



Canadian  
Heritage  
Sport Canada

Patrimoine  
canadien

Canada



# Sport Canada Research Initiative 4th Annual Conference

October 28, 2010





## WELCOME

\*\*\*\*\*

In 2005, as part of the Sport Canada Research Initiative (SCRI), Sport Canada launched a joint initiative with the Social Sciences and Humanities Research Council of Canada (SSHRC) called the Sport Participation Research Initiative (SPRI). Sport Canada is funding the SPRI to better evidence the benefits of, and barriers to, quality sport participation with the aim of improving Canadian sport policy outcomes.

An important component of the SCRI council-based research program is the annual research conference, where all current SSHRC funded sport researchers gather together with policy makers to share their knowledge and expertise in view of maximizing the practical applications of sport participation research. Some specific objectives of the conference include: strengthening the link between sport research and the development of sport participation policy in Canada; nurturing an effective dialogue between Canadian sport researchers and sport policy makers; encouraging graduate students to contribute to and remain in the field of sport policy; and, improving the SCRI council-based program.

This year, the focus of the conference is on Knowledge Transfer (KT). In addition to research presentations, the program includes a breakfast workshop facilitated by an expert in the field; the key-note address will challenge practitioners and policy makers to use research to better advantage; and the afternoon session is devoted to the role of research in the renewal of the Canadian Sport Policy.

We're pleased to welcome you to the fourth annual SCRI conference and look forward to your participation at this exciting event.



# SPORT CANADA RESEARCH INITIATIVE (SCRI) CONFERENCE

## Table of Contents

<b>TAB 1</b>	Agenda
<b>TAB 2</b>	Biographies of Keynote Speakers
<b>TAB 3</b>	Plenary Presentations
<b>TAB 4</b>	Poster Presentations
<b>TAB 5</b>	Conference Abstracts (in progress projects)
<b>TAB 6</b>	Knowledge Transfer Papers (completed projects)
<b>TAB 7</b>	2009 SCRI Research Forum Round Table Summary
<b>TAB 8</b>	List of Participants
<b>TAB 9</b>	Conference Evaluation Form
	Restaurants
	Sport Information Resource Centre
	Sport Participation Research Initiative
<b>TAB 10</b>	Notes



# SPORT CANADA RESEARCH INITIATIVE (SCRI) CONFERENCE

## AGENDA

### **SIRC**

*180 Elgin St, Ottawa, ON*

#### **Wednesday, Oct. 27, 2010**

**12:00 – 3:00**

**Pre-conference forum highlighting research needs from practitioners**

### ***Crowne Plaza***

*101 Lyon St, Ottawa, ON*

#### **Thursday, Oct. 28, 2010**

**7:00**

**Registration opens**

**7:30**

**Knowledge Transfer Breakfast Workshop with Jacqueline Tetroe**

**9:00**

**Welcome and opening remarks**

**9:15**

**Research presentations (GROUP 1)**

**10:45**

**Break**

**11:00**

**Keynote (Bruce Kidd)**

**12:00**

**Lunch and poster presentations**

**1:30**

**Canadian Sport Policy Renewal Workshop**

**3:00**

**Break**

**3:15**

**Research presentations (GROUP 2)**

**4:45**

**7th inning stretch – ALL SCAPPS delegates invited**

**5:00**

**Research summary and Moving towards tomorrow (SCRI & SCAPPS)**

**5:15**

**SCAPPS Young Scientists presentations**

**6:45**

**SCRI / SCAPPS joint reception**

### ***Crowne Plaza***

*101 Lyon St, Ottawa, ON*

#### **Friday, October 29, 2009**

**8:30**

***SCAPPS – Youth Development Through Sport Symposium***





## POSITIVE YOUTH DEVELOPMENT IN SPORT SYMPOSIUM

### Abstracts

In the past 10 years, the amount of research in the area of positive youth development (PYD) in sport has grown tremendously. Currently, there are a number of researchers in Canada investigating youth development within various sport contexts. Speakers at this symposium will address:

- The development of life skills and values through participation in high school sport
- Sport based activity interventions to enhance positive youth development (values and life skills)
- Engaging youth from low income families
- Examination of contextual factors and how these relate to developmental experiences of youth

### **Is High School Sport Enhancing the Development of Student-Athletes?**

Tanya Forneris, Martin Camiré, Pierre Trudel, University of Ottawa

Research has shown that sport is a context that can lead to positive youth development. However, to date, much of this research has focused on the athlete and has employed qualitative methodologies. This presentation will provide an overview of two quantitative studies that examined the perspectives of all stakeholders (administrators, coaches, parents and athletes) within the context of high school sport on elements related to positive youth development. The results of these studies indicate that there are significant discrepancies across stakeholders between their expectations and actual experiences of sport to enhance youth development. In addition, the results indicate that there are discrepancies across stakeholders in their perceptions of how well coaches teach elements that promote the development of athletes. Coach education appears to play a critical role in coaches' perceived ability to teach elements that foster positive youth development. Therefore, based on these findings, it appears that in order for youth sport to be a context that further enhances positive youth development, more work is needed to ensure that all sport stakeholders share the same philosophy and work together towards a common goal. This presentation will conclude with an overview of practical implications as well as a discussion of policy issues related to communication and education.

## **Using Positive Youth Development Through Sport to Promote the United Nations Millennium Development Goals**

William R. Falcão<sup>1</sup>, Gordon A. Bloom<sup>1</sup>, & Wade D. Gilbert<sup>2</sup>

<sup>1</sup> McGill University, Montreal, Quebec, <sup>2</sup> California State University, Fresno, USA.

In 2000, the United Nations (UN) hosted a world summit to set their major goals and objectives. This summit produced the UN Millennium Development Goals (MDGs), a set of eight quantified goals that addressed key social problems in the world. The UN has recognized the potential of sport and physical activity settings for addressing the MDGs. The coach plays the primary role in shaping the youth sport environment, and consequently has a major impact on the quality of youths' experience in sport. Framed around the principles of positive youth development, this study developed and implemented sport-related activities which addressed the UN MDGs of health, education, and empowering women. Participants included six youth sport coaches from both recreational and competitive leagues. Multiple methods were used to collect data. Coaches perceived the project as successful and the activities were seen as beneficial for athletes and for the team. In particular, the coaches believed the activities improved the athletes' values towards health, education, and empowering women. In addition, coaches believed the activities increased team cohesion and their players showed more caring, compassion, and character (indicators of PYD). Overall, results demonstrated that typical youth sport settings can be used to teach citizenship skills and promote PYD.

## **Exploring Possibilities For Positive Youth Development Through Sport**

Holt, Nicholas L., University of Alberta

This presentation will provide a brief overview of findings from several recent studies examining possibilities for positive youth development through sport. First, findings of two studies examining life skills associated with sport participation will be presented. These findings show that youth consistently associate teamwork and social skills with sport participation, and these skills appear to transfer from sport to other life contexts. However, there is little evidence that coaches and parents attempt to directly teach life skills that will promote positive youth development. The focus of the presentation will then shift to examining inequities in sport participation. Brief overviews of studies examining (a) benefits and challenges associated with sport participation among low-income families and (b) the uptake and effectiveness of the Children's Fitness Tax Credit will be presented. The presentation will conclude by offering two policy recommendations arising from these findings. First, youth sport coaches and parents must prioritize life skills and positive youth development before winning, performance, and talent development. Second, policies must provide direct and sustained funding to children from low-income families (rather than tax credits) to increase the likelihood these children will gain developmental benefits from their involvement in youth sport.

## **Optimizing PYD in Sport Programs: Examining Associations Between Program Characteristics and Developmental Experiences**

Jessica Fraser-Thomas, Sarah Jeffery-Tosoni, & Theresa Beesley, York University  
Nick Holt, University of Alberta

Among growing societal concern for youth's healthy development, it has been proposed that sport programs can serve as contexts to foster healthy psychosocial development and life skills (Fraser-Thomas et al., 2005). Despite this, little research has focused on how different types of sporting programs may be facilitating positive experiences and outcomes among youth. The purpose of this study was to examine associations between program characteristics and youths' developmental experiences within these programs. Two hundred fourteen youth aged 10-18 involved in a diverse range of programs completed the Youth Experience Survey for Sport (YES-S; MacDonald et al., 2009). Results indicate sport type (i.e., team/individual), competition level (i.e., recreational/competitive), coach characteristics (i.e., age, gender) and contextual factors (i.e., number of coaches, group size) are associated with significantly different experiences in the areas of initiative, goal setting, cognitive skills, and negative experiences. Findings suggest further exploration is necessary to fully understand the processes and mechanisms that may be contributing to more positive or negative experiences in youth sport programs. Discussion will focus on how findings can begin to inform future guidelines and reform strategies in youth sport programs.

## **Positive Youth Development in the Context of Organized Sport and Deliberate Play**

Jean Côté and Mark Bruner, Queen's University, Kingston, Canada

The positive youth development literature provides a number of different frameworks that can be used to conceptualize the "development of athletes." In particular, the 5Cs – Competence, Confidence, Connection, Character, and Caring/Compassion (Lerner, Fisher, & Weinberg, 2000) can be hypothesized as desirable outcomes that should emerge from regular participation in sport. Côté and colleagues (Côté, Bruner, Erickson, Strachan, & Fraser-Thomas, 2010) recently reviewed the sport literature and proposed collapsing the 5Cs into 4Cs (Competence, Confidence, Connection, Character/Caring). This step was taken given the frequent integration of caring/compassion within the character development literature in sport (e.g., Shields & Bredemeier, 1995) and the overlap between these three constructs (i.e., character, caring, and compassion). The 4Cs represent a promising framework to conceptualize and examine youth development in organized and non-organized (i.e., deliberate play; Côté, 1999; Côté, Baker, & Abernethy, 2007) sport settings. This presentation will focus on the benefits of using the 4Cs to evaluate the impact of sport participation on youth development. Specifically, the two different contexts of youth sport participation that differ in the degree of youth and adult influence, organized sport and deliberate play, will be contrasted as potentially providing distinct developmental experiences.

*Discussant:*

*Ian Donaldson, Policy Research Group, Department of Canadian Heritage*



## SPORT CANADA RESEARCH INITIATIVE (SCRI) CONFERENCE

### Biographies of SCRI Speakers

**Jacqueline Tetroe** has a Masters Degree in developmental psychology from the university of Western Ontario and studied cognitive and educational psychology at the Ontario Institute for Studies in Education. She currently works as a senior advisor in knowledge translation at the Canadian Institutes of Health Research. Her research interests focus on the process of knowledge translation and on strategies to increase the uptake and implementation of evidence-based practice as well as to increase the understanding of the barriers and facilitators that impact on successful implementation. She is a strong advocate of the use of conceptual models to both guide and interpret research.

---

**Bruce Kidd** is Professor in the Faculty of Physical Education and Health at the University of Toronto, and a former dean of the Faculty.

He has earned degrees from the University of Toronto (B.A., Political Economy), the University of Chicago (A.M., Education), and York University (M.A. and Ph.D., History), and an honorary doctor of laws from Dalhousie University.

Bruce teaches and has written extensively about the history and political economy of Canadian and international sport and physical activity. He has authored or edited ten books and hundreds of articles, papers, lectures, plays and film and radio scripts. The Struggle for Canadian Sport (University of Toronto Press 1996), which recaptures the efforts of sport leaders in Canada in the period between the First and Second World War, won the Book Prize of the North American Society for Sport History in 1997. His most recent book, co-edited with Russell Field, is Forty Years of Sport and Social Change, 1968-2008: 'To Remember is To Resist' (Routledge 2010).

Bruce has worked with numerous local, national and international bodies to advance opportunities for physical education and sport. He is currently Chair of the Commonwealth Advisory Body on Sport; Chair, Maple Leaf Sport and Entertainment Team Up Foundation; and a member of the Selection Committee, Postgraduate Grant Research Program, Olympic Studies Centre, International Olympic Committee.

In recent years, he has turned his attention to international development through sport. He was one of the founders of Commonwealth Games Canada's International Development through Sport Program, which conducts programs of broadly based development in some 22 African and Caribbean Commonwealth countries, and served as the program's volunteer chair for many years. He initiated the University of Toronto's partnership with the University of Zambia on strengthening teacher preparation in physical education to enhance preventive education about HIV/AIDS. In 2007, he was commissioned by the International Working Group on Sport for Development and Peace to prepare literature reviews on sport for development and peace, coordinating a team of U of T faculty and graduate students, and that project has shaped the policies of the United Nations.

Bruce has been involved in the Olympic Movement throughout his life. He has participated in the Games as an athlete (track and field, 1964), journalist (1976), contributor to the arts and culture programs (1976 and 1988) and accredited social scientist (1988 and 2000). He was founding chair of the Olympic Academy of Canada (1983-1993). He is an honorary member of the Canadian Olympic Committee.

As an athlete, Bruce was Commonwealth champion in the 6 miles at the 1962 Games in Perth, Australia. Twice elected Canada's Male Athlete of the Year by Canadian Press (1961 and 1962), he still holds the Canadian junior record for 5,000 metres after 48 years. He is a member of the Canada's Sports Hall of Fame, the Canadian Olympic Hall of Fame (as both an athlete and a builder) and the University of Toronto Sports Hall of Fame. In 2005, he was awarded the Canadian Olympic Order. In 2006, he was given a Lifetime Achievement Award by the Commonwealth Sports Awards Foundation.

In 2004, he was appointed an Officer of the Order of Canada.

### **Is anyone listening? The challenge of research for Canadian sport policy**

Recent research strengthens our understanding of what works and what does not work to enhance participation in healthy sport and physical activity. In particular, it demonstrates that the oft-claimed 'inspiration effect' of outstanding athletic performances upon participation does not actually take place. While it is certainly the case that children and youth are inspired by the dazzling performances of Commonwealth and Olympic champions, such performances do not automatically lead to increased participation; unless those so inspired enjoy full access to sustainable programs the take-up is short-lived and ineffective. Yet these findings have not penetrated the dominant discourse of the Canadian sport system let alone policy and actual practice. The disconnect between research and practice is a longstanding weakness of the Canadian sport system that has confounded many important initiatives, from skill and coaching development to equity to fair play.

This presentation will examine the disconnect between research, policy and practice, and suggest ways in which research findings could be more effectively inserted into the development of policy generally, the renewal of the Canadian Sport Policy, and the planning of effective programs.

---

**Peter Donnelly** is currently Director of the Centre for Sport Policy Studies, and a Professor in the Faculty of Physical Education and Health, at the University of Toronto. He was born in Chester, England, studied Physical Education as an undergraduate, and taught school for several years. In 1969 he moved to the United States where he completed undergraduate studies in New York City, and then received Master's and Ph.D. degrees in Sport Studies from the University of Massachusetts. In 1976 he moved to Canada, where he taught at the University of Western Ontario from 1976-79, and McMaster University from 1980-98.

His research interests include sport politics and policy issues (including the area of children's rights in sport), sport subcultures, and mountaineering (history). He has published numerous scholarly articles on those and other topics. Recent books include: Taking Sport Seriously: Social Issues in Canadian Sport (1997; 2nd edition, 2000), and Inside Sports (1999) and the 1<sup>st</sup> and 2<sup>nd</sup> Canadian editions of Sports in Society: Issues

and Controversies (both with Jay Coakley, 2004, 2009).

Peter Donnelly is also a former Editor of the Sociology of Sport Journal (1990-94), and the International Review for the Sociology of Sport (2004-06), and a past President of the North American Society for the Sociology of Sport (2001). His current, and occasional, sporting interests include rock climbing / mountaineering (continually proving the inverse relationship between age and risk taking), hiking and skiing.





**2010 SPORT CANADA RESEARCH INITIATIVE  
CONFERENCE**

**PLENARY PRESENTATIONS**

- BAILIS, D** *Goal Conflict as a Barrier to Regular Physical Activity*
- BAKER, J** *Aging Expectations in Physical Activity Behaviours*
- BOUCHER, B** *Culture of National Sport Organizations and Participation in Sport*
- DEMERS, G** *Description of the First Years of Experiences of Novice Female Coaches*
- DIONNE, M** *Sociocultural Barriers to Women's Participation in Sport: The Role of Self-Objectification and Stereotype Threat.*
- LOCKWOOD, K** *Infrastructure & Expertise: A Model to Investigate Effective Training through Long Term Athlete Development*
- SAFAI, P** *The Social Determinants of Athletes' Health: Understanding the Relationship between Health and High performance Sport*
- SULLIVAN, P** *The Effect of Coaching in Youth Sport in Canada*



# Goal Conflict as a Barrier to Regular Physical Activity

Dan Bailis, Ph.D.  
Department of Psychology  
University of Manitoba

1

## What we know/don't know

### ■ **Know:**

- Psychology of exercise motivation
  - From beliefs/values to desire/intention
- Goal features that promote success
  - Ex. – specific & challenging; personally endorsed vs. externally imposed

### ■ **Don't know:**

- Psychology of exercise self-regulation
  - From desire/intention to action/maintenance
- How goals compete for action tendencies
  - Ex. – exercise vs. academics
- Solutions for goal conflict
  - A new target for intervention?

