

2014 Sport Canada Research Initiative Conference

Plenary Presentations

- Taks, Marijke** *Leveraging Sport Events for Sport Development*
- Belanger, Mathieu** *Monitoring Activities of Teenagers to Comprehend their Habits (MATCH) Study*
- Bray, Steven** *“They Believe I Can Do it?... Maybe I Can!”*
- Donnelly, Peter** *Sport Participation in Canada: Evaluating Measurements and Testing Determinants of Increased Participation*
- Gavin, Jim** *Personality personal change and personalized fitness*
- Carr, Kelly**
(Presenting on behalf of Patti Weir) *The relationship between sport physical activity and social engagement: A profile of Canadian Seniors*

Social Sciences and Humanities Research Council of Canada / Conseil de recherches en sciences humaines du Canada

Sport Canada Research Initiative Conference

Leveraging Sport Events for Sport Development

Marijke Taks, University of Windsor (Canada)
 Laura Misener, Western University (Canada)
 Laurence Chalip, University of Illinois (US)
 B. Christine Green, University of Illinois (US)

University of Windsor | SCRI 2014

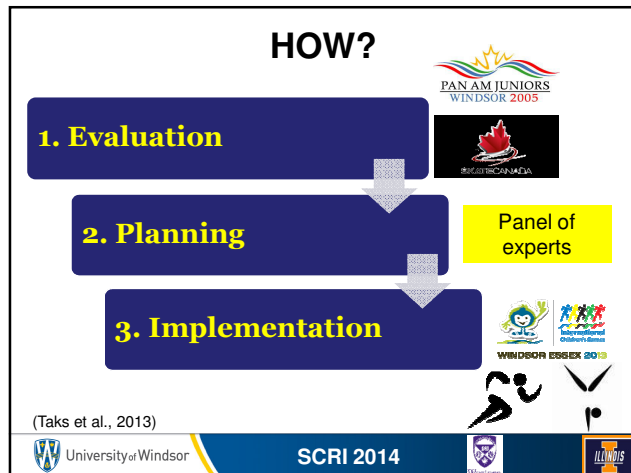
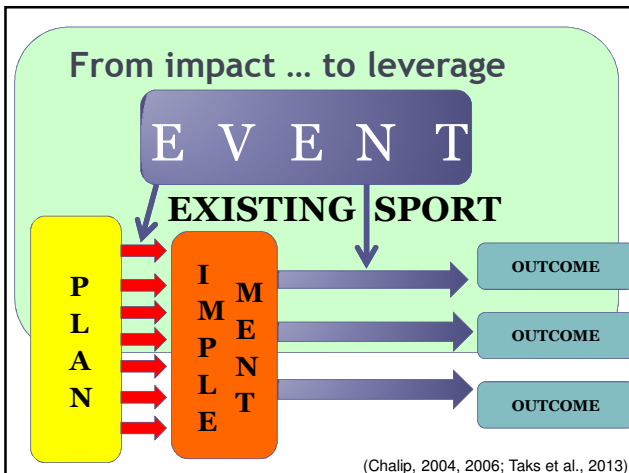


Canadian Sports Policy

Sport Canada is striving to establish Canada as a leading sport nation at home and abroad where all Canadians and their communities enjoy, value, and celebrate the benefits of active participation and excellence in sport (Sport Canada, 2013)




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Findings (1)

Sport events are unlikely to increase sport participation

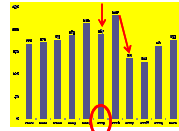


COACHING CLINIC
+

STADIUM
+

SCHOOL
?

DEMONSTRATIONS
?



FLYERS
?

(Taks et al., 2014)



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Findings (2)

There are opportunities to use events to generate sport participation

Figure 1: Model for event leveraging



(Green et al., in revision)



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Findings (3, 4, & 5)



- LSOs lack the necessary skills and resources
- LSOs have their ways of doing things
- Events can help LSOs to build their sport



(*)LSOs = Local Sport Organizations



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Practical implications and future research

PRACTICAL IMPLICATIONS

- Plan before the event
- Identify who is responsible
- Include in policies for hosting sport events

FUTURE RESEARCH: BUILD CAPACITY



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Monitoring Activities of Teenagers to Comprehend their Habits (MATCH) Study

