall of thoughts and feelings, and biweekly self-report data collected through phone interviews for three months. Data analysis of individual cases will occur simultaneously over the course of the study using transcripts, a coding system, and a form of member check. This study is significant because (a) findings can assist parents and youth with a crucial transition in sport participation development, (b) themes emerging from this study may contribute to the ongoing development and implementation of the LTAD model for early specialization sports, and (c) to date no studies have examined the transition to elite sport from the perspective of real-time, goal-directed action co-constructed between the parent and athlete.

## WATT, MARGO

St. Francis Xavier University  
Standard Research Grants 2006

### *Relations among Anxiety Sensitivity, Physical Activity and Health-Related Outcomes*

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This research project has three main objectives. The **first objective** is to investigate the relationship between anxiety sensitivity (AS) and physical activity in a sample of young adults. Anxiety sensitivity (AS) is a dispositional variable referring to the fear of anxiety-related bodily sensations arising from beliefs that these sensations have harmful physical, psychological, and/or social consequences. High AS has been implicated in the development of psychopathology (e.g., anxiety and related disorders) but also has been implicated as a risk factor for physical pathology (low levels of physical activity). It has been suggested that, because exercise produces physiological sensations similar to those feared by individuals with high AS (e.g., elevated heart rate), it tends to be avoided. An alternative explanation is that a lack of exposure to these sensations resulting from physical inactivity promotes increased AS.

The **second objective** of this research project is to investigate childhood learning experiences related to the development of both AS levels and physical activity habits. My early work demonstrated links between retrospectively-reported childhood learning experiences and elevated AS in young adulthood, and found AS to mediate relations between childhood learning experiences and elevated health-related concerns in young adulthood. Although some attempts have been made to identify factors that may influence physical activity habits, knowledge in this area remains rudimentary. Research has found some evidence for the influence of social learning factors (e.g., parental reinforcement and parental modeling) on children's health-related activities. Collection of parental validation data will allow for corroboration of students' retrospective accounting.

The **third objective** of the present research is to investigate the process through which a brief cognitive behavioural intervention that includes physical exercise as the interoceptive exposure component decreases anxiety sensitivity (AS) in a non-clinical population. A brief cognitive behavioural treatment (CBT) that includes an interoceptive exposure (IE) component (i.e., running) has been found to be effective in decreasing fear of anxiety-related sensations in high anxiety sensitive (AS) women (see Watt, Stewart, Birch, & Bernier, 2006). The current research project included a process-based study which examined the specific role of the IE component in explaining intervention efficacy. This study found that the affective and cognitive reactions, and objective physiological reactivity, to the running were initially higher in high (vs. low) AS participants and decreased over IE trials in high (vs. low) AS participants. In contrast, self-reported somatic reactions, which were initially greater in the high AS participants, decreased comparably in both AS groups over IE trials. Findings were consistent with the theorized cognitive and/or habituation pathways to decreased AS.

## WEISS, JONATHAN

York University

Standard Research Grants 2012

### *Thriving in Young Athletes with Autism Spectrum Disorder and Intellectual Disability*

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Participation in organized sport is an important activity for Canadian youth with and without disabilities, and has been linked to numerous benefits. Youth with autism spectrum disorder (ASD) and intellectual disability, who represent approximately 2% of the Canadian population, are largely marginalized from typical recreational, leisure, and social activities, even though they are physically integrated in the community. The overall goal of the current research is to understand the factors that lead youth with such disabilities into sport and to remain involved in sport, and data collection is currently underway. The current project aims to study relevant developmental assets and sport specific psychosocial experiences in athletes in Special Olympics. SCRI funding for this project began in January 2013. We have recruited approximately 400 caregivers of youth with intellectual disabilities involved in Special Olympics, 11-21 years of age. Parents completed measures of their children's developmental assets and skills. We are currently completing a face-to-face portion of the assessment, where youth are administered questionnaires that measure their sport specific psychosocial experiences: Motivation, social relatedness, physical competence, and feelings about sport. We will re-contact participants 12 and 24 months after they complete the questionnaires, to see who remained in sport, who dropped out, and who became further involved over that time period. Further, most research focuses on deficits and problems that need to be addressed, with relatively little focussed on preventative interventions or on ways of contributing to resilience and wellness. Informed by theories of typical development, the current poster presents data on individual and contextual predictors of athletes' thriving – their *Competence, Confidence, Connectedness, Character, and Caring*, and *Contribution* to one's self, family, and community. Athlete thriving has been found to be related sociocommunicative and cognitive ability, and the level of participation in home, school, and community contexts, and these variables explain why athletes with ASD thrive less than their peers. Future research is needed to explore how participation in Special Olympics is related to such thriving, and how this positive youth development may predict sport retention.

## **BRIAN WILSON**

**University Of British Columbia**

**2005 (Completed: KT paper was not required)**

### *Corporate Environmentalism and the Canadian Golf Industry*

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Environmentalists, researchers, and others have expressed concern about the impacts of chemicals used on golf courses on wildlife and humans and implications of course construction for natural habitats. In Canada, environment-related ministries responded to these concerns by referring to golf courses in policies focused on (for example) water conservation and pesticide use. Sport Canada policies currently remind event managers to “comply with all environmental laws and federal principles on sustainable development,” and the 2002 *Canadian Strategy for Ethical Conduct in Sport* identifies “environmental sustainability” as an “issue of concern.”

The golf industry’s most pronounced/publicized response to these concerns has been the implementation of environmentally-friendly practices on golf courses. At the same time, golf’s governing bodies have highlighted the need for pro-environment practices – designing voluntary guidelines/certifications for association members. Importantly, industry members/affiliates are marketing pro-environment positions in environment reports and advertising. These developments are part of what is known as “corporate environmentalism.”