2

## Objectives/Hypotheses

1. Goal conflict leads to poorer mood and state self-esteem
2. Goal conflict leads to decreased exercise
3. Reducing or preventing goal conflict leads to increased exercise

3

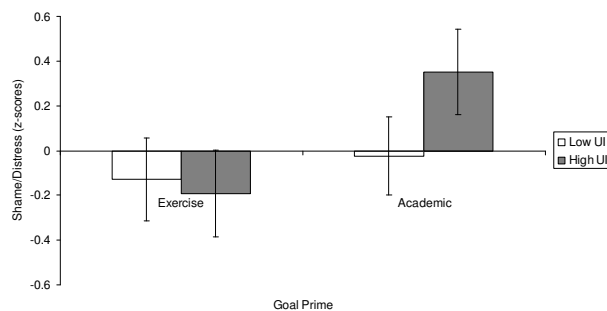
## Inducing goal conflict

- Series of ~11 experiments
  - Pre-screening of potential participants
  - Randomized, controlled designs with 1-week follow-up to assess exercise behaviour and/or attitude change
  - Typical 2-step procedure involves ...
    - ... eliciting a commitment to exercise and then
    - ... “priming” either conflicting (academic) or consistent (exercise) goals

4

## Objectives 1 & 2

- Goal conflict raises shame/distress



5

## Objectives 1 & 2 (cont.)

- Goal conflict raises negative affect, lowers positive affect & ability perceptions

Measure (range)	University Importance				Contrast <sup>a</sup>	$\eta^2$
	High		Low			
<b>Academic</b> (n = 30)	Exercise (n = 34)	Academic (n = 23)	Exercise (n = 24)			
<b>Affect/State Self-Esteem</b>						
Negative (1-5)	1.5 (0.6)	1.3 (0.4)	1.4 (0.4)	1.3 (0.3)	2.62*	.02
Positive (1-5)	2.9 (0.8)	3.1 (0.6)	3.2 (0.8)	3.2 (0.8)	4.05**	.04
Ability (1-5)	3.7 (0.7)	3.9 (0.5)	4.0 (0.6)	4.1 (0.7)	3.76*	.03

6

## Objectives 1 & 2 (cont.)

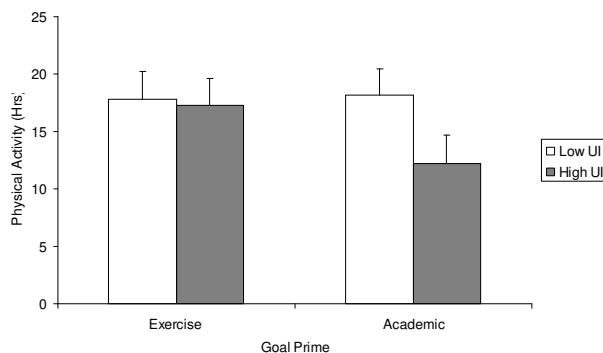
- Negative feelings aroused by goal conflict can be conditioned to exercise-related objects/settings

Measure (units/range)	University Importance				Contrast <sup>a</sup>	$\eta^2$
	High		Low			
	<b>Academic</b> ( <i>n</i> = 30)	Exercise ( <i>n</i> = 34)	Academic ( <i>n</i> = 23)	Exercise ( <i>n</i> = 24)		
	<b>Water Bottle</b>					
Uses (#)	1.0 (1.4)	1.8 (1.8)	2.0 (1.8)	1.7 (1.9)	4.33**	.04
Liking (1-10)	7.7 (1.9)	8.1 (1.8)	8.6 (1.2)	8.7 (1.5)	4.36**	.04

7

## Objectives 1 & 2 (cont.)

- Goal conflict reduces exercise frequency



8

## Follow-up questions

- Does exercising for the love or fun of it protect individuals from experiencing goal conflict?
  - 3 studies – and the answer is ...
  - No. Exercising despite goal conflict prevents the experience of love or fun
  
- Does self-consciousness aroused by goal conflict affect the settings in which people will prefer to exercise?
  - Public vs. private

9

## Objective 3

- Interventions tried so far ...
  - Implementation intentions
    - Setting aside times to exercise
    - Prevents goal conflict
  - Message framing
    - Focus on the benefits of performing exercise or the costs of non-performance
    - People with high goal conflict respond relatively favorably to messages emphasizing costs
  - Exercise-benefits-learning video

10

## Summary/Conclusions

- Objectives reached
  - > 7000 survey participants
  - > 1000 participants in experimental studies
  - 12 honours & masters students supported
  - Dissemination started via refereed papers and conference presentations
  - Durable products: goal conflict scale, intervention videos

Dan Bailis, Ph.D., Psychology, University of  
Manitoba, email: bailisds@cc.umanitoba.ca

11

## Implications for policy and practice

- Low motivation is frequently miscast as the cause of physical inactivity
  - Where physical inactivity is due to goal conflict, traditional motivational interventions may lead to frustration, not action

12



## Implications (cont.)

- Goal conflict can be induced and “framed away” quite easily
  - Psychological solutions
    - Priming of exercise goals
    - Planning for exercise
    - Focusing on benefits of exercise for alternate goals
    - Focusing on costs of inactivity as well as benefits of regular activity

13

## Implications (cont.)

- Some needed changes are cultural and structural, not psychological
  - Automation / active transportation
  - Time / circumstance

14



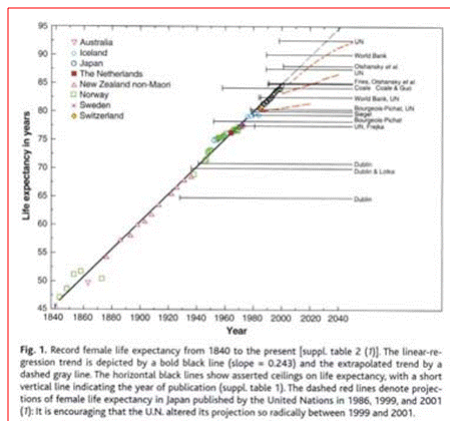
# **Aging Expectations and Physical Activity Behaviours**

Joseph Baker - York University  
Patricia Weir - University of Windsor  
&  
Janet Starkes - McMaster University

*Of all the humans who have ever  
lived to age 65, half are currently  
alive.*

*Rowe and Kahn, 1998*

## Life Expectancy



*Oeppen and Vaupel, 2002*

Lifespan Health and Performance Laboratory


YORK UNIVERSITY

- Normal versus 'Successful' Aging
  - How do we get more people on the 'successful' side of the equation?
    - Sport and PA

Lifespan Health and Performance Laboratory

YORK UNIVERSITY

"You don't have to be a senior to need SENIOR MOMENT"

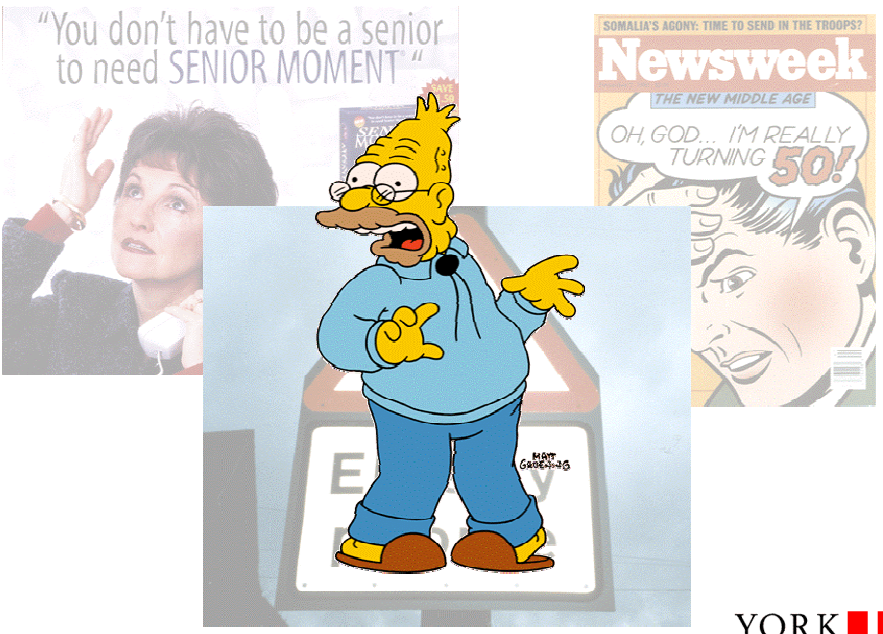


Newsweek  
THE NEW MIDDLE AGE  
OH, GOD... I'M REALLY TURNING 50!

Lifespan Health and Performance Laboratory

YORK UNIVERSITY

"You don't have to be a senior to need SENIOR MOMENT"



Newsweek  
THE NEW MIDDLE AGE  
OH, GOD... I'M REALLY TURNING 50!

Lifespan Health and Performance Laboratory

YORK UNIVERSITY

## What we know:

Social stereotypes of aging are predominantly negative and often result in 'ageism'.

- Ageism and/or aging stereotypes have significant effects on performance and health

## What we don't know:

RQ: How do negative expectations about one's aging affect involvement in physical activity and sports?

## Description of the Project

### *Participants:*

249 community dwelling older adults (mean age = 70 years)

### *Survey:*

- Expectations regarding Aging (ERA-12; Sarkisian et al., 2005)
- Physical Activity Scale for the Elderly (PASE; Washburn et al., 1993)
- Demographic factors

*Lifespan Health and Performance Laboratory*



## Results:

### Overall ERA

- Overall PA ( $r = .19$ )
- Light PA ( $r = .14$ )
- Strenuous Sports ( $r = .15$ )

*Lifespan Health and Performance Laboratory*



## Sport Results

### Physical Health ERA

- Light Sport ( $r = .14$ )
- Moderate Sport ( $r = .15$ )
- Strenuous Sport ( $r = .15$ )

All significant at  $p < .05$

*Lifespan Health and Performance Laboratory*



## General Conclusions

- Expectations towards one's aging affects involvement in PA and Sports
  - Consistent but small effects

*Lifespan Health and Performance Laboratory*





## Implications for Sport and PA

- Need to improve public health messaging re: opportunities for Sport and PA
  - We have an image problem.
- ‘Toward a more positive view of aging’

*Lifespan Health and Performance Laboratory*



## Future Directions:

- Aging expectations and involvement in other forms of preventive health behaviour
- Interventions to ‘disarm’ ageism and ageist stereotypes

*Lifespan Health and Performance Laboratory*



## Support:

- Brad Meisner
- Aly Bailey

 Sport Canada



Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada

## **Culture of National Sport Organizations and Participation in Sport**

Bob Boucher (PI), University of Windsor,  
Vassil Girginov, Brunel University, UK, Marijke Taks, Scott  
Martyn, Marge Holman and Jess Dixon, University of Windsor

## **Culture of National Sports Organisations and Participation in Sport**

How the culture of NSOs affects sport participation?

### **Know**

- ❖ Sport Canada aims to introduce a cultural change across the sport system (e.g., through the SPDP)
- ❖ Sport participation is akin to a process of acculturation:
  - learning "correct ways" of doing sport
  - learning to identify the benefits of sport
  - learning to define the effects of sport as positive and pleasurable.
- NSOs are cultural agents
- NSOs subscribed to a humanistic-encouraging type of organizational culture
- NSOs' interpretation of sport participation affects its delivery

### **Don't Know**

- ❖ What cultural processes shape the process of participation in sport?
- ❖ How do NSOs' culture facilitate the socialisation of participants in and through sport?
- ❖ How do NSOs understand the participant and give meaning to the importance of sport?
- ❖ What learning processes does the SPDP promote?

### **Research results and analysis**

Four clusters of cultural interpretations of sport participation amongst the NSOs emerged:

- - 'elite culture' following a top-down approach where international success is used to promote grass-roots sport (e.g., Alpine Skiing, Athletics, Hockey);
- - 'mass culture' suggesting a bottom-up process which naturally leads to elitism (e.g., Gymnastics, Swimming);
- - 'sessional culture' – suggesting that sport participation 'dies when the grant dies' (e.g., Volleyball, Cycling);
- - 'place culture' - suggesting that sport participation is promoted only in certain geographic areas (e.g., Badminton, Ten-pin Bowling).

### **Research results and analysis**

- Each cultural interpretation of sport participation promotes different approaches to its delivery and results;
- NSOs and general public lack of awareness about SPDP;
- NSOs' cultures are multidimensional;
- SPDP seen as a departmental responsibility not as a core business of the entire NSO;
- NSOs perceive SPDP as an additional source of funding and not as an opportunity to address the fundamental issue of sport participation;
- NSOs lack the capacity to successfully run the program;
- SPDP reinforces the competition for funding and participants amongst NSOs and favours well-off organizations;
- NSOs' confusion over the LTAD model and the objectives of the SPDP program;
- NSOs are failing to utilize the opportunities offered by the interactive technology to effectively communicate their objectives and to develop relationships with members.

### Implications of results for policymakers, practitioners and future research

- NSOs need to change their perceptions about the SDPD and to ensure that it is well integrated into their strategic plans.
- The values and practices of the SPDP should not be seen as a project managed by an officer but as an essential part of the mission of the organization which is embraced equally by all members.
- NSOs need to better utilize their websites to promote a culture of sport participation.
- Sport Canada needs to establish a developmental strategy to support the SPDP in three key areas:
  - Establishing clear conceptual and practical linkages between the LTAD and SPDP;
  - Putting in place a capacity-building strategy to help NSOs develop the organizational capabilities needed to successfully implement the program;
  - implementing a systematic promotional campaign to assist in enhancing both the public and NSOs' awareness about the SPDP.



## Description of the first years of experiences of novice female coaches<sup>1</sup>

**GUYLAINE DEMERS**

**Associate professor**

**And**

**MARIE-HÉLÈNE AUDET**

**Graduate student**

<sup>1</sup>Research project supported by the Social Sciences and Humanities Research Council of Canada and Sport Canada



## Background of the study

- Conclusions of previous studies have shown an under-representation in the last 30 years as well as a decreasing number of female coaches in the last 10 years.
- Not only are there less female coaches, those who choose this profession stay in it for approximately 4 years, in comparison to their male counterparts who remain in coaching for 11 years.



## Specific objectives

---

- Describe the profile of women entering the coaching profession
- Identify the different successes and difficulties they experience in their first two years of coaching

## Methodology

---

- We have chosen a multiple case study in order to better understand the experiences of novice female coaches by describing their first two years of coaching experience



## Recruiting the female coaches

- Recruit through the Quebec school sport system and sport clubs
- 12 novice female coaches participated:
  - gymnastics (6)
  - basketball (1)
  - soccer (2)
  - taekwondo (1)
  - curling (1)
  - cheerleading (1)

## Data collection on career choice

- We used Doherty and Johnson's scales to measure cognitive and contextual influences on coaching entry (based on the social cognitive career theory from Lent, Brown & Hackett, 1994)
- The scales are divided in 4 sections:
  - Self-efficacy perception = 42 items
  - Expectations about coaching = 43 items
  - Factors that may affect your decision to become involved = 11 items
  - Women specific factors = 13 items

## Data collection on problems and successes

- Critical incident technique as described by Brunelle et al. (1988)
- Each coach reported a minimum of two incidents per week (one linked to a problem, one linked to a success) for a period of time varying from 16 to 20 weeks.
- We collected between 32 and 40 incidents for each coach for a total of 462 incidents for the project.

## Data analysis-problems and successes

- Content analysis was based on L'Écuyer's (1990) model. This is a mixed qualitative data analysis that combines an open model with no categories previously identified with a model with predetermined categories. We used Gilbert and Trudel model of *Components of reflection* (2001).

## Results – Choice of a coaching career

- The career-choice questionnaire clearly showed that the coaches involved in this research had had highly positive experiences as athletes. However, they reported that their level of competitive success was average. It thus appears that the quality of their experiences (generally very positive) was more important than winning in motivating them to become coaches.

## Results – Level of confidence

- Coaches level of confidence when we considered one coaching ability at a time varied from low to very high.
- Areas of less confidence were:
  - planning training sessions
  - stress management
  - first-aid and injuries
- On a scale of 1 to 9, they assessed their overall confidence at 7, which is fairly high. Therefore, they seem to be reasonably confident in their coaching skills as a whole

## Results – Influences

When the women were asked what most influenced their decision to become coaches, three factors stood out. In order of importance, these factors are:

1. The club's director/athletic director specifically asked me to become a coach.
2. My family encouraged me to become a coach.
3. My friends encouraged me to become a coach.



## Results – Successes (♦ community, ♦ competition, ♦ both)

### **Athlete behavior**

- Athletes having fun
- Athletes having a positive influence on each other

### **Athlete performance**

- Motor and technical development (athlete succeed for 1st time)
- Athletes affective response (no fear)

### **Coach profile**

- Pedagogical skills (teaching difficult technical elements)
- Organizational skills (no waist of time)
- Feeling competent

### **Parental influence**

- Positive interaction with parents

### **Team/Club organization**


- Mentor support
- Club's management decisions (e.g. having an assistant coach)

<b>Results – Problems</b> (◆ community, ◆ competition, ◆ both)
<p><b>Athlete behavior</b></p> <ul style="list-style-type: none"> <li>•Athletes off-task</li> <li>•Negative social climate</li> </ul>
<p><b>Athlete performance</b></p> <ul style="list-style-type: none"> <li>▪Athletes that do not understand the task to perform</li> <li>▪Athletes affective response (no fear)</li> </ul>
<p><b>Coach profile</b></p> <ul style="list-style-type: none"> <li>▪Pedagogical skills (teaching difficult technical elements)</li> <li>▪Organization of the training session (not efficient)</li> <li>▪Not feeling competent</li> <li>▪Feeling a lack of formal training and experiences</li> </ul>
<p><b>Parental influence</b></p> <ul style="list-style-type: none"> <li>▪Negative interaction with parents</li> </ul>
<p><b>Team/Club organization</b></p> <ul style="list-style-type: none"> <li>▪Club’s management decisions (e.g. no mentorship \$\$\$)</li> </ul>

## Conclusion

---

➤ Although this research is an exploratory one, identifying successes and especially problems has provided excellent leads in terms of the training of female beginner coaches. It appears, in fact, that their training should include a component on handling discipline. This is not surprising in and of itself, because young coaches often work with younger groups of athletes.



UNIVERSITÉ  
**LAVAL**  
Faculté des sciences de l'éducation

## Conclusion cont'd

---

- The need for teaching strategies and access to a varied exercise bank appears critical to training women beginner coaches.

## Conclusion cont'd

---

- This study confirms that mentorship support should be available to beginners as it is for experienced coaches. The differences appear to relate to the objectives of the mentoring. Experienced coaches need more support to overcome obstacles having to do with the fact that they are women, while beginners seem to need more technical support, such as educational strategies or examples of exercises to apply.

## Conclusion cont'd

- In closing, we can state that the coaches appreciated, and continue to appreciate, opportunities to record their successes and problems. As one said, "It feels funny describing negative events; it gets them out of your system." They are increasingly sensitive to their experiences, and their descriptions are becoming more refined over time. This approach seems to hold potential for working with female beginner coaches.

## Personal next steps

- Design women-only training workshops including the new findings (e.g. how to deal with discipline issues, how to deal with parents)
- Develop a mentorship program linked with the workshops; make that process automatic
- Develop a network to let the local sport organizations know about who are the trained women available to coach in their sport

## Personal next steps

---

- Work with the NSO so they would develop drills and exercises «handbook» for their sport (develop a template to help them)
- Write a chapter to add to the material that is used to train NCCP Learning Facilitators about women learners in a coaching workshop

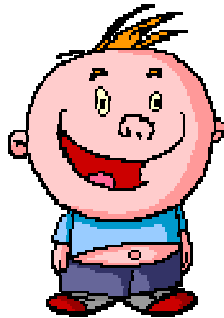
## Questions

---





# MERCI



guylaine.demers@fse.ulaval.ca



UNIVERSITÉ  
LAVAL

Faculté des sciences de l'éducation

## References

- Acosta, V.R. et Carpenter, L.J. (2004). *Women in intercollegiate sport: A longitudinal study twenty-seven year update 1977-2004*. West Brookfield, Mass. : Carpenter/Acosta.
- Chelladurai, P. et Saleh, S.D. (1980). Dimensions of leader behavior in sports: development of a leadership scale. *Journal of sport psychology*, 2, 34-45
- Doherty, A. J. & Johnson, S. (2001). Development of scales to measure cognitive and contextual influences on coaching entry. *AVANTE*, 7(3), 41-60.
- Doherty, A. J. & Casey, C. (1996). The influence of sport socialization and family responsibilities on the under representation of women interscholastic coaches. *AVANTE*, 2(2), 70-86.
- Gilbert, W. D. (2002). *An annotated bibliography and analysis of coaching science*. Publication of the Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance.
- Gilbert, W. D. & Trudel, P. (2001). Learning to coach through experience: Reflection in model youth sport coaches. *Journal of teaching in physical education*, 21, 16-34.
- Hart, B. A., Hasbrook, C. A. & Mathes, S. A. (1986). An examination of the reduction in the number of female interscholastic coaches. *Research quarterly for exercise and sport*, 57(1), 68-77.
- Knoppers, A. (1987). Gender and the coaching profession. *Quest*, 39, 9-22.
- Lent, R., Brown, S. & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of vocational behavior*, 45, 79-122.
- Marshall, D. (2001). La formation de la prochaine génération d'entraîneures. *Le Journal Canadien des Entraîneures*. En ligne. <http://www.coach.ca/women/f/journal/mars2001/> Ottawa : Association Canadienne des Entraîneures.
- Murray, M. et Matheson, H. (2001). Psychological and social challenges for females in sport. In *Women in sport : Issues and controversies*, 2<sup>nd</sup> Ed. Greta L. Cohen Editor. AAHPERD publications.
- Theberge, N. (1990). Gender, work and power: The case of women in coaching. *Canadian Journal of Sociology*, 15(1), 59-75.
- Theberge, N. (1992). Managing domestic work and careers: The experiences of women in coaching. *Atlantis: A Woman's Studies Journal*, 17(2), 11-21.