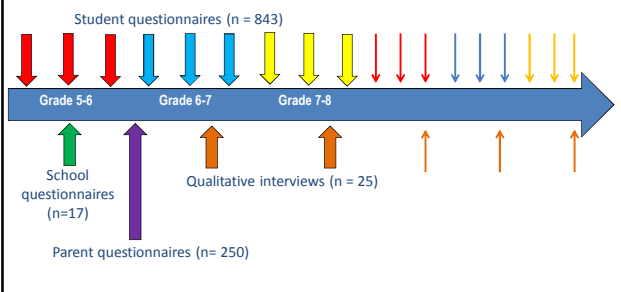
Mathieu Bélanger,
Jacinthe Beauchamp, Catherine Sabiston,
Jennifer O'Loughlin, Michelina Mancuso
October 30, 2014
Sport Canada Research Initiative Conference



Aim:

Generating a better understanding of how sport participation evolves during childhood and adolescence

Emphasis is placed on the stratification of analyses by sport type



Association between motives and types of sports practiced

	Organized	Non-organized	Group-based	Individual
Enjoyment	★			
Competence			★	
Social affiliation				
Health / Fitness				
Appearance				



Goguen-Carpenter et al.

Association between School environment and types of sports practiced

	Organized	Non-organized	Group-based	Individual
Infrastructures				
Rules				
Intramural activities				
Interscholastic sports				
Physical education				
Active transportation	★		★	★



Ward et al.

Relationship between types of sports practiced by parents and their child

	Youth	Parents	OR
Team sports and games	74%	27%	
Active recreation	84%	41%	
Physical leisure pursuits	82%	72%	
Fitness activities	81%	94%	
Rhythmic, movement and gymnastic activities	58%	6%	
Racket sports	28%	7%	★



Brunet et al.

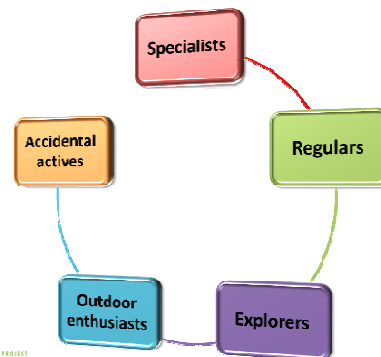
Perceived barriers to physical activity in adolescents

- Perceived barriers:
 - internal (*I am not interested in physical activity*)
 - external (*I need equipment I don't have*)
- Internal barriers = inversely related to moderate-vigorous physical activity (MVPA)
- External barriers = not related to MVPA



Gunnell et al.

Qualitative analyses: Sport participation profiles



Bélanger et al.

Output

- **Publications:**
 - 6 papers (published or submitted)
 - 4 papers in preparation
 - Many more planned
- **Personnel:**
 - 1 BSc
 - 6 MD students
 - 4 MSc
 - 1 Post doc
 - 3 Research assistants



Thank you!

- **Research assistants:**
Isabelle Caissie, Julie Goguen Carpenter, Jonathan Boudreau
- **Students:**
Stéphanie Ward, Jason Mackenzie, Julie Goguen Carpenter, Emilie Beaulieu, Marie-Claude Lavigne-Albert, Erin Wing, Tanya Scarapicchia, Katie Gunnell, Hervé Weka, Jessy Phillips, Jean-Philippe Deslauriers, Joël Gray
- **Co-investigators and collaborators:**
Anouk Utzschneider, Michelina Mancuso, Jennifer O'Loughlin, Catherine Sabiston, Jennifer Brunet, Jean-François Richard, Robert Vallerand



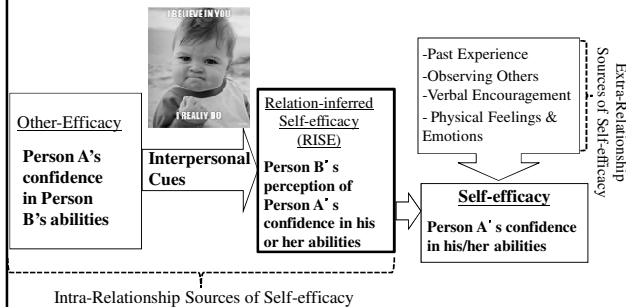
“They Believe I Can Do it?... Maybe I Can!”

The Effects of Interpersonal Feedback on Relation-Inferred Self-efficacy (RISE), Self-efficacy, and Intrinsic Motivation in Children’s Sport.