Few studies, however, focus on golf-industry decision-making around environmental issues and its corporate environmentalist practices. To address these gaps, this study aims to: (a) identify influences on golf industry decisions to adopt corporate environmentalist stances; and (b) examine how and the extent to which environmental practices are integrated into the industry’s organizational culture(s). The study is guided by conceptual work that is sensitive to the implications of “deregulation” (e.g., of industry activities) by government. The study is also influenced by conceptual work on institutional change that will guide a “mapping” of influences on industry. The following methods will be used: (1) Document analysis – with a focus on circumstances surrounding the appearance of environment-related material in golf industry trade publications and environmental reports; and (2) Interviews with golf superintendents and representatives from insurance companies, golf’s governing bodies, activist groups, and government. Practical objectives include offering policy-relevant feedback to government agencies.

**WOOD, LAURA**  
**University of Windsor**  
**Doctoral Stipend 2010**

*The Social Nature of Women's Sport Participation*

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While research has found that people prefer to participate in sport with others, work examining constraints to participation has primarily taken an individual perspective. Further, recent research has found that participation as a group can facilitate women's persistence in recreational sport pursuits (Wood & Danylchuk, 2011). Recreational sport groups may be particularly beneficial for mid-to-older women as they can help negotiate or resist societal constraints related to gender and age (Green, 1998). However, recreational sport in the lives of older women is significantly underexplored, with a few exceptions (e.g., Heuser, 2005; Yarnal, Chick, & Kerstetter, 2008). Employing constraints as a framework represents one fruitful approach (Godbey, Crawford, & Shen, 2010). Examining constraints at various levels (intrapersonal, interpersonal, and structural) and their impact within a group may provide insight into the group's ability to operate and engage in activities as a collective, and the groups' role in helping individuals manage participation related constraints. Understanding the factors that influence participation in sport could assist in the development of effective solutions for increasing participation amongst this population. Thus, this study examined constraints and negotiation processes in a self-organized women's recreational sport group.

Data were collected using ethnographic methods and analyzed through a grounded theory approach. Although some constraints influenced recreation involvements negatively, the findings predominantly describe how the group collectively developed strategies that enabled them to negotiate most constraints. Specifically, findings highlight six ways in which the group of women negotiated constraints. These include: managing to participate without others, meeting the physical limitations of the majority, reconciling family commitments with group leisure, coordinating activities of group, maintaining connections despite distance, and new members adjusting to group. Importantly, a description of how constraints developed and were negotiated over time was also identified and described, thereby casting the negotiation process in a dynamic light.



**WOOD, LAURA**

**University of Windsor**

**R. Snelgrove, M. Taks**

**Insight Grant 2013**

*Managing Sport Events to Maximize Positive Impacts*

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An increased awareness of how to manage sport events to facilitate impacts in the community (e.g., social, economic) is needed (Chalip, 2006; Coalter, 2004). The creation of strategies and tactics that facilitate positive impacts may also lead to an increased interest in creating sporting opportunities in more communities across Canada, ultimately increasing sport participation. Arguably, small-to-medium sized sport events represent the greatest opportunity for widespread impact (Taks, 2013). These types of events are distinguished from large scale or hallmark events like the Olympics, which often require large financial outlays, temporarily disrupt communities, and create sport opportunities for only elite athletes (Roche, 1994). In contrast, smaller events are most often operated using communities' existing infrastructure, draw minimally from local tax dollars, are easier to manage with respect to crowding and congestion within the host city, and are more accessible to a wider spectrum of athletes (Higham, 1999). This study extends O'Brien and Chalip's (2008) theoretical model of event leveraging that describes the strategies and means by which events can be managed to facilitate economic and social impacts. Data will be collected in the context of three small-to-medium sized sport events that are being held in a medium sized city in Canada, over a two-year period. This time horizon will allow for an identification of factors that contribute to the adoption of leveraging from one year to the next, knowledge realization and transfer following an event, and how events are uniquely managed relative to a larger portfolio. All three of these areas of focus are limitations in the existing leveraging model. A mixed method approach will be used to collect the data. Questionnaires will be completed by event spectators and community members, and interviews will be held with event organizers, city officials, and local business owners.

## **YUNGBLUT, HOPE**

**Laurentian University  
Doctoral Stipend 2009**

### *Views of Sport and Physical Activity of Early Adolescent Female Youth*

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Over the past decade there has been an increased interest in the physical activity levels of children and adolescent youth from health perspectives (e.g., obesity and diabetes prevention) and psychological perspectives (e.g., self-esteem and social development). Researchers have indicated that female youth are particularly vulnerable to withdraw from sport and physical activity programming during early adolescence (see Healthy Active Kids Canada, 2009). In order to develop relevant sport and physical programs it is first imperative to understand the lived experiences of those for which the programs are intended. Within the current research project, the researcher aims to elucidate the views held by early adolescent females about sport and physical activity through the use of in-depth individual face-to-face interviews conducted using an interpretive phenomenological approach. Each participant will be interviewed two times, the first interview will last about 60 minutes and follow the interview guide, the second interview will allow for further explanation and clarification from the participants as themes begin to emerge from the collected data. Finally, focus groups will be conducted to allow participants to provide feedback on the analysis of the study data. Dissemination of research findings will focus on the barriers that prevent girls from participating in physical activity and aspects that enable girls to participate in physical activity in early adolescence. Further, the researcher will delineate the differences between physically active and inactive girls and make recommendations for engaging inactive girls in physical activity programming. The researcher will also focus on the effectiveness of the methodology in sport and physical activity research with adolescent female youth.