## SOCIOCULTURAL BARRIERS TO WOMEN'S PARTICIPATION IN SPORT: THE ROLE OF SELF-OBJECTIFICATION AND STEREOTYPE THREAT.

Michelle Dionne, PhD

### Priming Stereotypes

- ▣ Priming & Performance
  - Reminders of gender stereotypes decrease performance on math tests (Spencer, Steele & Quinn, 1999)
  - Priming elderly stereotype leads to slower walking speed (Bargh, Chen & Burrows, 1996)
- ▣ Priming & Attitudes
  - Priming gender leads to women reporting more positive attitudes towards arts, more negative towards math (Steele & Ambady, 2005)

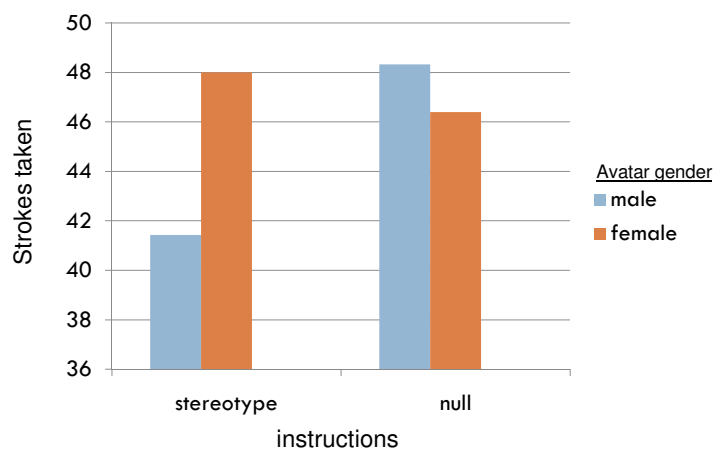
## Priming Self-Objectification

- ▣ Clothing and math performance
  - Wearing revealing clothing leads to compromised scores on math tests in women (Fredrickson, et al, 1998)
- ▣ Priming self-objectifying words & Stroop
  - Leads to lower cognitive performance (Quinn et al, 2006)

## Limitations with Current Research

- ▣ What about sports?
  - ▣ Gender disparities continue in sports participation
- ▣ But little to no research on:
  - ▣ Stereotype threat, self-objectification, women and sports

## Gender Stereotypes and Wii Golf

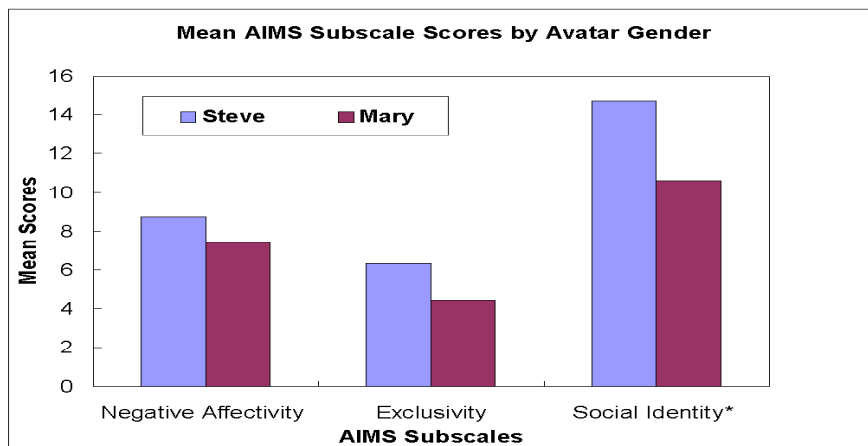


## Athletic Self Attitudes

### AIMS and PSPP

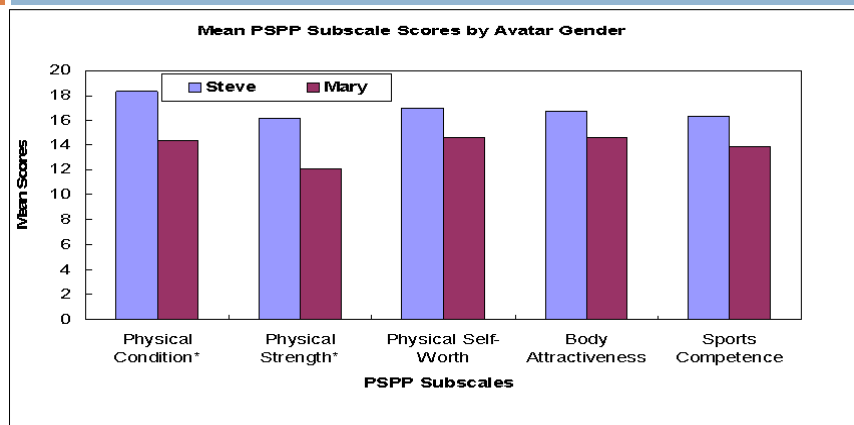
- Interaction Instructions x Avatar Gender
  - No significant effect
- Instructions
  - No significant effect
- Avatar Gender
  - AIMS – Significant effects on one subscale
  - PSPP -Significant effects on three subscales

## Athletic Identity Measurement Scale



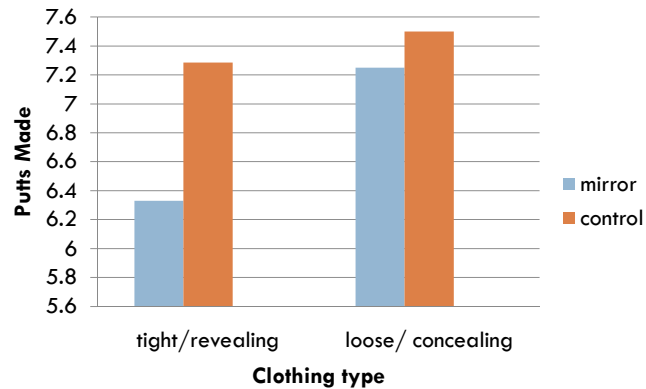
□ Social Identity  $F(1,24) = , p < .01$

## Physical Self-Perception Profile



- Physical Conditioning,  $F(1,24) = 10.96, p < .01$
- Physical strength,  $F(1, 24) = 6.44, p < .05$
- Physical self worth,  $F(1,24) = 4.673, p < .04$

## Self-objectification and golf



## Discussion

- Conclusions:
  - Women primed with female gender may have more negative self attitudes, worse performance
- Implications:
  - Negative attitudes may explain gender disparities in sports participation
- HOWEVER:
  - Attitudes are not fixed
  - Attempts should be made to ameliorate stereotypes; reduce emphasis on attractiveness

RYERSON  
UNIVERSITY

**WITH HELP FROM MEMBERS OF THE HEALTH  
AND SPORT PSYCHOLOGY LAB:**

**ELIZABETH WONG, B.A.  
SARAH ROYAL, B.SC.  
RACHEL STRIMAS, M.A.**

Michelle Dionne, PhD



# Infrastructure & Expertise

A Model to Investigate  
Effective Training Through LTAD



Kelly L. Lockwood & Greg Jackson  
Physical Education & Kinesiology; Sport Management  
Brock University

 The Skating Lab | We've got training down to a science.

 Brock  
University

## What We Know ~ What We Don't

### Athlete-Specific Level

- What is sport-specific training?
- What is optimal training for LTAD?

### System-Wide Level


- What is effective sport infrastructure?
- How can it be integrated with sport system?

 The Skating Lab


We've got training down to a science.

LTAD STAGES	HOCKEY	System Level Qualitative Data		Athlete Level Quantitative Data
		Surveys	Interviews	
ACTIVE START	Learn to Skate (male & female)	Parents	Sport Leaders	Biomechanical Analysis to assess Skill Acquisition
FUNDAMENTALS	Atom A House League (male & female)	Parents	Coaches Sport Leaders Talent Scout/Agents	Biomechanical Analysis to assess Skill Acquisition Physiological Measures
LEARNING TO TRAINING	Pee Wee Rep (male & female)	Parents	Coaches Sport Leaders Talent Scout/Agents	Biomechanical Analysis to assess Skill Acquisition Physiological Measures
TRAINING TO TRAIN	Bantam Rep (male & female)	Parents	Coaches Sport Leaders Talent Scout/Agents	Biomechanical Analysis to assess Skill Acquisition Physiological Measures
TRAINING TO COMPETE	Junior (male) Midget Rep, Intermediate (female)	Parents	Coaches Sport Leaders Talent Scout/Agents	Biomechanical Analysis to assess Skill Acquisition & Refinement Physiological Measures Sport-Specific Performance Measures
TRAINING TO WIN	OHL, AHL & NHL draft (male) CIS, NCAA, Junior (female)	Parents	Coaches Sport Leaders Talent Scout/Agents	Biomechanical Analysis to assess Skill Acquisition & Refinement Physiological Measures Sport-Specific Performance Measures
ACTIVE FOR LIFE	Masters, Old Timers (male) Masters, Senior Recreational (female)	Athletes	Coaches Sport Leaders Talent Scout/Agents	Biomechanical Analysis to assess Skill Acquisition Physiological Measures


## HIP Overview




**F** ~ 1 x /wk for 12 weeks




**I** ~ Age & ability appropriate



**T** ~ 60-75 min/session



**T** ~ Sport specific training including Skate Treadmill Training and SAQ

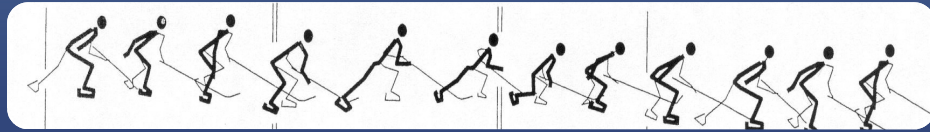


The Skating Lab

We've got training down to a science.



## Skate Treadmill Training



The Skating Lab

We've got training down to a science.



## HIP: Athlete Level Data



- Significant conditioning differences
- Significant mechanical differences
- Positive transfer to performance



## HIP: System Level Data

**The Skating Lab**  
A Personal Parent Information Form

Currently, do you play hockey?  Yes  No

What level do you currently play?

Discipline	Level	Season/Recreation
Figure		
Ice		
Artistic		
Performance		
Recreation		
Speed		
Speed Skating		
Speed Skating (Olympic)		
Speed Skating B		
Speed Skating C		
Speed Skating D		
Speed Skating E		
Speed Skating F		
Speed Skating G		
Speed Skating H		
Speed Skating I		
Speed Skating J		
Speed Skating K		
Speed Skating L		
Speed Skating M		
Speed Skating N		
Speed Skating O		
Speed Skating P		
Speed Skating Q		
Speed Skating R		
Speed Skating S		
Speed Skating T		
Speed Skating U		
Speed Skating V		
Speed Skating W		
Speed Skating X		
Speed Skating Y		
Speed Skating Z		



- Understanding of Infrastructure Support
- Timing of Infrastructure Support
- Type of Infrastructure Support
- Purpose of Infrastructure Support



## Policy Implications

- Alternative infrastructure (e.g. Skate treadmill training) is as an effective way to teach, learn and train “FUNdamentals” at all stages of development.
- Skate treadmill training as an alternative to scarce and expensive ice time.
- The need for accreditation/certification of instructors and facilities in sport.



## Bridging the Gap



SCIENTIFIC  
FINDINGS

PRACTICAL  
APPLICATIONS

NEXT STEPS



## Next Steps



- Mechanical literacy or training mechanical movement has the potential to significantly enhance sport performance at all stages of development.  
*RECOMMENDED: Build a model of mechanical literacy through all stages of LTAD.*
- Skating ability has been called the most important skill in the sport of ice hockey. However, the transfer of skating-related research knowledge to fundamental development of athletes' skating skills is lacking and neglected.  
*RECOMMENDED: Develop effective tools for teaching, training, tracking and /monitoring fundamental movement skills such as skating mechanics.*
- Provide a template for like-sport (e.g. women's hockey, ringette, sledge hockey, special needs games) organizations to include alternative infrastructure and expertise.



## Stakeholders

- International Hockey Federation
- National Hockey League
- Hockey Canada
- Provincial Hockey Associations
- Local Minor Hockey Leagues
- Ringette Canada
- Provincial Ringette Associations
- Local Ringette Leagues
- Coaches Association of Canada
- Canadian Sport For Life



## Infrastructure & Expertise

A Model to Investigate  
Effective Training Through LTAD



I would like to acknowledge SSHRC-SCRI for funding, my colleague Greg Jackson, and both graduate and undergraduate students for their research support and collaboration.

# Social Determinants of Athletes' Health: Health and High Performance?

Parissa Safai (York), Jean Harvey (Ottawa), and Phil White (McMaster)  
Ottawa, 2009



## The Production of High Performance

- We know that the structure of the Canadian (and international) sport system frames the intensive, work-like and often health-compromising production/nature of high performance (HP) sport but...
- What are the interconnections between the material conditions of athletes' lives and their health and well-being?

## Social Determinants of Health (SDOH)

- The economic and social factors that influence the health of individuals and communities as a whole
  - “Health...originates to some degree in the character of socioeconomic relations...”
- The quantity and quality of a variety of resources that are made available to members of a society
  - Toronto Charter for a Healthy Canada (2002)

## Emerging Themes

1. Health is relative and participation in HP sport remains health-compromising
2. Continued (often heavy) reliance on others for material support
  - Money
  - Housing
  - Food security/preparation
  - Access to non-medicare funded healthcare services
3. Markedly middle- to upper-class background of athletes and their families
  - Inaccessibility of HP sport to “others”
  - Stability in income and employment
  - Middle-class ethos



## The Relativity of Health

- “No, I was pretty healthy this year.”
  - Dizziness
  - Low blood pressure
  - Eye infections
  - Chest infections and colds
  - “Stressed out” and emotional work
  - Litany of chronic/overuse injuries
  - “A full week focused on the body.”
  - “If it’s just a matter of arthritis, s/he will just keep doing [sport].”

## The Relativity of Health (2)

“Me? I just had mental breakdowns, emotional breakdowns. Like crying for no reason. People were like ‘What’s wrong with you?’ Then you realize, you say ‘This isn’t right at all.’ So then you change, but for people who can’t [change] or who don’t know that and they live with that, that sucks.”

## Support Matters

“Debt is creeping up on me....I don't even know if I'll get [financial help] next year, we'll see how that goes [pause] but I think I should [pause] I hope. You know, it's all doubting and hoping and last minute decisions and things like that. Nothing's for certain in this world, nothing's secure. You can never feel secure, that's what kind of sucks. I think it's more of a security issue. If you feel more secure and you're not worried about other things, like financial issues, the health doesn't go. But if you're worrying about that, then the stress will definitely increase, for sure. And if you're working two jobs, you definitely have higher stress and you get sick because that's what happened to me.”

## The Health of Relatives

“Last summer, when [my child] got injured and there was a remote possibility that s/he would out of the sport, the two of them [referring to child and spouse] went downhill mentally. I noticed it. It was not pleasant around here. Neither of them were prone to bad moods and they were both [indicates downward with thumb]. It was depressing around here last August and September. I think the health of the family is greater being involved in [the sport] than it would be if we were not involved. I really do think that.”



## “Stable and Still Stretched”

“Considering that we are both well-educated adults with great jobs, we are stretched to the absolute maximum. I think sheltering, clothing, feeding, training costs, coaching costs, ice costs, whatever your sport, is totally impacted by whether or not your parents can afford it or not when you’re at this age. I think it precludes kids who have less money. It doesn’t matter about funding.”



## Competing Voices

- “We arrange our lives around her sport.”
- “We do it happily because she loves it.”
- “We can afford the time.”
- “A lot of this is based on the support of our parents.”
- A “poverty of time”
- “Sometimes, it’s pretty much Tim Horton’s for every meal.”
- “We do it happily but when you are a one-income family, a single parent...it’s pretty hard. Usually, one-income families don’t do competitive sport.”
- “You won’t see recent immigrants. They don’t have the finances and they don’t have the information.”
- “It’s simple. Poor people don’t do sport.”



## Middle-Class Investment in Sport (1)

- “Sport gives them a focus that promotes self-esteem, their sense of health, respect for their body and working with others.”
  - Spent approx. \$30,000 - \$35,000 last year for three kids’ participation in sports
    - “Part of our budgeting.”
    - “A choice we have decided to undertake.”
    - “We have the resources.”
- Translation of physical capital into other forms of (economic, social) capital



## Middle-Class Investment in Sport (2)

- “Let’s take the example of \$600. I think people could afford sport if that was their priority. Rather \$600 for them is like 30 trips to McDonald’s”
- “No, no. There are a lot of poor people in Toronto, barely above the poverty line. They may go to McDonald’s but it’s because they just want the simple pleasures in life, not because they don’t believe in sport.”

## Middle-Class Investment in Sport (3)

- Sponsorship programs for exceptionally talented low-income kids
  - Two openings currently, but can't find the kids
  - “Kids know. Kids know when their teammates are poor.”
- “In my last year, I wasn't able to afford it, my parents couldn't pay it so there wasn't anything I could do about it. But the coach was like “No, I want you to play.’ So, he helped out and it was good. I was lucky in that way but, at the same time, how many people have to stop because of that?”

## Inequities in SDOH: Barriers to Participation in Sport

- Revisiting health of athletes as issue of class and context
  - Layers of exclusion
    - Class position may be most powerful determinant but...
  - Sport and health/healthcare (HC) context in Canada
    - Heightened support for athletes in lead-up to 2010 Games and 2012 Games does not address material conditions of their lives
      - Disconnect between the intent and reality of the AAP
    - Increasing levels of income inequality and decreasing public budgets for sport/recreation
    - Greater awareness around SDOH but the costs and delivery of HC continues to dominate public/political health dialogue



# The Effect of Coaching in Youth Sport in Canada

Philip Sullivan, Brock University  
Nick Holt, University of Alberta  
Gordon Bloom, McGill University

## Project Summary

- ▶ This project was designed to examine the impact of coaching on athlete outcomes in youth sport. The research focused on both the perceptions and behaviors of the coach, and assessed sporting and non-sporting (i.e., positive youth development) outcomes of the athletes.
- ▶ To maximize the applicability of results to the Canadian sporting culture, efforts were made to collect data within the three different youth sport streams determined by the Coaching Association of Canada – competitive, community and instructional sports.

## Research methods

- ▶ A sample of 352 athletes and their coaches (N = 47) participated in this study.
- ▶ Coaches completed the Coaching Efficacy Scale (CES) and Revised Leadership Scale for Sports (RLSS).
- ▶ Athletes completed the Coaching Behavior Scale for Sports (CBS-S) and Youth Experiences Survey (YES).
- ▶ All scales are answered on via close ended Likert-type questions. The CES and RLSS have been supported with respect to their validity, reliability, and psychometric properties. One of the objectives of the research was to validate the YES and CBS-S.

## Research results

- ▶ The YES and CBS-S were both analyzed for psychometric properties (e.g., internal reliability, factor structure). In both cases and reduced version of the scale was validated.
- ▶ It was found that there is a significant relationship between coaches self perceptions (i.e., coaching efficacy) and their behaviors (e.g., training and instruction and positive feedback).
- ▶ Further, there were significant relationships between coaches efficacy and their perceptions of their own behavior and athlete assessments of coaching behavior.
- ▶ Finally, preliminary analyses showed that positive youth development may be an outcome of coaching in youth sport.