Steven R. Bray, Kathleen A. Martin Ginis, John Cairney
Deborah E. Marinoff-Shupe & Andrew J. W. Pettit
McMaster University



What is RISE?



From Lent and Lopez (2002)

Why Look at RISE in Children’s Sport?

- Consequences of RISE
 - Perceived Competence (self-efficacy)
 - Intrinsic Motivation
 - Participation & Performance
- Determinants of RISE
 - From Whom?
 - What Behaviour?



Objectives

- Phase 1: To explore children’s perceptions about the types of interpersonal communication that influence RISE.
- Phase 2: To investigate how providing children with RISE-relevant communication might affect their self-efficacy, intrinsic motivation, and behaviour.
- Phase 3: To examine:
 1. How sport coaches learn ways to deliver RISE-based communication in their interactions with sport participants
 2. The effects of RISE-based communication on children’s self-efficacy and intrinsic motivation in a sport environment.

Phase 1 Highlights

Saville, Bray *et al.*, 2014 *Journal of Sport & Exercise Psychology*

- Interviews with 61 (one-on-one) and 28 (focus group) youth sport participants
- Key Questions
 - Who are the people you feel have confidence in your abilities to do sports?
 - What do they do or what do they say to make you feel this way?
- Key Answers
 - Coaches, parents, siblings, peers
 - Verbal
 - “I believe you can do this”
 - “I know you will get it next time”
 - Non-verbal
 - Challenges, responsibilities
 - Demonstrations for peers



Phase 2 Highlights

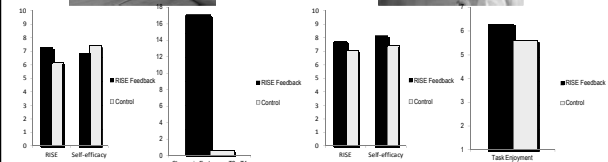
Bray *et al.*, in preparation

- 2 experiments
 - Encouragement vs. Encouragement + RISE communication

Effort-based Task



Skill-based Task

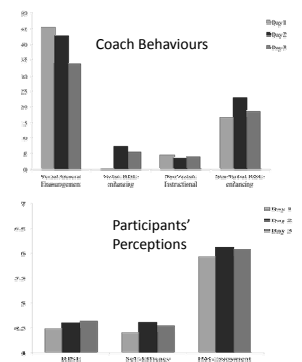


Phase 3 Highlights

Bray *et al.*, in preparation; Saville & Bray, submitted

Participants: 12 Sport Camp Coaches; 79 youth participants

- Days 1-3
 - Video/Audio recordings of coach-participant interactions
 - Participant surveys of RISE, self-efficacy & enjoyment
- RISE workshop at end of Day 1
- RISE Workshop Progression:
 - Defined RISE
 - Discussion of experience with RISE communication
 - Action planning ways to incorporate RISE-communication
 - Role-play activities
 - Take-home materials.



Summary & Implications

- RISE
 - is a common perception that can stem from coach-participant communication
 - has important consequences for self-beliefs, motivation, and behaviour
 - can be shaped through use of specific language and behavioural cues
- Caveats
 - RISE cues may need to be used selectively
 - Research limited to young, recreational sport participants
- Implications
 - RISE communication training may be a useful component in coach or educator training programs



Sport Participation in Canada:
Evaluating Measurements and Testing
Determinants of Increased Participation
SSHRC SRG No: 410 2006 2405

Peter Donnelly
Centre for Sport Policy Studies



Research goals

- To assess current measures of sport participation (Canada + 3 countries & EC)
- To propose a more valid and reliable measure of sport participation
- To test the assumption that inspiration → increased participation



1) Assessment of measures of sport participation

- *“survey research is the very worst way to measure sports participation — but it’s the best one I’ve seen yet!” (Harvey Lauer)*
- **NO SURPRISES:**
 - Need clear definitions
 - Need rigorous and consistent questionnaire development
 - Need to accurately determine intensity and frequency of participation [NB: recent CSEP guidelines]
 - Need in-depth demographic information on respondents

RECOMMENDATIONS:

PLAN A: Omnibus survey to establish baseline data / regional follow-ups

PLAN B: Piggyback onto major health surveys (80,000+ respondents)