**SPORT CANADA RESEARCH INITIATIVE 2010 CONFERENCE**  
**POSTER PRESENTATIONS**

- BEESLEY, T**      *"Optimizing Positive Youth Development in Youth Sport: Examining Associations Between Program Characteristics and Developmental Experiences"*
- BERGER, I**      *Urban Youth Engagement in Sport: Process, Access and Participation*
- BOWKR, A**      *Extracurricular Activities Participation: Variations by Age, Gender and Context in a Canadian Sample*
- BRAY, S**      *"They believe I can do it... maybe I can!" The Effects of Interpersonal Feedback on Relation-inferred Self-efficacy (RISE)*
- BRUNER, M**      *"Understanding the Influence of Peer Groups in Sport on Adolescence Social Development"*
- CALLARY, B**      *"Exploring the Biographies of Canadian Women Coaches: Sport Participation in the Process of Lifelong Learning"*
- CLARK, A**      *"Examining the Barriers Preventing Physical Activity and Sport Participation within Hamilton"*
- DETELLIER, É**      *"Women's Sports at the Palestre Nationale and the YWCA Montreal, 1920-1960"*
- DUBUC, N**      *"Addressing Varsity Athlete Burnout and Well-being through the Implementation of a Feel-based Self-based Self regulation Intervention"*
- GAGNÉ, C**      *Influence of Structural and Psychosocial Factors on the Level of Physical Activity of Preschoolers Attending Daycare*
- GAUDREAU, P**      *"Predicting Selection Into A Regional Soccer Team: The Role Of Need Satisfaction And Sport Motivation"*
- GAVIN, J**      *"Matching Activities To Personal Style (MAPS): Developing A Physical Activity Guidance System For High School Students - Preliminary Indications"*
- GENDRON, M**      *Survey On Participation In Amateur Soccer In Canada"*

- HARVEY, W**      *"Scrapbook Interviewing And The Lived Physical Activity Experiences Of Children With ADHD"*
- HOEBER, L**      *"An Investigation Of Innovation In Community Sport Organizations"*
- HOLT, N**      *"A Sport-Based Critical Hours Program For Low-Income Youth"*
- HORTON, S**      *"Promoting Sports Participaton: Exploring Physical Activity Patterns And Role Models Of Aging Among Older Persons"*
- KOCH, J**      *"Playing "Traditionally": Reflecting On Race Physical Activity"*
- MISENER, K**      *"An Investigation Of Nonprofit Community Sport Organizations Through The Lens Of Social Responsibility"*
- MUNROE-CHANDLER, K**      *"Imagery Use In Children's Leisure Time Physical Activities"*
- PERRIER**      *"Baby It's Cold Outside: Understanding The Influence Of Season On Participation In Sport And Exercise For People With Spinal Cord Injury (SCI)"*
- STRACHAN**      *"Promoting Positive Youth Development In Elite Sport Contexts Using Photo Elicitation"*
- SYLVESTRE, J**      *"Chinese-Canadians' Perspectives On Health"*
- TAKS, M**      *"Leveraging Sport Events For Sport Development"*
- TRUDEAU, F**      *LTAD: An Innovation For Coaches?*
- WATTIE, N**      *"Relative Age Effects Sport Participation"*
- WEIR, P**      *"The Relationship Between Sport Physical Activity And Social Engagement: A Profile Of Canadian Seniors"*
- WOOD, L**      *"The Social Nature Of Women's Sport Participation"*
- YOUNGBLUT, H**      *"The Views Of Early Adolescent Girls Towards Sport And Physical Activity"*

# **Sport Canada Research Initiative Conference**

October 28, 2010

Ottawa, Ontario

## **CONFERENCE ABSTRACTS**

**Projects In-Progress**

<b>ALEXANDER, EDWARD</b> .....	7
Space and the Social Inclusion of Youth through Sport .....	7
<b>BAILIS, DANIEL</b> .....	8
Goal Conflict as a Barrier to Regular Physical Activity.....	8
<b>BÉLANGER, MATHIEU</b> .....	10
Monitoring Activities of Teenagers to Comprehend their Habits: The MATCH project .....	10
<b>BRAY, STEVEN R</b> .....	11
"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. ....	11
<b>BRIDEL, WILLIAM</b> .....	12
"It Hurts A Lot, But it's Totally Worth It": Considering Constructions of Pain and Pleasure in the Ironman Triathlon .....	12
<b>BRUNER, MARK W</b> .....	14
Understanding the Influence of Peer Groups in Sport on Adolescent Social Development.....	14
<b>CALLARY, BETTINA</b> .....	15
Exploring the Biographies of Canadian Women Coaches: Sport Participation in the Process of Lifelong Learning .....	15
<b>CHANDLER, KRISTA</b> .....	16
Imagery Use in Children's Leisure Time Physical Activities .....	16
<b>CLARK, ANDREW</b> .....	17
Examining the Barriers that Impact Sport Participation in Canada: A Hamilton Case Study ....	17
<b>DARNELL, SIMON</b> .....	18
"The Politics of International Sport: An Investigation of the 'Sport for Development and Peace' movement" .....	18
<b>DETELLIER, ÉLISE</b> .....	19
History of Women's Sports in Quebec from 1920 to 1965 .....	19

<b>DONNELLY, MICHELLE</b> .....	20
Riding, Community, Segregation: Exploring Girls-only skateboarding Programs .....	20
<b>DORSCH, KIM</b> .....	21
Psychological Skills and Factors Related to Ice Hockey Officials’ Coping, Satisfaction, and Performance .....	21
<b>DUBUC, NICOLE</b> .....	22
Addressing Varsity Athletes Burnout and Well-being through the Implementation of a Feel- based Self-regulation Intervention.....	22
<b>FRASER-THOMAS, JESSICA</b> .....	23
Optimizing Positive Youth Development in Sport Programs: Examining Associations Between Program Characteristics and Developmental Experiences .....	23
<b>GADBOIS, SHANNON</b> .....	24
Extracurricular Activities Involvement in Canada: Relationships with Youth Development....	24
<b>GAGNÉ, CAMILLE</b> .....	25
Influence of Structural and Psychosocial Factors on the Level of Physical Activity of Preschoolers Attending Daycare .....	25
<b>GAUDREAU, PATRICK</b> .....	27
Predicting Selection Into a Regional Soccer Team: The Role of Need Satisfaction and Sport Motivation .....	27
<b>GAVIN, JAMES</b> .....	28
Matching Activities to Personal Style (Maps):Developing A Physical Activity Guidance System for High School Students .....	28
<b>GENDRON, MARTIN</b> .....	29
Survey on Participation in Amateur Soccer in Canada.....	29
<b>GOODMAN, DAVID</b> .....	30
Unsportsmanlike Aggression in Youth Hockey: Attitudes, Perceived Social Approval, and Situational Temptation.....	30

<b>HARVEY, WILLIAM</b> .....	31
Children with Attention Deficit Hyperactivity Disorder and Physical Activity Behaviour .....	31
<b>HARVEY, WILLIAM</b> .....	32
Out of the Mouth of Babes: Physical Activity Voices of Children with ADHD .....	32
<b>HARVEY, WILLIAM</b> .....	33
Parent Views on Physical Activity and Children with ADHD.....	33
<b>HATTON, NATHAN</b> .....	34
Wrestling with Ethnicity: Immigration, Sport and Class in Winnipeg Before 1930.....	34
<b>HAVITZ, MARK</b> .....	35
Epiphanies and Processes: Retrospective Descriptions of Initial Ego Involvement with Running .....	35
<b>HOEBER, LARENA</b> .....	37
An Investigation of Innovation in Community Sport Organizations.....	37
<b>HOLT, NICHOLAS</b> .....	38
A Sport-Based Critical Hours Program for Low-income Youth.....	38
<b>HORTON, SEAN</b> .....	39
Promoting Sports Participation: Exploring Physical Activity Patterns and Role Models of Aging among Older Persons .....	39
<b>JEFFERY-TOSONI, SARAH</b> .....	40
For the Love of the Game: Athlete Enjoyment, Parent Involvement, and Game Atmosphere in Youth Hockey.....	40
<b>KOCH, JORDAN</b> .....	41
Playing “Traditionally”: Reflecting on Race, Physical Activity, and Street Gangs from the Perspective of Density.....	41
<b>LEIPERT, BEVERLY</b> .....	42
Exploring Social Support, Sport Participation, and Rural Women’s Health Using Photovoice .	42

<b>LU, CHUNLEI</b> .....	43
Chinese-Canadians’ Perspectives on Health .....	43
<b>McRAE, HEATHER</b> .....	45
Culturally Relevant Sport for Urban Aboriginal Youth: Examining the Role of Sport Education .....	45
<b>MISENER, KATIE</b> .....	46
An Investigation of Non-profit Community Sport Organizations through the Lens of Social Responsibility .....	46
<b>MORDEN, PETER</b> .....	47
Adolescent Leisure Opportunities in a Gentrifying Community .....	47
<b>PERRIER, MARIE-JOSÉE</b> .....	48
Baby, it’s Cold outside: Understanding the Influence of Season on Participation in Sport and Exercise for People with Spinal Cord Injury (SCI) .....	48
<b>STARKES, JANET</b> .....	49
Lifelong Commitment to Sport: Comparing Masters Athletes from Different Disciplines.....	49
<b>STIRLING, ASHLEY ELISA</b> .....	51
Athletes’ Experiences of Emotional Abuse in Sport .....	51
<b>STRACHAN, LEISHA</b> .....	52
Promoting Positive Youth Development in Elite Sport Contexts using Photo Elicitation .....	52
<b>TAKS, MARIJKE</b> .....	53
Leveraging Sport Events for Sport Development .....	53
<b>TAMIM, HALA</b> .....	54
A Tai Chi Intervention with Low Income Community Dwelling Older Adults Improves Physical and Mental Health.....	54
<b>TAMMINEN, KATHERINE</b> .....	55
Understanding Coping Among Adolescent Athletes .....	55

<b>WATT, MARGO</b> .....	57
Relations among Anxiety Sensitivity, Physical Activity and Health-Related Outcomes.....	57
<b>WATTIE, NICK</b> .....	59
Relative Age Effects, Sport Participation, and Youth Development.....	59
<b>WEIR, PATRICIA</b> .....	60
The Relationship between Sport Physical Activity and Social Engagement: A Profile of Canadian Seniors .....	60
<b>WOOD, LAURA</b> .....	61
The Social Nature of Women’s Sport Participation.....	61
<b>YOUNG, BRADLEY</b> .....	62
Lifespan Analyses of Social Influences on the Sport Commitment and Participation of Masters Athletes: October 2010 Progress Report .....	62
<b>YOUNGBLUT, HOPE</b> .....	64
Views of Sport and Physical Activity of Early Adolescent Female Youth .....	64



**ALEXANDER, EDWARD**

**University of British Columbia**

**POST-DOCTORAL STIPEND 2007**

*Space and the Social Inclusion of Youth through Sport*

Policy analyses have identified the need for safe environments where social networks, autonomy, and control can be developed by youth (Donnelly & Coakley, 2002) and for “inclusive public spaces for leisure and activities that allow the expression of difference” (Papillon, 2002, p. 5). While it is not disputed that spaces may be a key element of providing social inclusion through sport, postwar sporting spaces have also been critiqued for the ways they restrict and control some while valorizing others (Vertinsky & McKay, 2004). Research has also drawn the link between urban forms and public health, implicating city planners in current health crises in North America (Frank, Engelke, & Schmid, 2003). Development of cities and the (re)drawing of political boundaries of governance are reported to have particularly constricting outcomes for how public spaces are controlled and homogenized vis-à-vis citizens from lower socio-economic positions (Harvey, 2001; Mitchell, 2003). This is of specific concern in the Canadian context where urban and rural communities are being consolidated into regional governance systems as a method of achieving financial efficiencies (Kushner & Siegel, 2005; Siegel, 2004). In contrast, research investigating the lives of urban youth has uncovered agency in the ways they modify the planned order and the way “local neighbourhoods were actually the arena and also the basis of multi-ethnic harmony” (Watt & Stenson, 1998, p. 254). My postdoctoral research program examines how rural, suburban and urban spaces are constructed by institutions, staff and youth.

The research pursues the following questions:

- 1) How is space implicated in sport inclusion policies and interpreted by municipal staff, and intended beneficiaries (e.g., diverse youth on low-income)?
- 2) How are spaces of sport inclusion defined (including their location, format, level of participant autonomy)?
- 3) How are diverse youth living in low-income experiencing (or not experiencing) spaces of sport inclusion?

**BAILIS, DANIEL**

**University of Manitoba**

**SRG 2007**

---

*Goal Conflict as a Barrier to Regular Physical Activity*

---

Most people who adopt the goal of improving physical activity do not succeed. The aim of this research is to examine goal conflict as a uniquely contributing factor to the low rate of success. To date, the research has involved the screening of over 1,000 undergraduates with high exercise motivation into a series of laboratory experiments. In our typical experiment, after making a commitment to exercise, students are randomly assigned to conditions that prompt them to think about either their conflicting academic goals, or their consistent exercise goals. Follow-up measures of the students' mood, motivation/intentions, and exercise behaviour permit us to test the effects of this brief exposure to goal conflict, while holding other factors constant.

Preliminary experiments and those conducted in the first year of this grant showed that goal conflict can create a barrier to regular physical activity in several ways: by (a) lowering the amount of exercise that is performed up to 1 week later, (b) preventing intrinsic enjoyment of exercise, and (c) conditioning negative emotions to exercise-related objects and settings. These studies (now under peer review) found no evidence that goal conflict lowers participants' attitudes or intentions to exercise: instead, it prevents them from acting on their intentions.

Experiments in the second year considered goal conflict in the broader context of excuses for non-adherence to exercise, and personal factors and interventions that might counteract goal-conflict effects. The excuse-making research formed the basis of a successful Master's thesis and new collaboration with researchers who are including exercise prescriptions in an online treatment program for patients with insomnia.

The major focus of research in years 2 and 3 has been interventions to manage goal conflict effectively. To date we have examined interventions such as scheduling exercise in advance, promotional messages that emphasize the costs of inactivity vs. the benefits of regular activity, and videos that emphasize the benefits of exercise for health vs. alternate goals. In each case, our findings suggest that the damaging effects of goal conflict for exercise performance or enjoyment can be avoided.

Two practical implications of this research are already clear. The first is that poor adherence to exercise has psychological causes and remedies apart from individuals' knowledge of health-related risk, or other sources of motivation toward exercise, which are still the main targets of interventions in this field. The second is that goal conflict is likely to be fueled by a social organization of exercise that keeps it separate from (and

therefore apparently costly to) individuals' other goal pursuits. To address goal conflict, public policies and promotional messages can shift toward the notion of sustainably integrating exercise with other pursuits.

**BÉLANGER, MATHIEU**

**Université de Moncton**

**BEAUCHAMP, J., O'LOUGHLIN, J., SABASTON, C., RICHARD, J.F.**

**SRG 2010**

---

*Monitoring Activities of Teenagers to Comprehend their Habits: The MATCH project*

---

Although a majority of Canadian adolescents are physically inactive, there are some who maintain a high level of involvement in sports and others who initiate such activities. A better understanding of when and why physical activity declines during adolescence is needed to guide the development of effective interventions to increase and then maintain physical activity levels of the population. This research program will 1) map the periods when youth initiate and drop out from specific physical activities; 2) identify factors motivating participation in specific physical activities at different periods during adolescence; and 3) identify factors contributing to interrupting or sustaining participation in specific physical activities.

The objectives will be pursued using a prospective cohort study design. Participation in specific physical activities will be measured three times per year throughout adolescence. Motives for participating or not participating in different physical activities will be explored in interviews. Participants followed up with yearly interviews will be selected in the first year of study to represent participants in a variety of physical activities. Analyseses will be stratified according to various forms of activities (ie.: specific sport, or grouping of physical activities sharing similar attributes such as team sports, individual sports, or sports of comparable intensity). In addition, students who initially had low physical activity levels but became more physically active will be interviewed.

This information will be useful for the development of policies and programs aiming at enhancing participation in sport. Sport associations will have information enabling them to target interventions to promote recruitment and retention of appropriate age groups. The design of these interventions will also be improved because of the detailed information we will provide on the factors influencing maintenance, initiation, and discontinuation of participation specific to a variety of sports.

**BRAY, STEVEN R**

**McMaster University**

**SRG 2010**

---

*"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.*

---

Research shows that most children begin their formal involvement in sport around 8-10 years of age and that the main reasons they give for participation in sport are "having fun" and "learning and improving skills". Studies also show that many children disengage from sport after only a short time, around the ages 13-15, with a major reason for dropping out being they were "not having fun" anymore. Many children who lose their motivation to participate in sport come to do so because they doubt their abilities to improve or be successful. Because children who are learning sport skills usually lack the experience and knowledge necessary to gauge how well they are doing, feedback they receive from coaches or instructors can be an instrumental factor determining how competent and motivated they feel. Beliefs in our own abilities, or self-efficacy, are key motivators that guide behaviour. These beliefs arise, at least in part, through our interactions with others, and are influenced by the perceptions we have about what others perceive our strengths and weaknesses to be. Our perceptions of another person's confidence in our abilities are called relation-inferred self-efficacy (RISE). RISE is theorized to play a critical role in the development of self-efficacy as well as intrinsic motivation. We will carry out three phases of research to investigate children's RISE beliefs and the effects of interpersonal feedback on RISE, self-efficacy, and intrinsic motivation. The first objective is to explore children's perceptions of feedback that influence RISE for motor or sport skill performance. The second objective is to develop manipulations designed to increase RISE and examine their effects on self-efficacy and intrinsic motivation in controlled settings. The third objective is to investigate the effects of targeted, sequential RISE manipulations on self-efficacy and intrinsic motivation in a naturalistic motor/sport skill acquisition environment over time.

**BRIDEL, WILLIAM**

**Queen's University**

**DOCTORAL STIPEND 2008**

---

*"It Hurts A Lot, But it's Totally Worth It": Considering Constructions of Pain and Pleasure in the Ironman Triathlon*

---

My doctoral dissertation explores constructions of pain and pleasure, using the Ironman triathlon as a heuristic device. Despite the obvious demands placed on the body through involvement in such a physically arduous event, recreational participation in Ironman and Iron-distance events has increased dramatically since the inaugural event in 1978. My main interest was in interrogating constructions of pain and pleasure, their varied relationships to one another, and the ways in which each/both can be interpreted in the production of bodies and selves in contemporary times. Borrowing from the tenets of reflexive ethnography (Ellis & Bohnher, 2000), I turned to participants' lived experiences (including my own) and mediated representations of the Ironman triathlon to investigate ideas of pain and pleasure. I subjected the qualitative materials that I collected to a critical discursive analysis (Fairclough, 1992; Lupton, 1998; Mills, 2004; Wetherall, 2001). I have drawn on existing empirical scholarship and the theoretical perspectives of Michel Foucault to inform my interpretation of this particular socio-cultural phenomenon.

In the Ironman context pain is was constructed as either positive or negative with the view that painful bodily experiences must be negotiated in order to produce a body capable of finishing the event and, thus, earn the associated "rewards." Pleasure was mostly associated with the challenge and achievement of finishing. The importance of finishing is almost always tied to ideas of self-empowerment. My investigation reveals the ways in which discourses of high performance sport, sport science, health, gender, and, in particular, class (i.e., middle-classness) function as technologies of power (Foucault, 1972, 1980, 1988), shaping the ways which pain and pleasure are constructed by recreational participants in this "lifestyle" sport (Wheaton, 2004). One of the outcomes of the disciplining of bodies through painful/pleasurable experiences is a disembodied, "negotiated" idea of health—individuals seem willing to sacrifice certain parts of their bodies (e.g., knees and hips) in the quest for lower body weight and a better functioning cardiovascular system. It would seem that in this particular social space exercise as a "legitimate and heavily promoted way for the individual to minimize the risk of ill-effects—obesity, inactivity, diabetes, cancer, heart disease—of modernity" (Smith Maguire, 2008, 45) is taken up in strange and potentially problematic ways mostly, as I argue, because of neoliberal norms of self-empowerment, represented in

the desire for challenge and achievement. This is captured in the popular mantra in the Ironman culture, "Finish... no matter what."

My work broadens what we might think of as sport or fitness-related pain and points to the limited ways in which pleasure is represented in sport, fitness, and health discourses. My project also discusses the methodological complications of getting people to talk about non-tangibles that result from their sport experiences, thus contributing to broader discussions in the sociology of the body about the relationship between the extra-discursive and socio-cultural processes.

**BRUNER, MARK W**

**Queen's University**

**CÔTÉ, J.**

**POST-DOCTORAL STIPEND 2009**

---

*Understanding the Influence of Peer Groups in Sport on Adolescent Social Development*

---

There is growing concern for the healthy social development of today's adolescents. Researchers and policy makers alike have expressed alarm regarding the increased prevalence of adolescents' problem behaviours and a failure of many adolescents to develop initiative and become productive members of society (Larson, 2000). Sport can serve as an effective vehicle to educate adolescents and promote social development (Rutten et al., 2007); yet, little theory and research on the developmental processes and mechanisms shaping adolescents' positive social development in sport currently exists (Dworkin et al, 2003). One important, underdeveloped aspect of research in sport settings which may account for the disparity in social development is the influence of adolescent peer groups (Smith, 2007). However, minimal research has examined how peer relationships shape and support adolescents' social development within both a sport and broader societal context. The purpose of this study is to investigate how peer groups influence adolescent social development in sport. Specifically, this research will examine how the social identities that adolescents form in sport through peer interactions shape their social development. This research is guided by social identity theory (Tajfel & Turner, 1979) and will consist of two phases. Phase I was completed this past year. It involved 400 adolescent athletes completing a survey on social identity and positive youth development during a competitive season. Survey results from Phase I will inform the development of a qualitative interview guide for Phase II which will explore in greater depth how the three key dimensions of social identity (cognitive centrality, in-group affect, in-group ties) in sport affect adolescent positive social development. Phase II will include ten focus groups each comprised of 4-6 adolescents from the same team. Collectively, this research will inform the development and implementation of theoretically-driven interventions to foster social identity and social development during adolescence and ultimately beyond as positive, contributing citizens.



**CALLARY, BETTINA**

**University of Ottawa**

**DOCTORAL STIPEND 2009**

---

*Exploring the Biographies of Canadian Women Coaches: Sport Participation in the Process of Lifelong Learning*

---

Lifelong learning is a holistic and experiential concept that examines how individuals learn throughout their lifetimes. Jarvis (2006) presents lifelong learning as changes in an individual's biography that occur throughout life when the person experiences social situations that are transformed through thoughts, emotions, and/or actions into knowledge, beliefs, attitudes, values, and skills. There is little research that explores how women coaches' experiences in sport influence how they learn and change how they coach. The purpose of this dissertation is to explore the biographies of five Canadian women coaches using Jarvis's theory of human learning to discover the multitude of experiences that have contributed to their learning and coaching development throughout their lives. A life history narrative analysis is the methodology used for this research. Preliminary results indicate that social engagement in sport as an athlete and later as a coach, as well as experiences with family, create quality experiences that considerably impact coaches' biographies. Research indicates that considerable emphasis is placed on personal and social development through sport participation. These preliminary results lead to an understanding of how women coaches' experiences influence how they coach and how they continue to develop in the coaching profession.

Reference:

*Jarvis, P. (2006). Towards a comprehensive theory of human learning: Lifelong learning and the learning society (Vol. 1). New York: Routledge.*

**CHANDLER, KRISTA**

**University of Windsor**

**SRG 2009**

---

*Imagery Use in Children's Leisure Time Physical Activities*

---

Imagery has been a well-researched topic in sport, especially with elite adult athletes, and research has demonstrated that imagery improves athletes' performance and cognitions (Hall; Martin et al., 1999). Recently, it has been demonstrated that young athletes 7-14 years also use imagery in organized sport and that imagery is related to increased skill development, confidence, and self-efficacy (Munroe-Chandler et al., 2008; Munroe-Chandler et al., 2007). In the last 10 years researchers have examined adults' use of imagery during their leisure time physical activity (LTPA) and found that imagery is used extensively (Gammage et al., 2000) and is associated with increased self-efficacy (Cumming, 2008), motivation (Wilson et al., 2003), and intentions to exercise (Rodgers et al., 2001). Despite these findings, there remains a void in the research examining imagery use by children engaged in LTPA (i.e, non organized sport).

It is possible that children's imagery use during LTPA reflects the satisfaction of basic psychological needs. One theory that might be useful in understanding imagery use in children's LTPA is self-determination. Self-determination theory (SDT; Deci & Ryan, 2000) posits that the basic psychological needs for autonomy, competence, and relatedness are essential to motivation and psychological growth in any domain. An examination of imagery in children's LTPA requires a strong theoretical basis, which would be useful in both understanding the influence of different functions of imagery on behaviour as well as in developing theory based imagery interventions to increase LTPA behaviour. Therefore, the overall purpose of the research is to further our understanding of children's use of imagery in their LTPA using SDT as the theoretical foundation. The specific objective of the current study is to investigate the use of imagery by children engaged in LTPA (non organized sport) aged 7-14 years using a qualitative approach based upon the three basic psychological needs postulated by SDT.

**CLARK, ANDREW**

**McMaster University**

**DOCTORAL STIPEND 2010**

---

*Examining the Barriers that Impact Sport Participation in Canada: A Hamilton Case Study*

---

Sport is an integral part of a healthy, active lifestyle for people, but in Canada and many other places around the world there is a lack of sport participation. The lack of sport participation is a contributing factor to the general inactivity of the Canadian population, which can cause many health problems such as asthma, heart disease and obesity. This project will identify specific barriers that prevent the participation of sport within Canada through the analysis of two data sets: the General Social Survey of Canada (GSS) and the Hamilton Active Living Study (HALStudy). The 1992 and 2005 GSS are used to determine if policy changes have impacted participation and barriers to sport using a series of ordered and binary probit models. The research identifies the impact of socio-demographic characteristics on barriers preventing sport participation. The HALStudy is a major survey conducted by researchers at McMaster University examining active lifestyles in Hamilton, Ontario, a portion of which asks detailed questions about organized and non-organized sports. The HALStudy data are used in a binary probit model to identify barriers that significantly decrease the probability of sport participation. A regression model examines whether the barriers to sport participation differ between neighborhoods allowing the City of Hamilton to create policy that focuses on the areas of need. Overall, this project attempts to examine what barriers limit sport participation, so that governmental agencies can attempt to minimize the impact of these barriers on the participation in sport across Canada.

**DARNELL, SIMON**

**Dalhousie University**

**POST-DOCTORAL STIPEND 2008**

---

*“The Politics of International Sport: An Investigation of the ‘Sport for Development and Peace’ movement”*

---

Sport is now mobilized as a way to respond to many of the challenges of international development, including poverty, health deficiencies, lack of education, and poor infrastructure. Many of the programs within this ‘Sport for Development and Peace’ (SDP) movement take place in Low and Middle Income Countries (LMICs) in the southern hemisphere. In many respects, SDP is organized and presented as a response to the traditional failures of development initiatives that have a) been largely unable to reduce the poverty and inequality of LMICs in any significant and sustainable manner and b) have served to secure the notion that the northern ‘developed’ world possesses the knowledge and expertise to serve as stewards of social change internationally. These two points illustrate that despite its novelty, the sport programs and policies of the SDP movement occur within the decidedly political terrain of international development.

To date, this research project has conducted in-depth interviews with policy makers and programmers from a variety of SDP organizations in order to examine this political nature of SDP work and offer a critical analysis of the political orientation of the SDP movement. The results to this point illustrate that despite sustained critical analysis, traditional approaches to development abound in SDP, particularly a notion that LMIC’s require assistance from the developed world to reach fully modern status. At the same time, the results also indicate that SDP retains a radical political ethos to the extent that it strives to use sport as a way to approach and implement development in a new and non-traditional manner, particularly by supporting sport-based programs that are locally driven. From this perspective, the participation of local people in sport, and in sport for development, is paramount and supporting this type of local programming remains central to the ongoing challenge of the SDP movement.

**DETELLIER, ÉLISE**

**Université de Montréal**

**DOCTORAL STIPEND 2006**

---

*History of Women's Sports in Quebec from 1920 to 1965*

---

My thesis focuses on the history of women's sports in Quebec from 1920 to 1965. Largely overlooked in Canadian sports historiography, Quebec represents an interesting case study because of the province's linguistic duality, particularly in Montreal, and the considerable influence of the Catholic church in various areas of social life, including sports. I was interested in the social debates surrounding the issue of women's sports in Quebec and, more specifically, the participation of women in Montreal, while at the same time looking at the way discourse and actual practices influenced one another. I am presently finishing writing my thesis and plan to present it in a few weeks.

The poster that I am submitting illustrates part of the research results. I compared women's participation at two sports centres in Montreal. The Palestre nationale, a co-ed centre, is predominantly frequented by French-speaking Catholics. Three different associations, which do not organize amateur sports in the same way, take turns running it. I studied the sports these associations offer for women and how these women, who never hold management positions, nonetheless use various strategies to make their voices heard and exert some influence over the organization of women's sports. The sports experience at the Palestre was compared to that of the members of the Health Education Department of the Young Women's Christian Association de Montréal, a centre that is run and frequented by women who are, for the part, English-speaking Protestants.

The analysis shows that women participate in various ways in sports, and the study indicates that gender, class, ethnicity and religion are all factors that influence the way women's sports are practised.

**DONNELLY, MICHELLE**

**University of Southern California**

**POST-DOCTORAL STIPEND**

---

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

---

Using ethnographic research methods, I will study girls-only skateboarding programs that offer skateboarding instruction to girls of varying ages and skill levels. Program instructors are all girls and women, and are often 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.

**DORSCH, KIM**

**University of Regina**

**PASKEVICH, D., RIEMER, H., SCHINKE, R., KARREMAN, E., CHOMOS, A.**

**SRG 2006**

---

*Psychological Skills and Factors Related to Ice Hockey Officials' Coping, Satisfaction, and Performance*

---

Despite a perception by the general population that ice hockey officiating must be stressful, the 267 officials ( $n = 245$  males and 22 females) involved in this study have reported feeling low to moderate perceptions of stress from their role as an official in general ( $M = 2.19$  on a 5-point ascending stress scale), as well as for specific stressors associated with ice hockey officiating ( $M_s = 1.50$  to 4.1 on a 9-point ascending stress scale). It does appear that stressful feelings increase as the game progresses into the third period, with the strongest feelings occurring in overtime.

Interviews were held with 28 officials ( $n = 21$  males and 7 females) in Atlantic Canada to ascertain if this in fact is a valid measurement of the amount of stress occurring in ice hockey officiating. The interviews confirmed the quantitative data. Sources that were most frequently mentioned as being somewhat stressful included the type of game (playoff, overtime, big pressure games), making wrong calls or mistakes, and the various conflict situations with coaches, players, and spectators.

Each participant provided information about how they coped with these various stressors. Popular coping mechanisms included increasing effort, good communication with game participants and fellow officials, admitting their mistakes, and humour. Officials also report being extremely confident in their officiating abilities.

Even though the perceptions of stress may not be overwhelming, officials do report somewhat moderate levels in their abilities to (a) concentrate during games, (b) peak under pressure, and (c) to be free from worry about performance. Developing training methods to enhancing these skills will be the focus of the upcoming season. Officials also report that while they are able and willing to take direction from supervisors, issues with respect to the content and timing of supervisory sessions will also be examined further.

**DUBUC, NICOLE**

**University of Ottawa**

**DOCTORAL STIPEND**

---

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

---

For many athletes, participating in varsity athletics will represent the peak of their competitive career. However, while playing at such a privileged level can provide numerous health and social benefits, academic and athletic demands (i.e. assignments, pressure to succeed, travel, extensive training schedules) can cause stress and overshadow the positive outcomes associated with their sport participation (Gould, Tuffey, Udry, & Loehr, 1996; Kimball & Freysinger, 2003). In fact, it is suggested that the high level of stress expressed by student-athletes along with their inability to cope with such demands increases their risk of burnout (Gould & Whitley, 2009). Burnout can have negative repercussions on the quality of athletic experiences as well as the students' academic and personal life (Dubuc, Schinke, Eys, Battochio, & Zaichkowsky, 2010). As a result, the examination of potential interventions to prevent and reduce burnout is warranted. A recent review of the sport burnout literature has revealed that, "research focusing on interventions remains largely unexplored" (Goodger, Gorely, Lavalley, & Harwood, 2007, p. 146). Specifically, it was suggested that researchers proactively focus on the prevention of burnout by helping athletes to develop self-management skills in order to sustain healthy sport participation and well-being in sport (Goodger et al., 2007). Based on these recommendations and the understanding that experiences of stress and burnout can differ among athletes (Gustafsson, Kenttä, Hassmén, Lundqvist, & Durand-Bush, 2007), the purpose of the current study is to develop and implement a person-centered, feel-based self-regulation intervention with student-athletes experiencing burnout. This type of intervention has been found in previous studies to enhance self-awareness, self-control, well-being, and performance (Doell, Durand-Bush, & Newburg, 2006; Arcand et al., 2007; Callary & Durand-Bush, 2008; Collins & Durand-Bush, 2010; Lussier-Ley & Durand-Bush, 2009). Six to eight varsity athletes with moderate to high baseline scores on the Athlete Burnout Questionnaire (Raedeke & Smith, 2001) will be solicited to participate in the season-long intervention. A mixed-methods approach (Hanson, Creswell, Plano Clark, Petska, Cresswell, 2005) including both quantitative and qualitative data collection means will be used to assess the process and effects of the intervention and recommend self-regulation strategies to reduce stress and burnout and increase well-being among varsity student-athletes.



**FRASER-THOMAS, JESSICA**

**York University**

**JEFFERY-TOSONI, S., BEESLEY, T., HOLT, N.**

**SRG 2008**

---

*Optimizing Positive Youth Development in Sport Programs: Examining Associations  
Between Program Characteristics and Developmental Experiences*

---

Among growing societal concern for youth's healthy development, it has been proposed that sport programs can serve as contexts to foster healthy psychosocial development and life skills (Fraser-Thomas et al., 2005). Despite this, little research has focused on how different types of sporting programs may be facilitating positive experiences and outcomes among youth. The purpose of this study was to examine associations between program characteristics and youths' developmental experiences within these programs. Two hundred fourteen youth aged 10-18 involved in a diverse range of programs completed the Youth Experience Survey for Sport (YES-S; MacDonald et al., 2009). Results indicate sport type (i.e., team/individual), competition level (i.e., recreational/competitive), coach characteristics (i.e., age, gender) and contextual factors (i.e., number of coaches, group size) are associated with significantly different experiences in the areas of initiative, goal setting, cognitive skills, and negative experiences. Findings suggest further exploration is necessary to fully understand the processes and mechanisms that may be contributing to more positive or negative experiences in youth sport programs. Discussion will focus on how findings can begin to inform future guidelines and reform strategies in youth sport programs.

**GADBOIS, SHANNON**

**Brandon University**

**BOWKER, A., ROSE-KRASNOR, L., FINDLAY, L.**

**SRG 2008**

*Extracurricular Activities Involvement in Canada: Relationships with Youth Development*

---

Extracurricular activities (ECA) that are structured, voluntary and rule-based are related to many positive aspects of youth development including higher physical and general self-esteem, greater self-efficacy, a stronger sense of initiative, reduced rates of delinquency, fewer problems with substance abuse, and reduced aggression (e.g., Duda & Mtoumanis, 2005; Eccles & Gootman, 2002; Gadbois & Bowker, 2007; Larson et al., 2005; Mahoney, 2000, Youniss, Yates, & Su, 1997). In this study 502 boys and girls in grades 6 – 12 reported their degree (e.g., years of participation) and level (recreational/competitive) of participation in structured athletic and non-athletic ECAs. In addition, they completed measures that assessed their perceptions of themselves in different domains (e.g., generally, academically), the degree of engagement in their activities, motivation for activity participation, personality, and their parents' and peers involvement in their activities. We examined the relationships between degree and level of participation in different types of ECAs and students self-reports on the factors listed above. These relationships were also examined based on factors including gender and age.

**GAGNÉ, CAMILLE**

**Université Laval**

**SRG 2007**

---

*Influence of Structural and Psychosocial Factors on the Level of Physical Activity of Preschoolers Attending Daycare*

---

**Introduction:** According to the Long-Term Athlete Development (LTAD) model proposed by Sport Canada, it is important to develop physical literacy from a young age. Physical literacy, which refers to developing basic movement, physical fitness determinants and basic motor skills, is necessary not only for athlete development, but also for a long-term, physically active lifestyle for health and recreation. In order to develop physical literacy, young children must be given opportunities to explore and practise various movements. Studies show that children aged three to five years who attend daycare are not sufficiently active. Interventions to increase levels of physical activity in children have little to no effectiveness. Therefore, the factors determining the physical activity of children in daycare must be identified in order to develop more effective interventions aimed at increasing their level of physical activity.

**Theoretical framework:** The theory of planned behaviour (Ajzen, 1991) and Cohen's model (2002) are the main theoretical foundations in identifying the psychosocial variables associated with daycare workers and their educational practices as well as the structural/environmental factors of the child care centre that could affect the young children's physical activity levels.

**Progress:** Data collection was completed on September 1, 2010. Analysis of the final data and article drafts are currently in progress.

**Methods:** Child care services in the national capital (Quebec City, Canada) were randomly selected. The directors, daycare workers and parents were invited to participate. The daycare workers filled out a questionnaire to assess factors such as their commitment to involving children in physical activity at least two hours a day over the next 30 days, their perception of control and their personal effectiveness. A validated observation grid assessed certain structural characteristics of the child care centres, such as site plans and available equipment. The level of physical activity in children was measured with a GT1M ActiGraph accelerometer, which had to be worn for four days from the time the children arrived at the child care centre until the time they left. Data was processed using a multi-level analysis.

**Results:** The preliminary results from 23 daycare workers and 107 children from 10 child care centres showed the following: daycare workers' commitment to keeping children

physically active ( $p=0.02$ ), their personal effectiveness ( $p=0.01$ ), their past experience of keeping children physically active ( $p=0.03$ ) and their years of experience ( $p=0.05$ ) account for 29% of the variance in children's physical activity levels  $F(4,9)=1112.49$ ,  $p<0.00$ . Structural variables were no longer statistically significant once the impact of psychosocial variables was considered.

**Conclusion:** The development of physical literacy requires the joint efforts of parents/guardians, daycare staff, recreation workers, etc. The study's preliminary results suggest that, in order to increase the level of physical activity in children attending daycare, daycare workers must be further motivated to involve them in physical activities and provide them with tools to overcome the perceived barriers.

**GAUDREAU, PATRICK**

**University of Ottawa**

**PECTEAU, M.C., VERNER-FILION, J.**

**SRG 2009**

---

*Predicting Selection Into a Regional Soccer Team: The Role of Need Satisfaction and Sport Motivation*

---

Athletes can participate in sport for a variety of reasons. Self-Determination Theory (Deci & Ryan, 2002) categorizes the various reasons for which a sport activity can be pursued into six types of motivation that can be regrouped in two broad dimensions of motivation: Autonomous and controlled motivation. Past research indicated that athletes are more likely to perform their sport for reasons closely aligned with their interests, values, and priorities (autonomous motivation) when their social environment (e.g., coach, parents, team) satisfies their needs for autonomy, competence, and social connectedness (Gillet, Berjot, & Gobancé, 2009). However, little research has examined whether need satisfaction and autonomous motivation can promote optimal performance of athletes using objective indicators of sport achievement. This study was conducted with a sample of 59 U-12 soccer players enrolled in a 6-month selection process and examined the role of need satisfaction and sport motivation to predict selection into a regional team for the 2010 summer provincial games in Quebec. Need satisfaction and sport motivation were measured with questionnaires at the start of the selection process. Results of logistic regression analyses indicated that need satisfaction and autonomous sport motivation significantly increased the likelihood of being selected into the team six months later. Furthermore, mediation analyses revealed that autonomous sport motivation was responsible of carrying the effect of need satisfaction on team selection. Non-selection in higher levels of competition can result in reduced sport enjoyment and increased negative emotions while promoting withdrawal from sport participation (Grove, Fish, & Eklund, 2004). Need satisfaction and autonomous sport motivation seem to play an important role in making adolescent soccer players more competitive in their sport. Future work should examine whether autonomous sport motivation can also protect the non-selected athletes from experiencing psychological distress and drop-out intentions in the days, weeks, and months following team selection.