* Ask about all activity, an impose definitions to categorize the data



2) NSOs / PSOs and sport participation measures

- NSOs/PSOs generally feel that they have good membership data (with limitations), but not good participation data
- Should NSOs/PSOs know how many Canadians are participating in the sport for which they are responsible (governing bodies of the sport, not just high performance)?
 - ideally, NSOs/PSOs should have this information
 - facilities / planning / barriers issues
 - CS4L tracking
 - re-establish a connected system of sport as per the Canadian Sport Policy

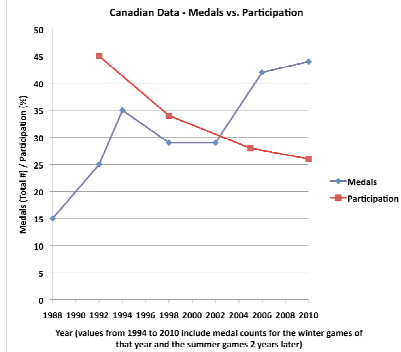


3) Inspiration is not enough

- Evidence of inspiration, but 'inspired' increases in participation are rare
- Given the limitations of measurement, would we even know if there had been an effect
- Our measurement and tracking systems are so inadequate that we are unable to tell if any new 'inspired' participants are net new participants, or whether they have left a previous sport to try the new sport
- Failure of capacity? Failure to sustain?
- **INTENTIONALITY:** need to plan and budget for increased participation in the same way that we plan and budget for success



The more medals we win (\$), the fewer Canadians participate in sport



Research Team (current affiliations)

- Yuka Nakamura *York University*
- Bruce Kidd *University of Toronto*
- Margaret MacNeill *University of Toronto*
- Jean Harvey *University of Ottawa*
- Barrie Houlihan *Loughborough University UK*
- Kristine Toohey *Griffith University AUSTRALIA*
- Kyoung-Yim Kim *Boston College USA*
- PI: Peter Donnelly peter.donnelly@utoronto.ca

Research Assistants:

- Simon Darnell
- Margaret MacDonnell
- Rosie MacLennan
- Cora McCloy
- Mark Norman



PERSONALITY, PERSONAL CHANGE AND PERSONALIZED FITNESS

Jim Gavin, PhD, ABPP, FACM

Professor - Applied Human Sciences

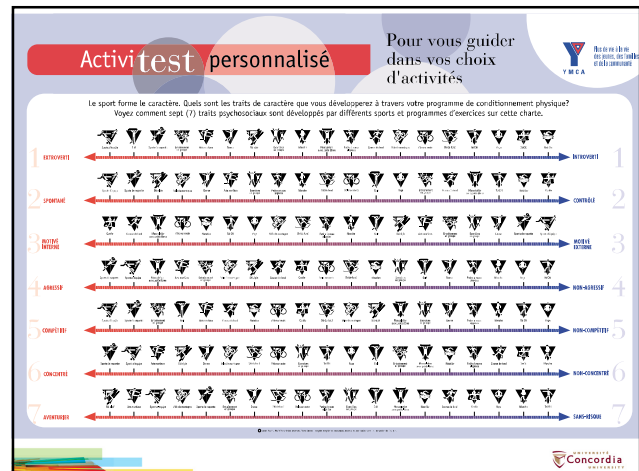
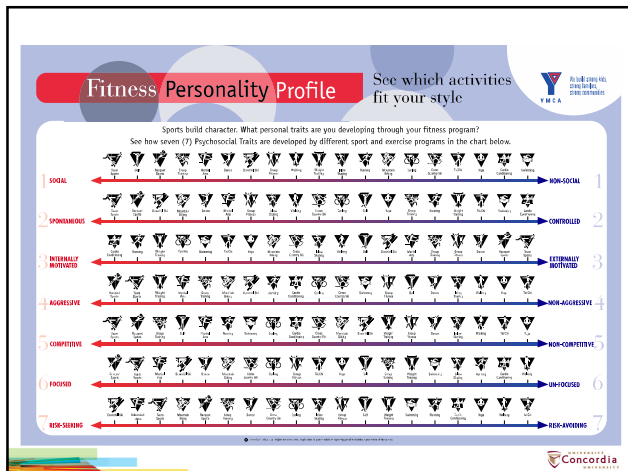
Director – Centre for Human Relations and Community Studies