**GAVIN, JAMES**

**Concordia University**

**HARVEY, W., MCBREARTY M.**

**SRG 2009**

---

*Matching Activities to Personal Style (Maps): Developing A Physical Activity Guidance System for High School Students*

---

This proposal builds on the initial results of our SSHRC RDI grant (2/2007-2/2009) entitled, *Building Tools to Help Adolescents Discover Personal Pathways to Health and Physical Fitness*. 1,096 adolescents (age 13-18) participated in this initial effort, providing perspectives about physical activity and sports in 123 focus groups.

The aims of the upcoming investigations are to further develop, validate and implement a guidance system for use in high school physical education programs that will increase student understanding of, and participation in, regular physical activity. This research relies on a model of person-activity matching wherein relevant psychosocial patterns of adolescents are paired with comparable characteristics that are embedded in physical activities.

The research plan calls for four studies organized to create and validate tools and curriculum content. Completion of this program of research should result in a structured guidance program with measurement tools and curriculum content that can be integrated into a high school's physical education curriculum in service of increasing adolescents' involvement in and satisfaction with regular physical activity. While adding to the literature concerning *self-determination theory* and *self-congruence models*, this research program is expected to have significant practical implications for the work of physical educators, recreation specialists, sports and fitness professionals, and other professionals whose concerns center around the health and well-being of Canadian youth.

The material presented at this conference will review findings from the RDI which provide guidance to the current research, as well as outlining some of the initial data collection methodologies and tools that have been developed for this research.

**GENDRON, MARTIN**

**Université du Québec à Rimouski**

**VALOIS, FRENETTE, GOULET**

**SRG 2008**

---

*Survey on Participation in Amateur Soccer in Canada*

---

In general, this sport is seen as an important factor in personal and social development (Sport Canada, 2002). The benefits of physical activity and sports have been the subject of numerous studies (Gendron et al., 2005; Parfitt & Eston, 2005). Nonetheless, the number of young North Americans who play sports has been declining for a number of years (CDC, 2005, 2006; Sport Canada, 2003). In 1998, barely half of Canadian children aged 5 to 14 years old actively played a sport (Sport Canada 2000). Why does physical activity and participation in sports decline constantly among Canadians, beginning in adolescence?

Soccer, the most frequently played federated sport in the country, is a world-wide phenomenon that knows no boundaries or limitations and that enjoys unprecedented popularity among young people. What can we learn from the situation in Canada to maintain a good level of participation in a healthy and formative environment?

The purpose of this research project is to compile views on factors that may influence participation in soccer among 12- to 18-year-olds, using survey questionnaires (player, parent, official and coach versions). A set of variables applicable to soccer players and stakeholders and the sport's environment will be studied. The responses will be used to compare the views shared by the various stakeholders and to identify the positive aspects and potential issues. Preventive action may be recommended. Ultimately, the goal is to help form healthy, responsible and socially well-adapted citizens. To date, the player questionnaire has been validated. The other three measurement tools are being developed and will be validated in the winter of 2011. Some preliminary findings may be released during the presentation.

**GOODMAN, DAVID**

**University of Minnesota**

**WEISS, M., KIPP, L.**

**SRG 2006**

---

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

---

Unsportsmanlike attitudes and actions in youth ice hockey are learned through modeling 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 behavior 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, skillful players. Results extend research on individual and social factors influencing endorsement of unsportsmanlike behaviors in youth ice hockey.



**HARVEY, WILLIAM**

**McGill University**

**WILKINSON, S., PRESSÉ, C., JOOBER, R., GRIZENKO, N.**

**SRG 2007**

---

*Children with Attention Deficit Hyperactivity Disorder and Physical Activity Behaviour*

---

Qualitative research in physical activity with children has become increasingly popular. Yet, children with and without disabilities often experience difficulty when expressing their thoughts through open-ended interviewing techniques (Harvey & al., 2009). The purpose of this poster presentation is to describe a new methodological technique called scrapbook interviewing and discuss the findings of this study that compares two variants of the approach. Semi-structured interviews were conducted with a convenience sample of six children with ADHD. A combination of collage, photo elicitation, and talk-aloud procedures were used to enhance participant recall and generate rich discussions about each child's experience (Butler-Kisber, 2010; Harper 2005). One group of three children were interviewed after making their physical activity scrapbook (e.g., consecutive technique) while another group of three children were interviewed while making their scrapbook (e.g., concurrent technique) All six interviews were transcribed verbatim, with between and within groups thematic analyses performed to document and compare the qualitative research processes and products of scrapbook interviewing. Study results indicated that the concurrent technique produced substantially more interview time, data gathered, meaning units, tags, and properties than the consecutive technique in terms of the research process. The findings of the study demonstrated that similar themes emerged but the concurrent technique prompted more vivid details about experiences, child speak, and depth of meaning within and across themes. These findings suggest that the concurrent scrapbook interviewing technique will enable a greater understanding of choice and physical activity participation based on the voices of children.

**HARVEY, WILLIAM**

**McGill University**

**WILKINSON, S., PRESSÉ, C., JOOBER, R., GRIZENKO, N.**

**SRG 2007**

---

*Out of the Mouth of Babes: Physical Activity Voices of Children with ADHD*

---

Converging evidence suggests that children with attention-deficit hyperactivity disorder (ADHD) may experience difficulties in performing fundamental movement skills (Harvey et al., 2003). Yet, the reasons for these challenges in their movement behaviors are not clearly understood. For example, there were no significant effects of stimulant medication on the performance of the Test of Gross Motor Development-2 (TGMD-2)(Ulrich, 2000) for 22 children with ADHD(Harvey et al., 2007). Also, six boys with ADHD possessed superficial content knowledge about physical activity participation. (Harvey et al., 2009).The poor movement skills may be related to a mismatch between knowledge and specific skill performance which, in and of itself, is problematic at an individual skill level. However, it is quite an alarming problem if children with ADHD lack conceptual understanding of the purpose and goals related to general participation in various physical activities. The purpose of the presentation is to provide the findings of a sequential mixed methods study that explored the physical activity experiences of 10 children with ADHD. Movement skills were assessed with the TGMD-2 and the Movement ABC (Henderson, Sugden, & Barnett, 2007). As expected, most of the children demonstrated fundamental movement skill problems. A concurrent scrapbook interview technique was employed to describe each child's physical activity experiences. All interviews were transcribed verbatim, with group thematic analyses conducted. Three themes emerged. The children participated in many different physical activities (play theme), in varying settings (contexts theme), but with limited amounts of self-regulation when choosing activities (organization theme). The findings suggest that children choose physical activities that are directly in their sight with minimal organization of their physical activity behaviours?

**HARVEY, WILLIAM**

**McGill University**

**WILKINSON, S., PRESSÉ, C., JOOBER, R., GRIZENKO, N.**

**SRG 2007**

---

*Parent Views on Physical Activity and Children with ADHD*

---

Physical activity (PA) specialists and parents are important partners for incorporating PA into children's lives. Children with attention-deficit hyperactivity disorder (ADHD) face many challenges when participating in PA. They present tremendous difficulties to PA professionals who include the children in recreation and physical education sessions. Professionals may feel unprepared to deal with ADHD-related issues. Yet common myths surround ADHD to suggest the opposite. The children are often expected to learn well through "the physical" since they may be assumed to be excellent movers. Hence, PA professionals may suspect the children are lazy or uncooperative if not performing well. Parents of children with ADHD have also recalled poor PA skills for their child but they seem unaffected by the common PA myths. Previous studies, detailing parent perceptions of PA skills and children with ADHD, were retrospective and did not explore the current perceived implications of sport and movement on the life of each child. The purpose of this poster presentation is to provide findings from a qualitative study that explored perspectives of 12 parents about the current PA experiences of their child with ADHD through semi-structured interviews. Relationships between self-determination and child experiences emerged as the parents spoke about PA and links to parenting practices, family relations, social influences, and associated daily challenges. Interrelated themes emerged where parents suggested their children were active most of the time but were not very good in PA, especially in group activities. PA opportunities seemed to be provided to children with ADHD but an overwhelming number of PA constraints emerged across home, school, and community

**HATTON, NATHAN**

**University of Waterloo**

**DOCTORAL STIPEND 2007**

---

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

---

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**

**SNELGROVE, R.**

**SRG 2009**

---

*Epiphanies and Processes: Retrospective Descriptions of Initial Ego Involvement with Running*

---

Three months into an anticipated 12-15 month data collection period, this abstract is based on initial coding of open-ended survey responses from 36 former competitive distance runners. This sub-sample is drawn from an estimated complete sample of approximately 400. The complexities involved in locating and communicating with members of the desired population has resulted in the survey being released in waves. As the study population ranges in age from early to late adulthood, initial focus has been on runners over 70 years of age. People are passionate about this topic and survey response rates for the first wave of the study currently stands at over 75 percent with some promised surveys still in process. Consistent with the length of the questionnaire, which includes over 20 pages of open-ended and quantitative response questions, survey completion times have ranged from 45 minutes to over six hours. Outright refusals account for less than five percent of the population to date. The primary questions of interest here are the initial motivations and nature of people's experiences when participating in an activity for the first time. Specifically, the questionnaire posed the questions: (a) "When did you become, in your mind, a runner?" and (b) "Thinking back to before college, what motivated you to run?" Given the fluid nature of data collection, the qualitative nature of the data in question, and the relatively small sample upon which this discussion is based, we will avoid speaking to specific percentages. Respondents began running between the ages of 6 and 20, nearly all in organized track and field or cross country contexts. Both positive and negative motives played roles for various respondents, though usually independently in the sense that few reported both positive and negative themes. Positive motives included emulation of significant others and enjoyment derived from participation, whereas negative motives included variations on coercion, punishment, or fear. Major emergent themes that explain continuance in running after initial experiences include *experiencing early competitive success* and *body image comfort*. The time frame in which respondents self-identified as "a runner" varied considerably. A plurality identified a *specific episode* (e.g., the 16<sup>th</sup> lap of a 2 mile training run with cousins and friends), date (e.g., November 4, 1944) or meaningful time (e.g., a 5:02 mile at age 13). These instances are typically described in lucid detail even though all first wave respondents initially ran sometime prior to 1970. Another large group described their identification as runners in terms of an evolutionary

process, most often spanning several weeks or months, but occasionally taking several years. Further, there is strong evidence that most respondents, including those who no longer train, continue to self-identify as runners. For example, one 88 year-old noted that “I still run in my dreams” prior to providing detailed descriptions of both his dreams and the real-life contexts from the 1940s in which his dreams are often set. Preliminary conclusions are that self-identity may have multiple origins, but additional analyses are needed to determine which, if any, of the origins are most affiliated with long term self-identity. Self-identity as a runner, in particular, may have important consequences for continued involvement in the sport (e.g., participant, coach, volunteer, spectator) as well as influencing others to run or become involved in the sport. Both qualitative and quantitative data have been collected to aid in answering these questions, but have not yet been integrated into the present analyses.

Principal Investigator and primary Research Assistant, respectively

**HOEBER, LARENA**

**University of Regina**

**DOHERTY, A., HOEBER, O., WOLFE, R.**

**SRG 2010**

---

*An Investigation of Innovation in Community Sport Organizations*

---

Although innovation is well-studied in the for-profit and public sectors, we do not know much about this phenomena in the non-profit sector. Community sport organizations (CSOs), like other nonprofit voluntary organizations, are turning to innovation as a means to meet member and societal demands, and to compete and survive in a changing and challenging environment (Jaskyte, 2004; McDonald, 2007). The purpose of this research program is to investigate innovation in CSOs. We have identified three research objectives that will enhance the understanding of innovation in CSOs:

- (1) To investigate the nature of radical vs. incremental innovations in CSOs (Study 1);
- (2) To examine board culture and club culture as determinants of innovation adoption (Study 2);
- (3) To study the innovation adoption process in CSOs from a longitudinal perspective (Study 3).

Study 1 will be accomplished through semi-structured interviews with presidents of 30 CSOs representing different sports in Ontario and Saskatchewan. For study 2, focus groups will be conducted with board members of 10 CSOs in Ontario and Saskatchewan. For study 3, we will conduct case studies of two to four CSOs in different sports, who are in the early stages of adopting (i.e., initiation or recent adoption decision) different types of innovations associated with the Long-Term Athlete Development (LTAD) program. With an increasing reliance on CSOs to deliver programs and services that help to increase the participation of Canadians (*Canadian Sport Policy*, 2002), the findings from this research will increase our understanding of the types of innovations being undertaken by CSOs, the pressures that CSOs face to innovate, and how these organizations respond to such pressures.

**HOLT, NICHOLAS**

**University of Alberta**

**MCHUGH, T-L.**

**SRG 2010**

---

*A Sport-Based Critical Hours Program for Low-income Youth*

---

The purpose of this research is to create, deliver, and evaluate a sport-based 'critical hours' program (the SportHours program) for students who attend schools in low-income areas of Edmonton, Alberta. The objectives of the SportHours program will be to teach students basic sport movement skills, personal and social skills, and foster their intrinsic motivation for sport. Accordingly, four main research questions will be addressed: (1) What are the challenges and opportunities in creating and delivering the program? (2) What are adult stakeholders' perceptions of issues relating to the provision and delivery of the program? (3) What are the students' perceptions of program content and delivery? (4) What are the personal, social, and motivational outcomes students' associate with attending the program?

This research will use a collaborative, community-oriented approach involving partnerships with several organizations (schools, Edmonton Public School Board [EPSB], non-profit organizations, and provincial sport organizations). Participatory action research methodology will be used. The SportHours program will be delivered in two schools over a two-year period. During each year approximately 40 male and female grade 2-3 students from two schools will participate in the study. In addition, approximately 12-18 adult stakeholders (teachers, other EPSB employees, members of non-profit organizations, and representatives of the provincial sport agencies) will be interviewed. A similar number of participants (children and adults) will participate in year 2 of the study. At the end of each year children will be interviewed and complete questionnaires assessing their perceptions of program content, delivery, personal and social development and intrinsic motivation. Adult stakeholders will be interviewed at the end of each year.

Findings should reveal information about how promote sport participation among low-income youth through critical hours programs.



**HORTON, SEAN**

**University of Windsor**

**SRG 2010**

---

*Promoting Sports Participation: Exploring Physical Activity Patterns and Role Models of Aging among Older Persons*

---

The proposed project addresses two important social and economic issues for Canada – (1) the aging of the population, and (2) the low level of sport and physical activity involvement in this population. Sport involvement in Canada drops precipitously as we age. While two-thirds of Canadians under 20 are active participants in sport, by the age of 40 these numbers have fallen by half, and by the age of 60, participation rates have fallen by a full 60% (Bloom, Grant, & Watt, 2005).

An important barrier to seniors' participation in sport and physical activity is prevailing cultural attitudes and stereotypes, which in North America tend to be predominantly negative towards seniors (Levy & Banaji, 2002). The prevalence of these negative stereotypes often work to prevent older adults from engaging in sport and physical activity (O'Brien Cousins, 2003). By challenging those negative stereotypes we may be able to encourage increased participation among the senior population. 'Role models' of aging are likely to play an important part in this endeavour.

This research program will utilize in-depth qualitative interviews to explore participants' role models of aging. We will interview individuals across a wide age spectrum (60 years of age and older), divided into three separate groups based upon sport and physical activity involvement: masters athletes, active, and sedentary individuals.

**JEFFERY-TOSONI, SARAH**

**York University**

**FRASER-THOMAS, J.**

**DOCTORAL STIPEND 2010**

---

*For the Love of the Game: Athlete Enjoyment, Parent Involvement, and Game Atmosphere in Youth Hockey*

---

*What we know:* The need to study Canadian minor hockey culture is clear as extensive literature and media coverage has reported widespread violence and aggression (e.g., Loughhead & Leith, 2001). This violent and aggressive atmosphere has been consistently linked to decreased perceptions of sport enjoyment among youth (Petlitchkoff, 1993); and this is particularly important as enjoyment represents a key motive for youth sport participation. Factors contributing to this increasingly aggressive culture, and thus, decreased perceptions of enjoyment, include game atmosphere and parent involvement (Goldstein & Iso-Ahola, 2008), as negative parental behaviours have been linked to inhibited performance, competitive stress, and dropout (Petlitchkoff, 1993).

*What we don't know:* The purpose of the present study is to develop a comprehensive understanding of minor hockey culture by qualitatively examining perceptions of athlete enjoyment, game atmosphere, and parent involvement held by (a) elite hockey insiders in Canadian minor hockey (i.e., Study 1; 10-12 current or former players, coaches, officials or national media personalities with experience at the professional, major junior, or CIS/NCAA level), and (b) Canadian minor hockey players (i.e., Study 2; 40 athletes; representative level; 11-12 years of age). Participants engaged in in-depth semi-structured interviews on their perceptions of enjoyment, parent involvement, and game atmosphere in Canadian minor hockey. Preliminary findings from Study 1 highlight the need to stop the over-professionalization of minor hockey, and the need for parents to step back and play a more supportive role in their children's hockey. Data collection for Study 2 is currently underway, and involves a longitudinal prospective design, with athletes engaging in interviews at the beginning and end of their current season. Findings will offer a more comprehensive understanding of the development of enjoyment, the role of parental involvement, and the influence of game atmosphere over the course of an entire minor hockey season.

**KOCH, JORDAN**

**University of Alberta**

**DOCTORAL STIPEND 2010**

---

*Playing “Traditionally”: Reflecting on Race, Physical Activity, and Street Gangs from the Perspective of Density*

---

This study considers a youth lacrosse program and a youth Cadet Corps that have been introduced to a First Nation in Alberta in response to concerns over a growing number of adolescent street gangs. Both initiatives seek to use sport and physical activity as a means of fostering positive social change, and were initiated by members of the Royal Canadian Mounted Police (RCMP). Additionally, both programs have been advertised so as to emphasize their possessing some kind of “traditional” Native distinctiveness. Likewise, several of the street gangs that have emerged in the community have attempted to draw upon a traditional “warrior” ethic to support their own agendas of crime and criminal activity. The origins and angling of these sport programs in such a fashion has been the subject of some contestation. While many embrace the appeal to an “authentic” Aboriginal identity, others criticize the manipulation of traditional ideals for potentially assimilatory purposes. This raises several interesting paradoxes related to sport participation in Canada. First, it raises questions about the very concept of Native “tradition” in sport: What *is* Native sporting tradition? What *is it not*? Second, it raises questions about the relations of power that inform the authorization of Native tradition: Who, and under what conditions, is empowered to legitimize Native sporting “traditions”? Lastly, it raises questions about the potential drawbacks and/or praxis of articulating an essentialized version of “tradition” for specific purposes. Drawing on literature that considers race from an epistemological position of *density* – mainly the work of African American studies scholar Robin Kelley - I seek to interpret these sport programs for their articulation of “tradition” in a social context that community leaders have described as a “state of crisis.” I suggest that approaching race from this perspective extends upon the multiple subject positions shaping contemporary indigeneity, and will help to nourish Sport Canada’s objective to establish a more culturally diverse sporting profile.

**LEIPERT, BEVERLY**

**University of Western Ontario**

**PLUNKETT, R., MEAGHER-STEWART, D., SCRUBY, L., MAIR, H., WAMSLEY, K.**

**SRG 2009**

---

*Exploring Social Support, Sport Participation, and Rural Women's Health Using Photovoice*

---

Curling is a significant activity in rural Canada for many women. The health of women in rural Canada is much compromised compared to the health of their urban counterparts. Yet little research has explored rural sporting activities as sites for health promotion. This national study explores the influence of curling on women's health in rural communities in Manitoba, Nova Scotia, and Ontario. To date fifteen women and girls aged 12 to 72 years from two rural communities in southwestern Ontario and eight women aged 43-61 from one community in Nova Scotia have used the photovoice research method to take pictures, write in log books, and participate in group sessions to discuss the influence of curling on their health. Findings so far have revealed that curling facilitates community and family connections, enhances physical and mental health, and provides a valued and visible way to support rural community life. Study participants have also recommended ways to enhance curling in rural communities. Data collection will continue over the next two years in Manitoba and another rural community in Nova Scotia.

The development and implementation of this innovative research has been facilitated by regular research teleconferences and a face-to-face meeting in London, Ontario. A face-to-face meeting of the researchers in London in April, 2011, will further facilitate the analysis of data collected during the 2010-2011 curling season and of the extensive pictorial and narrative data obtained in the three provinces collectively. A preliminary conclusion is that the photovoice research method is proving to be an important and effective facilitator of study participant recruitment, rich data collection and analysis, and enhanced understanding about the role of sport in advancing the health of rural women and rural communities.

**LU, CHUNLEI**

**Brock University**

**SRG 2006**

---

*Chinese-Canadians' Perspectives on Health*

---

**What we know:**

- Culturally appropriate services and programs are crucial to the quality and effectiveness of health promotion and sport participation.
- There is a pressing need to conduct research within specific immigrant communities in order to better tailor policy and services for sport participation.
- As one of Canada's largest and fastest growing ethno-cultural groups, Chinese-Canadians have strikingly different views of health and sport from do their Western counterparts.

**What we do not know:**

What is Chinese-Canadians' perspectives and practice of health and sports?

**Description of the project:** A total of 100 participants completed a quantitative questionnaire and a qualitative interview.

**Research results (updated):**

- Chinese-Canadians tend to participate in mild-moderate sports, especially those that are globally popular (e.g., soccer, basketball), traditionally practised (e.g., martial arts), or best comfortable with their bodies (e.g., badminton, table tennis).
- They seem not to favour intensive or extreme sports (e.g., triathlon, skiing, hockey).
- They use sports as a social means or personal value identifier/indicator since many of them feel socially isolated.
- Many Chinese-Canadians are not aware of sports programs and resources.
- There is a need to improve sport programs and facilities (e.g., table tennis, badminton).
- There seem to be great potentials to promote sports such as curling, bowling, martial arts (e.g., judo, karate, taekwondo) among this ethnic group for regular or elite sport levels.

### **Implications of results for policymakers, practitioners and future research**

- Culturally appropriate sport programs (e.g., soccer, table tennis, badminton, martial arts) would make sports more meaningful and enjoyable to Chinese-Canadian.
- Culturally appropriate sport and recreation facilities and park design should consider growing needs among major minority groups.
- Language-specific information should be available for major minority groups when promoting programs and services for sport participation.

**McRAE, HEATHER**

**University of Manitoba**

**DOCTORAL STIPEND 2009**

---

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

---

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 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, KATIE**

**University of Western Ontario**

**POST-DOCTORAL STIPEND 2009**

---

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

---

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 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.



**MORDEN, PETER**

**Concordia University**

**SRG 2006**

---

*Adolescent Leisure Opportunities in a Gentrifying Community*

---

Leisure participation can help foster healthy youth development through their meaningful and continued engagement in recreational opportunities. In economically marginalized areas, to achieve such aims community and public sector organizations have developed services for local adolescents, primarily in order to mitigate the effects of their limited access to the commercial market. However, the effects of inner-city gentrification upon the leisure lifestyles, desires and perceptions of adolescents, and the implications for the allocation of scarce leisure services, require further study.

The initial objective of this study has been to examine the neighbourhood of Little Burgundy in Montreal, identified in the literature as prototypical of inner-city gentrification. Through the completion of detailed physical and socio-demographic analyses of the community, potential implications for adolescent leisure and leisure services provision have been posited that will inform subsequent stages of inquiry.

As is illustrated in the Canadian census data collected over the past quarter-century, an asymmetric distribution of population change has led to markedly dissimilar population clusters residing within the community. Implications of overall community change include altered demand for services and infrastructure development while implications of the observed clustering within the neighbourhood include effects of social comparison and social conflict and also perceptions related to appropriate and accessible leisure spaces.

Currently, components of the social system that may affect the realization of such implications or be subject to them are the subject of study. First, under examination is the willingness of leisure service providers to alter their provisions based on the expressed needs of a differently constituted and growing population. Most significant in the equation of change is the indigenous youth population itself. On-going data-collection seeks to understand their experiences but also their ability to have their needs heard and catered to by public and community serving agencies.

**PERRIER, MARIE-JOSÉE**

**Queen's University**

**LATIMER, A., MARTIN GINIS, K., SHAPE-SCI RESEARCH TEAM.**

**DOCTORAL STIPEND 2010**

---

*Baby, it's Cold outside: Understanding the Influence of Season on Participation in Sport and Exercise for People with Spinal Cord Injury (SCI)*

---

Seasonal variation affects participation in leisure time physical activity (LTPA). Among people with SCI, extreme weather conditions present additional environmental barriers to LTPA. The objective of this study is to estimate the influence of season on the number of minutes people with SCI spend engaged in specific types of LTPA. Participants included 696 individuals (76% men,  $M_{age}=46.81\pm 13.41$ ,  $M_{years-post-injury}=15.19\pm 11.10$ ) with SCI interviewed about time spent in LTPA at two time points, which spanned two seasons. Between group differences for the baseline level of LTPA were assessed in a regression analysis. Season marginally predicted the total moderate/heavy intensity LTPA,  $\beta=0.12$ ,  $p=0.06$ . Season was a significant predictor of moderate/heavy intensity exercise,  $\beta=0.14$ ,  $p=0.03$ , but not sport,  $\beta_s=0.01$ ,  $p=0.86$ . Individuals interviewed in the summer exercised more than those interviewed in the winter, even when controlling for age, sex, and injury status. Within person differences across seasons were assessed using a repeated-measures ANCOVA controlling for age, sex, and injury status. The main effect of season was significant for total LTPA,  $F(3,695)=3.00$ ;  $p=0.03$  and specifically exercise,  $F(3,695)=3.85$ ;  $p=0.01$ , but not sport,  $F(3,695)=0.59$ ;  $p=0.63$ . Participants exercised more in the summer than in the winter. Given that individuals who engage in sport engage in heavier intensity activity for longer bouts, and this is not influenced by season to the same extent as exercise, future emphasis should be placed on promoting recreational and competitive sport programs for individuals with SCI.

**STARKES, JANET**

**Queen's University**

**BAKER, J., LOGAN, A.J., WEIR, P.L.**

**SRG 2006**

---

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

---

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*

---

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 of made for future research.

**STRACHAN, LEISHA**

**University of Manitoba**

**CÔTÉ, J.**

**POST-DOCTORAL STIPEND 2008**

---

*Promoting Positive Youth Development in Elite Sport Contexts using Photo Elicitation*

---

*Introduction:* Previous research in the field of positive youth development has highlighted the importance of extracurricular activities, such as sport, in developing healthy youth (Larson, 2000, Petitpas et al., 2005). Further, the National Research Council Institute of Medicine (NRCIM, 2002) have suggested eight setting features that are critical to the growth of positive young people: physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support of efficacy and mattering, opportunities for skill building, and integration of family, school, and community efforts. The presence of these setting features has not yet been examined extensively within youth sport contexts (Perkins & Noam, 2007) and, with increasing elite sport participation by children and youth, it is critical that elite sport contexts be explored to ensure the best possible program delivery for talented young people.

*Method:* Fifty athletes (age 7-12) will be recruited from a variety of sports in which early involvement is on the rise (e.g., swimming, gymnastics, hockey). Photo elicitation will be used; this methodology involves individuals taking photographs within a specific context in order to explore the environment in greater depth (Morrow, 2001; Power, 2003). To date, ethics approval was granted (April 2010) and approximately 15 athletes in swimming and gymnastics have completed the study. Each athlete participated in three or four separate sessions which have proved to be appropriate with children and youth (Cook & Hess, 2007). The sessions include an explanation of the methodology, taking pictures during a practice, selecting pictures, and speaking to the researcher about their experiences by explaining the photographs taken. The final session has been audio recorded and transcribed verbatim for analysis. Preliminary results point to a positive reaction by these athletes to the use of a photo elicitation methodology. Additionally, preliminary results also point to the presence of 7 of the 8 setting features as perceived by the athletes themselves. A case study will be used to illustrate these early findings.

*Implications:* Results from this study are expected to add insight into the context of elite youth sport programs and give coaches and sport programmers information to aid in the delivery of positive elite sport programs for children and youth.

**TAKS, MARIJKE**

**University of Windsor**

**MISENER, L., CHALIP, L., GREEN, C.**

**SRG 2010**

---

*Leveraging Sport Events for Sport Development*

---

While the hosting of sport events is often justified based on economic impacts and tourism benefits, studies have shown that these impacts are often widely over-estimated and not sustainable. Researchers have come to realize that impacts of sport events are wider in scope than just monetary. Potential impacts of sporting events are: (a) participation and development; (b) social impact; (c) legacy; (d) urban regeneration; (e) tourism impact; and, (f) economic impact. Of these six, economic impact and tourism benefits have received the most research attention, while sport development has received very little research attention. Given the policy claims of the supposed significant impact of events on sport participation, sport development will become the focus of the current study. The purpose is to investigate whether sport events can be leveraged to create durable sport participation benefits for the host community. A three stage qualitative research approach is being proposed. The first stage will consist of evaluation research, evaluating instances of successful and unsuccessful sport development leveraging of sport events, and intended and unintended outcomes, based on past events. The second stage will be a planning phase, combining brainstorming and dialectical decision making with a panel of experts. The third stage will include action research, assisting event organizers and local (sport) organizations to apply leveraging tactics for sport development purposes. From a theoretical perspective, this study will contribute to leveraging theory by identifying means by which sport event organizers and local (sport) organizations can cultivate sport participation opportunities in local communities through events. This has practical implications for event organizers and local (sport) organizations since they will be able to consciously apply leveraging tactics for sport development purposes. If leveraging is successful and events create new opportunities for sport participation, then host communities will also benefit from the outcomes of this study.

**TAMIM, HALA**

**York University**

**SRG 2008**

---

*A Tai Chi Intervention with Low Income Community Dwelling Older Adults Improves Physical and Mental Health*

---

Tai Chi (TC) has been shown to positively influence health-related fitness (HRF) including cardiorespiratory function, musculoskeletal function, balance and flexibility, posture control capacity, and functional ability of elderly participants. The objective of this study was to examine TC intervention effects on HRF and mental health. In the Jane/Finch area of Toronto 74 older adults were recruited for this study (21% males and 78.2% females) with ethnicities predominately Guyanese and South Asian which had no ethno-cultural affiliations with TC. Ages were 14.1% 55 to 65 yrs of age, 52.6% 65-74 years of age and 33.3% greater than 75 years of age. Physical fitness and mental health measures were taken pre and post the TC program. The intervention consisted of a 16 week TC program offering 7, 1 hour classes per week with the participants encouraged to attend 2 classes per week. Each session was lead by a TC master with 15 minutes of warm up (Qi Gong) and 45 minutes of Yang style TC. Post intervention significant physical results were found in the 30 second chair stand, 30 second arm curl, and grip strength increase in both the right hand and left hand (p values < 0.01). Significant mental health results were found in the SF36 Health Survey (p=0.04). Despite real life challenges that older adults face, such as changing health status, frailty limitations and variable motivation, physical and psychological benefits can still be obtained from TC participation.



**TAMMINEN, KATHERINE**

**University of Alberta**

**DOCTORAL STIPEND 2008**

---

*Understanding Coping Among Adolescent Athletes*

---

Participation in youth sport is associated with a variety of positive developmental outcomes among adolescents, however studies of recreational and competitive youth sport contexts have revealed stressors which include not having fun, an overemphasis on winning, conflicts with coaches or opponents, or parental pressures to succeed (Anshel & Delaney, 2001; Goyen & Anshel, 1998; Sirard, Pfeiffer, & Pate, 2006). Researchers speculate that failing to cope with these stressors may lead to burnout and eventually sport withdrawal (Petlichkoff, 1992; Smith, 1986). Thus, by helping youth to deal with potential stressors, coping may play an important role in maintaining sport participation rates. Results from Study 1 of this research suggested that the development of coping among adolescent athletes is malleable and is influenced by the athlete's social network and prior coping experiences. However, further research is required examining the role of social agents (i.e., parents, coaches, teammates) in the development of athletes' coping skills.

The purpose of the second study of this research is to develop a grounded theory of adolescent athletes' process of learning to cope and the role of parents and coaches within this process. Interviews were conducted with 17 athletes (8 females, 9 males, *M* age = 15.6 years) 10 parents (8 mothers, 2 fathers), and 7 male coaches. Interviews were analysed using grounded theory methodology (Corbin & Strauss, 2008). Initial analyses produced the main category of learning to cope, as well as five factors which contributed to athletes' learning to cope: a supportive context for learning, coach practices, parent practices, athlete engagement and reflection, and athlete sport experiences. Athletes' learning was facilitated by being exposed to multiple situations in their sport and by reflecting on their stressors and coping efforts. Parents and coaches helped athletes learn by creating a supportive context which facilitated the learning process, and by using specific strategies including *questioning and reminding, sharing experiences, providing perspective, 'dosing' stress experiences, initiating informal discussions, direct instruction* and *creating learning opportunities*. The creation of a supportive context may underpin the effectiveness of parental and coach practices in helping athletes learn about coping.

Learning to cope appears to be an experiential process for adolescent athletes, suggesting that athletes must gain personal experience in dealing with stressors in order to learn how to cope. Parents and coaches played a role in athletes' process of learning

about coping by employing specific strategies to help athletes learn to cope and by creating a supportive context for learning.

**WATT, MARGO**

**St. Francis Xavier University**

**SRG 2006**

---

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

---

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 behavioral 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.

**WATTIE, NICK**

**Leeds Metropolitan University**

**DOCTORAL STIPEND 2008**

---

*Relative Age Effects, Sport Participation, and Youth Development*

---

Annual age grouping policies are frequently used to group children for sport participation. For example, eligibility for teams in ice hockey is determined by youths' ages on December 31<sup>st</sup> of the current playing season. Relative age describes the fact that those born just after the selection date (January) are 'relatively older' than those born just before the selection date (December): a difference of up to 12 months (Wattie et al., 2008). Research suggests that relatively younger children in such 12 month cohorts are less likely to be selected for youth sports teams, are less likely to make it to elite levels, and that these phenomena may exist internationally in many sports (Cobley et al., 2009). However, there has been a lack of research related to the influence of relative age among recreational sport participants and female participants, and how relative age influences psychosocial outcomes and youth development. Therefore, the current project explores i) whether relative age influences recreational youth sport participation among boys and girls, and ii) whether relative age influences psychosocial outcomes and youth development (e.g., enjoyment, motivation and perceived competence). This project aims to help the promotion of equitable youth sport participation experiences. Initial results suggest that relative age may be more of an influence among boys, and in particular among those within less ideal developmental settings (e.g., among youths in schools that have lower quality ratings). More specifically, relatively younger boys may be less likely to participate in sport, and may have lower levels of enjoyment for sport and Physical Education regardless of whether they are actually participating in sport. At this stage, it appears relative age effects for sport participation may be more variable among recreational sporting samples than highly competitive sporting samples, and that psychosocial outcomes may be dependent on personal and context specific characteristics.

**WEIR, PATRICIA**

**University of Windsor**

**SRG 2010**

---

*The Relationship between Sport Physical Activity and Social Engagement: A Profile of Canadian Seniors*

---

Canadian census history, the number of people aged 65 years and older topped the 4 million mark (Census Canada, 2006). As the population ages it will become increasingly important for seniors to maintain high levels of psychosocial function and independence in order to live independently as long as possible. Multidimensional models of successful aging (SA) suggest that older adults need to stay actively engaged in sustaining personal relationships and involvement in meaningful and productive activities (Rowe & Kahn, 1987). A missing link in understanding the full effects of engagement is the impact that physical activity and sport has on social engagement, and how this affects psychosocial function and independence (Everard, Lach, Fisher, & Baum, 2000). The purpose of this research is to explore patterns of social engagement in Canadian seniors. Study 1 will examine patterns of social engagement in older Canadians in three age groups (65-75, 75-85, 85+ years of age) with the goal of: a) exploring how types of social engagement might be related to involvement in physical activity and sport, and b) identifying how social engagement impacts psychosocial function and independence. Study 2 will examine the stability of social engagement over the preceding five years. Two subsets of participants from Study 1 will participate in either focus groups or semi-structured interviews aimed at understanding the “why” and “how” of any changes to social engagement (e.g., ‘what factors led to changes in engagement?’, ‘how have patterns of social participation changed over the last 5 years?’, ‘what are the facilitators and/or barriers to participation?’, ‘what are the benefits and/or costs of social engagement?’). The overall goal of this research is to extend knowledge of older Canadians’ participation in sport, and to examine the impact of sport participation on other forms of social engagement.

**WOOD, LAURA**

**University of Western Ontario**

**DOCTORAL STIPEND 2010**

---

*The Social Nature of Women's Sport Participation*

---

Individual and sport team focused approaches have dominated the sport loyalty literature, with limited attention paid to the social processes that explain sport participation and loyalty. Employing a symbolic interactionist perspective, this study examined the role of social groups in the development of women's loyalty to sport participation. Data were collected through an ethnography of an existing social group of 13 women regularly engaged in golf, and included the use of unstructured interviews, informal interviews, and participant observation. Data were analyzed using a grounded theory approach. The analysis suggested two overarching themes that explain persistence in golf for these women: connecting with group members, and constructing a group culture. Supporting skill development, structuring sport participation, and the development of ritualized group practices were the social processes that facilitated the development of group connections. Downplaying competition, constructing unique rules, and avoiding instruction enabled the development of a unique group culture.

**YOUNG, BRADLEY**

**University of Ottawa**

**STARKES, J., MEDIC, K.**

**SRG 2007**

---

*Lifespan Analyses of Social Influences on the Sport Commitment and Participation of Masters Athletes: October 2010 Progress Report*

---

Masters Sport participation engenders a pattern of sustained physical activity that over time is associated with positive outcomes of successful aging. Using the Sport Commitment Model (Scanlan et al., 2003), we continue to examine the psychosocial conditions that sustain the motivation of middle-aged and older people to remain in sport in order to realize such outcomes. Individuals with larger support networks are more adherent to physical activity than those with smaller networks or less supportive surroundings (Carron et al., 2003). Preliminary results with Masters Swimmers show that those who are heavily-involved report a greater number of potentially supportive *agents* in their social network compared to less-involved swimmers, suggesting that committed Masters might have an advantage in the number of sources that encourage their involvement (Piamonte & Young, 2008). Based on cross-sectional results, elite Masters Swimmers appear concerned about what their children would think of them if they were to discontinue activity, and these perceptions are linked to 'wanting to' stay involved. Perceived pressures from one's own children, training peers, and spouse all predict greater obligatory feelings toward continued involvement, although encouragement from a health professional appears to counter such perceptions (Young & Medic, in press). Longitudinally, we have attempted to predict Masters Swimmers' commitment based on social and non-social factors across 1-year. How much Masters want to remain committed to sport is positively predicted by perceptions of enjoyment, and how much they feel that they have already invested in the domain, and to a lesser extent by the special opportunities that they feel arise only from being in sport. How much the athletes feel obligated to stay committed is positively determined by personal investments already made in the domain, perceived alternative activities to sport, and negatively determined by social support for sport involvement (Piamonte, Young, & Medic, 2010). We continue to examine collected data to better understand factors that may moderate the relationship between various determinants and types of commitment. For example, we have found that elite female Masters' commitment levels are more strongly associated with sunken personal investments (Wigglesworth, Young & Medic, 2010). Preliminary results also show that the psychosocial conditions that effect change in sport commitment are a function of life stage (e.g., Masters 35 + yrs, versus Seniors Games 55 + yrs; Young, Carey, & Medic, 2010) and a function of



participatory level (regional, national, international), and whether people identify as serious/recreational athletes. Ongoing analyses contrast various factors that explain commitment as a function of sport type (e.g., individual/team), and importantly, attempt to identify which factors predict behavioural persistence outcomes for sport participation. Findings will interest sport programmers who aim to increase mass participation by identifying people that surround an athlete who offer an inviting context for sport and encourage it as a sustainable pursuit. Our results can also be used to strategically tailor advertising and programming messages for lifelong sport in order to best retain those who are already involved, and recruit new participants. Generally, results will inform individuals who consider Masters Sport as a participatory intervention for promoting successful aging.