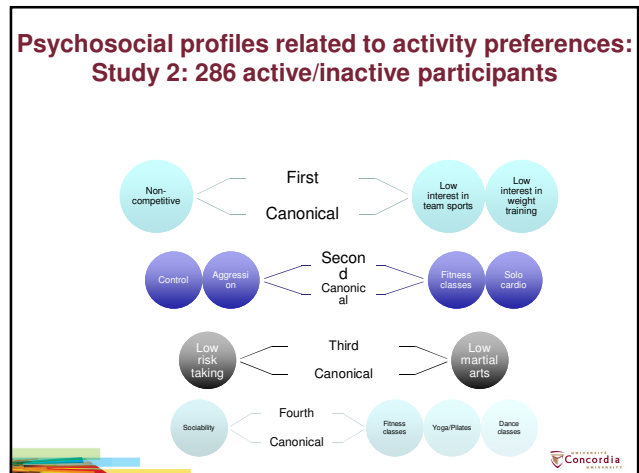
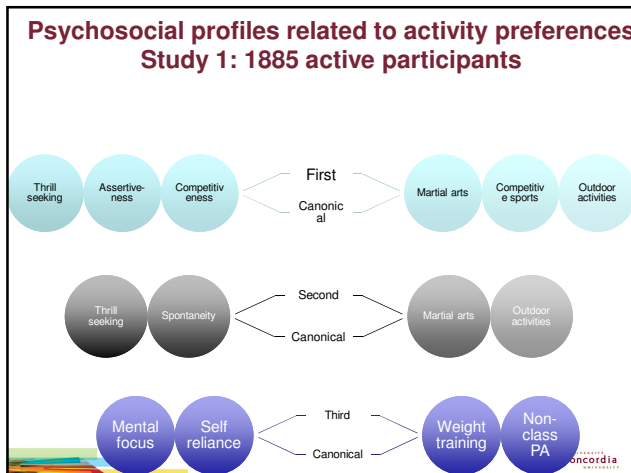
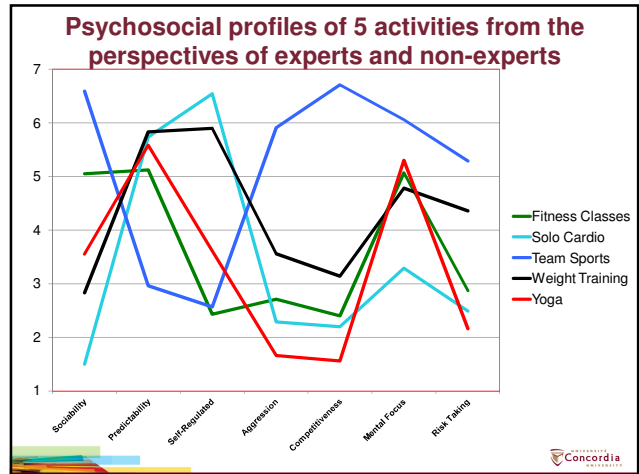
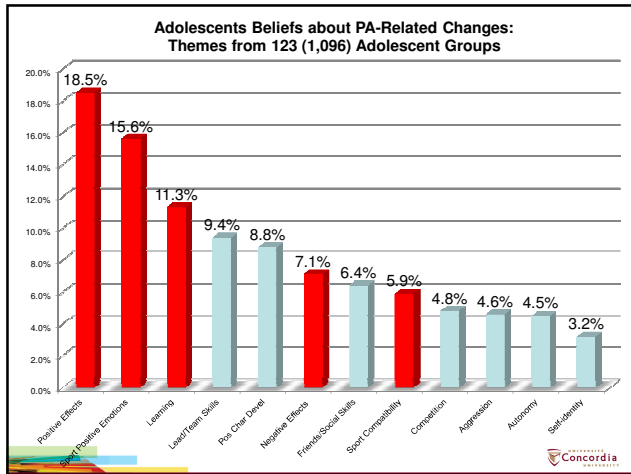
Concordia University

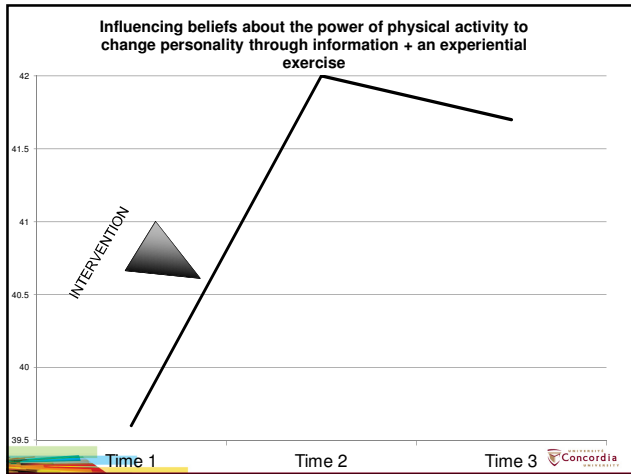
Intentions

Building Psychosocial Measures and Methods for the Creation of a Sport and Physical Activity Guidance System

1. Understanding the relationship of character (or personality) to involvement in different sports and physical activities
2. Appreciating whether sports and physical activities can be reliably understood in terms of their psychosocial demands on participants.
3. Assessing whether beliefs regarding the outcomes of regular physical activity involvement can be influenced so that individuals have another set of reasons (motives) for participation.







The relationship between sport, physical activity, and social engagement: A profile of Canadian seniors

Patti Weir¹, Sean Horton¹, Joe Baker²

¹University of Windsor, ²York University

Presented By: Kelly Carr

Student researchers: Jacqueline Liffiton, Kelly Carr, Kristy Smith, Alexandra Wiseman, Kelly Calhoun, Srdjan Lemez



What we know:

Successful Aging

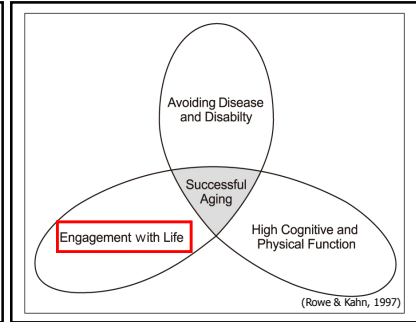
Aging-Well
(Chapman, 2005)

Positive Aging
(Bowling, 1993)

Healthy Aging
(Keating, 2005)

Robust Aging
(Garfein & Herzog, 1995)

Productive Aging
(Kerschner & Pegues, 1998)



What we know:

Engagement with Life

Regenerative Activities

Discretionary Activities

(Maier & Klumb, 2005)

Productive Activities

Consumptive Activities

Benefits of Engagement:

↓
risk of mortality
functional impairment
cognitive decline
depression/loneliness

↑
self-reported health
physical activity levels
life satisfaction
well-being/happiness



(Andrew, 2005; Bath & Gardiner, 2005; Bennett, 2005; Bourque et al., 2005; Hinterlong et al., 2007; Litwin, 2003; McAuley et al., 2000; Mendes de Leon, 2003; Menec, 2003; Murray & Crummett, 2010; Seeman et al., 2001; Thoits & Hewitt, 2001)

What we don't know:

How does the **frequency** of participation in different activities affect physical and cognitive functioning during older adulthood?

How and **why** do engagement profiles change during different decades of older adulthood?




Study 1: Engagement and Functional Health

Participants: 287 English speaking older adults (55-90 years)


Design: Survey quantifying (1) frequency of engagement, (2) physical function, and (3) cognitive function

Findings:



Highest % of activities

SOCIAL



Lowest % of activities

ACTIVE

High Frequency Activities

Passive-Leisure


- computer use

Productive

- light housework

Active-Leisure

- walking for fitness


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Study 2: 'How' Engagement Profiles Change


Participants: 54 community dwelling older adults (65-97 years)

Design: 'Past' and 'present' engagement questionnaires


Findings:



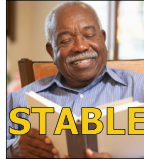
Productive Activities




Social Activities



Active Leisure



Passive Leisure






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Study 2: 'Why' Engagement Profiles Change

Participants: 42 community dwelling older adults (65-97 years)

Design: 6 focus groups and 16 semi-structured interviews

Findings:

Health	Death	Freedom	Desire	External Factors
				

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Practical Implications

Important for community organizations to offer a wide variety of programming and engagement options for older adults

- Increase frequency of participation in *any* activity
- Freedom of time and choice to participate in desired activities in which they are capable

Focus on active-leisure activities

- Predicts improved physical functioning
- Capitalize on maintained social engagement



 University of Windsor