**YOUNGBLUT, HOPE**

**Laurentian University**

**DOCTORAL STIPEND 2009**

---

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

---

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.

**Sport Canada Research Initiative Conference**

October 28, 2010

Ottawa, Ontario

**KNOWLEDGE TRANSFER PAPERS**

Completed Projects

<b>BAKER, JOSEPH</b> .....	<b>5</b>
Aging Expectations and Physical Activity Behaviours .....	5
<b>BEAULAC, JULIE</b> .....	<b>7</b>
A Promising Community-Based Hip-Hop Dance Intervention for the Promotion of Psychosocial and Physical Well-being among Youth Living in a Disadvantaged Neighbourhood .....	7
<b>BOUCHER, BOB</b> .....	<b>10</b>
Culture of National Sport Organizations and Participation in Sport.....	10
<b>BEWELL-WEISS, CARMEN</b> .....	<b>13</b>
Predictors of Excessive Exercise in Anorexia Nervosa .....	13
<b>COUSENS, LAURA</b> .....	<b>16</b>
Examining Interdependence in Canada’s Sport System: Community Basketball).....	16
<b>DEMERS, GUYLAINE</b> .....	<b>19</b>
Description of the first years of experiences of novice female coaches (2010) .....	19
<b>DIONNE, MICHELLE</b> .....	<b>22</b>
Sociocultural barriers to women’s participation in sport: The role of self-objectification and stereotype threat .....	22
<b>FRASER-THOMAS, JESSICA</b> .....	<b>25</b>
Understanding Adolescents’ Positive and Negative Developmental Experiences in Sport.....	25
<b>FRISBY, WENDY</b> .....	<b>29</b>
Combating Social Exclusion in Sport and Recreation through Participatory Policy Development.....	29
<b>GAGNON, JOCELYN</b> .....	<b>32</b>

Strategies Used by Physical Educators to Implement a Program that Encourages Their Students to “Adopt a Healthy and Active Lifestyle.....	32
<b>GILLES, JENNIFER .....</b>	<b>35</b>
A Framework for Creating a Campus Culture of Compassion: A Participatory Action Research Approach to Equality .....	35
<b>HAMM, SHANNON.....</b>	<b>38</b>
Can Conflict be Productive? An Examination of Conflict in Non-profit Sport Boards .	38
<b>KWAN, MATTHEW .....</b>	<b>41</b>
Transitioning Students’ Sport and Physical Activity Participation).....	41
<b>LOCKWOOD, KELLY .....</b>	<b>44</b>
Infrastructure & Expertise: A Model to Investigate Effective Training through Long-term Athlete Development .....	44
<b>MAIR, HEATHER.....</b>	<b>48</b>
Curling and Community in Rural Canada .....	48
<b>O’REILLY, NORM .....</b>	<b>51</b>
Urban Youth Engagement in Sport: Process, Access and Participation.....	51
<b>SAFAI, PARISSA.....</b>	<b>54</b>
The social determinants of athletes’ health: Understanding the relationship between health and high performance sport .....	54
<b>SHANNON, CHARLENE .....</b>	<b>57</b>
Understanding Parents’ Experiences in Facilitating Physically Active Leisure for their Children who are Overweight or Obese.....	57
<b>SULLIVAN, PHILIP .....</b>	<b>60</b>
The Effect of Coaching in Youth Sport in Canada (2010) .....	60
<b>TRUDEAU, FRANÇOIS .....</b>	<b>62</b>
Factors in Adopting Long-term Athlete Development.....	62

**TRUDEL, PIERRE ..... 65**  
    An Analysis of High School Sport..... 65

**TRUSSEL, DAWN ..... 67**  
    Organized youth sport, parenthood ideologies and gender relations: Parents’ and  
    children’s experiences and the construction of “team family” ..... 67

**BAKER, JOSEPH**

**York University**

**WEIR, P., STARKES, J.**

**SRG 2007**

---

*Aging Expectations and Physical Activity Behaviours*

---

**Project Summary**

A developing area of research focuses on 'successful aging', which has the central objective of discovering significant predictors of optimal health in later life so that risks of disease and disablement can be targeted and reduced. From this research, there is evidence indicating beliefs that older adults have of their own aging process (aging expectations) play an important role on health and healthy behaviors (e.g., sport and physical activity) throughout later life.

The current research project develops our understanding of this area by examining the relationship between older adult's expectations of aging and their involvement in preventive health behaviors such as sports and physical activity. Previous evidence shows that older adults who expect decline with age are less likely to engage in 30 minutes of moderate-to-vigorous walking activities in the previous week compared to those with affirming aging expectations; however, the impact that aging expectations have on other modes of physical activity has not yet been explored.

As a result, the main objective of this research was to discern the influence that aging expectations have on multiple kinds of physical activity behavior.

---

**Research Methods**

249 adults aged 40 and greater (average age was 70 years) completed a multi-scale pencil-and-pen survey. Recruitment took place in the Greater Toronto Area. Participants were all community-dwelling as they were recruited from retirement housing complexes, recreational activity groups (both physical (e.g., mall walking groups) and cognitive (e.g., bridge)), and senior centers. Each individual was given a survey, a stamped and addressed envelope. The questionnaire surveyed a) multiple physical activity practices and preventive health care seeking behavior (getting a routine annual physical exam from a health care professional), b) mental, cognitive, and physical aging expectations), and c) a number of important social, demographic, and clinical factors that are important and relevant to the associations being tested (e.g., gender, ethnicity, cultural background, income, education, chronological age, depression, reports of pain, restriction of daily activities, and chronic conditions). Ethics approval was granted from York University and all participants had to provide informed consent.

---

## **Research Results**

Are aging expectations associated with multiple kinds of physical activity behaviour?

Higher aging expectations were found to significantly relate overall physical activity, participation in strenuous sport, and lawn work or yard care. Again, an examination of the aging expectation sub-scales revealed that these overall effects were driven by the physical health aging expectations only. Furthermore, solely physical aging expectations were also associated with participation in light sport activities, moderate sport activities, and light housework. Findings suggest that expectations of decline with age, namely declines in physical health, are associated with decreased reports of participation in various modes of physical activity. As a result, promoting positive aspects of aging may help maintain levels of physical activity across the lifespan.

---

## **Policy Implications**

Our results may have considerable policy implications given the increased attention to ‘Aging at Home’ among many provincial and national health agencies. In general, they suggest that health messaging to older adults should reflect a more optimistic perspective since one’s expectation towards their aging influences their involvement in pro-health behaviors. However, we recognize the difficulties in implementing a ‘pro-aging’ messaging campaign in a society that values youth and may have unreasonable expectations of what constitutes ‘health’ and ‘fitness’ particularly in older age groups.

---

## **Next Steps**

The most significant ‘next step’ is the development of an intervention framework with older adults, in an attempt to ‘disarm’ the negative stigma associated with older age. We anticipate that this will not be easy (if possible at all) given the social focus on youth, beauty, fitness – all concepts not normally associated with the aging person.

We also anticipate continued examination of the role of aging attitudes and expectations on other preventive health behaviours (e.g., diet, doctor visits) and other aspects of health (e.g., self-concept, social engagement).

---

## **Key Stakeholders and Benefits**

- Provincial Ministries of Health, Health Promotion and Sport
- Health Canada
- Sport Canada
- Canadian Association on Gerontology
- Provincial Associations for Older Persons, Aging, and Gerontology



**BEAULAC, JULIE**

**University of Ottawa**

**Doctoral Stipend 2006**

---

*A Promising Community-Based Hip-Hop Dance Intervention for the Promotion of Psychosocial and Physical Well-being among Youth Living in a Disadvantaged Neighbourhood*

---

### **Project Summary**

This project involved a partnership between the University of Ottawa and three community partners: South-East Ottawa Community Health Centre (SEOCHC), Culture Shock Canada, and Heron Road Community Centre. Prior to implementing a new physical activity program in South-East Ottawa, an initial study sought to better understand the needs, barriers, and facilitators to youth participation in physical activity in order to conceptualize the new intervention. This study determined that the young people and parents were aware of the benefits to youth participation in physical activity but that contextual constraints need to be addressed. The second study of this project consisted of an implementation and outcome evaluation of a new weekly hip-hop dance intervention. The implementation findings demonstrated that the program reached the intended population and provided valuable feedback on the strengths and weaknesses of this new program. The outcome findings were mixed. In general, the quantitative results did not support the program objectives; however, qualitative findings were more positive, and suggested that the hip-hop dance intervention is a promising program for the promotion of youth well-being.

---

### **Research Methods**

The intervention conceptualization study involved a literature review and three focus groups: seven male youth; 10 female youth; and 13 parents/guardians. Youth participants were 11 to 14 years of age. The evaluation of new intervention study, involved ninety-one youths 11 to 16 years old. The youths were socially and ethnoculturally diverse; most were female (82.4%). The evaluation involved a non-experimental pretest-posttest design from the perspective of youth participant, parent/guardian, and program staff. Mixed methods were used including document review, observation, interview, focus group, and questionnaire format.

The intervention studied was a new, free community-based hip-hop dance program, implemented in South-East Ottawa for young people between 11 and 16 years of age. The program was designed to break down some of the barriers to participation by providing a free, relevant, and supervised activity, in an accessible location, that included transportation assistance and participation incentives. Two program formats were offered, girls-only and co-ed, across two program sessions: a winter session (13 weeks) and a spring session (12 weeks); different young people participated in each session. A final showcase production was held one week after the final class of each session where participants performed in front of

their families, friends, and other community members. The young people also attended pre- and post-program evaluation classes.

The program was delivered according to a structured intervention manual. Two dance instructors from Culture Shock Canada taught the classes at a local community centre. A balance between learning new hip-hop dance skills and fostering positive peer and staff relationships was sought in order to maximize youth involvement and positive outcomes. A youth coordinator and health promoter for youth were also staffed to provide youth with transportation assistance, on-site supervision, and to assist with coordination and outreach.

---

## **Research Results**

Findings from the first study demonstrated that the young people and parents were aware of the benefits of youth participation in physical activity programs. Hip-hop dance was reported as an appealing program option. Limitations of this study are the small sample size and the use of one method. Nonetheless, the intervention conceptualization study was important in informing program development and implementation, including decisions around offering co-ed and girls-only formats, program timing, participation incentives, and transportation assistance. Findings also demonstrated the importance of involving the community in developing and implementing new programs.

Findings from the second study demonstrated that program implementation was moderately satisfactory. Strengths included: accessibility, relevance and challenge in learning something new. In addition, the participants described a mainly positive/non-competitive environment and positive connections with peers and staff. Not unlike other community-based programs for youth and disadvantaged populations, almost 50% of the youths discontinued participation in the program. Other key areas of weakness included inconsistencies in the program timing, adult management of youth behaviour, and transportation, in addition to the short length of the program and unachieved outreach objective. Improving the program would likely improve youth retention and impact. Importantly, however, the youth participants in this program reflected the target population and reported overall satisfaction with the program. Participants, parents, and staff agreed that the program should be continued, with modifications, likely requiring new resources. A strength of this study was the use of multiple methods; however, low participation rates were problematic.

This program sought to promote positive development and well-being among youth living in a disadvantaged, multicultural urban community. In general, the quantitative results did not support these objectives except for a statistically significant improvement in perceived hip-hop dance skills, likely due to small sample size, high attrition, low intervention dose, and implementation problems. However, qualitative findings suggest that the intervention is a promising program for the promotion of youth well-being. More specifically, almost all the young people, staff, and parents reported an improvement in hip-hop dancing and/or other related skills, and in self-confidence. In addition, many described improved behaviours, an increase in participation in physical activity, trying new activities, and a transfer of skills to other activities, improved physical health, shyness, mood and relationships; some also described an increase in respect for others or for diversity. Less commonly, the youths and parents also indicated that health overall and/or attention improved; a few also reported

improved school performance. These findings are consistent with other research on the benefits of participation in physical activity and positive youth development programs. Although these findings suggest a promising program, they need to be interpreted in light of certain limitations, such as the small sample size and non-experimental design of the research; as a result, we can not attribute participant changes to involvement in this intervention per say.

---

### **Policy Implications**

The study supports consideration of both environmental and individual level factors in the promotion of physical activity. Currently too much emphasis is placed on individual level factors; Further, additional resources may be necessary to appropriately meet the needs of lower-income and culturally diverse young people.

The study suggested promise in offering weekly physical activity programming for youth living in a disadvantaged community. Two particularly important program-related factors were relevance (Hip-hop dance was reported as highly relevant for intervening with youth and accessibility (i.e., program cost, location, and transportation.). Promoters of physical activity should consider these two critical factors in the development and implementation of interventions.

The evidence supports collaborative, multi-setting interventions in adolescents. Attempts should be made to combine community-based interventions with those targeting other settings (e.g., school, home) as the problem of physical inactivity, health, and social problems is complex. This research also demonstrated the importance of involving the community in developing and implementing new interventions.

---

### **Next Steps**

A more rigorous study is needed to confirm the benefits of this and other community-based physical activity programs. Future intervention research needs to include more diverse and lower-income youth in order for findings to be generalizable, and to investigate a broader range of outcomes – beyond physical health. Studies investigating implementation and other dimensions of interventions are also critical to the effective study and dissemination of new programs.

---

### **Key stakeholders and benefits**

- Public Health Agency of Canada, Health Promotion Branch
- Ontario Physical and Health Education Association
- Ontario Ministry of Health and Long-Term Care
- Active Healthy Kids Canada
- Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS)

**BOUCHER, BOB**

**University of Windsor**

**GIRGINOV, V., TAKS, M., MARTYN, S., HOLMAN, M., DIXON, J.**

**SRG 2006**

---

*Culture of National Sport Organizations and Participation in Sport*

---

### **Project Summary**

This project examined the relationship between the culture of Canadian national sport organizations (NSOs) and participation in sport. The overall goal was to better understand and ultimately increase the effectiveness of policies aiming to promote sport activities such as the Sport Participation Development Program (SPDP). Generally, NSOs subscribed to a humanistic-encouraging type of organizational culture, but they did not actively promote the values of sport participation. The SPDP is perceived as a source of extra funding rather than an integral part of the strategy of NSOs. Both Sport Canada and NSOs need to embrace sport participation as a cultural process to improve its strategic management.

---

### **Research Methods**

Ten Canadian NSOs participating in the 2007-2008 SPDP formed the focus of the study including Alpine Skiing, Athletics, Badminton, Ten-pin Bowling, Cycling, Gymnastics, Hockey, Rowing, Swimming and Volleyball. They represent sports with different histories, constituencies and structures, and varying degrees of professionalisation. Four main methods and instruments were employed for data collection including:

- literature review (research, policy documents and reports);
- semi-structured interviews (except Rowing) – utilizing an interview guide based upon the cultural dimensions of sport organisations (Smith & Shilbury, 2004);
- monitoring and evaluating NSOs' websites using the eMICA model (Burgess & Cooper, 2000);
- and analyzing the use of the Internet for establishing and maintaining relationships with sport participants utilizing the Relationship-building Process Model for the Web (Wang, Head, & Archer, 2000);
- on-line surveys with members of NSOs (the Organisational Culture Inventory (Cooke & Lafferty, 1989).

---

### **Research Results**

The participating NSOs showed a humanistic-encouraging primary style culture characterised with being supportive of others, resolving conflicts constructively and helping others to grow and develop. However, no NSOs' organisational culture was homogeneous as four subgroup cultures emerged: 'board member', 'coaching staff', 'middle management' and 'senior management'. This demonstrates that organizational culture is always multi-dimensional and

cannot be determined by the values of one group only. A limitation of this survey was its response rate of 22% (N = 37).

Four clusters of cultural interpretations of sport participation amongst the NSOs emerged:

- 'elite culture' following a top-down approach where international success is used to promote grass-roots sport (e.g., Alpine Skiing, Athletics, Hockey);
- 'mass culture' suggesting a bottom-up process which naturally leads to elitism (e.g., Gymnastics, Swimming);
- 'sessional culture' – suggesting that sport participation 'dies when the grant dies' (e.g., Volleyball, Cycling);
- 'place culture' - suggesting that sport participation is promoted only in certain geographic areas (e.g., Badminton, Ten-pin Bowling).

There has been a distinct lack of awareness about the existence, purpose, implementation and how the SPDP would benefit the NSOs both within the NSOs staff and the general public. The SPDP was seen as a departmental responsibility and not as a core business of the entire NSO.

NSOs have largely perceived the SPDP as an additional source of funding and not as an opportunity to address the fundamental ongoing issue of sport participation. The program has not been incorporated into NSOs' strategic plans to ensure a better synergy between different departments.

Most NSOs were lacking the capacity to successfully run the program. Ownership of SPDP is an issue for some NSOs as they outsource the delivery of the program to private agencies over which they have little or no control.

The introduction of the SPDP has reinforced both the competition for funding and participants amongst NSOs, and an environment which favours those NSOs with better structures and resources who can afford the resources to implement sport participation initiatives. Less structured and funded NSOs struggled to cope with the expectations presented by the SPDP.

There is a tension between the LTAD model and the objectives of the SPDP program promoted by Sport Canada. These are based on two different philosophies and NSOs were confused about their relationship. Tensions also exist between NSOs and PSOs resulting in mistrust and resistance to implementation of national programs.

The Internet technology provides great advantages and the ten NSOs have been receptive to the use of the Web for promoting sport participation. However, they are still failing to utilise the opportunities offered by the interactive technology to effectively communicate their objectives and to develop relationships with members.

Regular communications with Sport Canada are critical to any project. In this respect Sport Canada could do more to facilitate research projects concerning its policies and the work of NSOs.

---

### **Policy Implications**

NSOs need to change their perceptions about the SPDP and ensure that it is well integrated into their strategic plans. The values and practices of the SPDP should not be seen as a project managed by an officer but as an essential part of the mission of the organization

which is embraced equally by all members. NSOs need to better utilize their websites to promote a culture of sport participation.

Sport Canada needs to establish a developmental strategy to support the SPDP in three key areas:

Establishing clear conceptual and practical linkages between the LTAD and SPDP so the two programs complement each other;

Putting in place a capacity-building strategy to help NSOs develop the organizational capabilities needed to successfully implement the program;

implementing a systematic promotional campaign to assist in enhancing both the public and NSOs' awareness about the SPDP.

---

### **Next Steps**

Sport participation needs to be appreciated as a process of acculturation where NSOs are cultural agents, not just as a resource or opportunity to attain other goals.

More strategic examinations into the role of the World Wide Web is needed in promoting a participation culture by investing in better designs, functionality and communications with NSOs' constituencies. Further research is needed in devising Web-based relationship strategies for initiating and sustaining participation in sport. Academia can make a significant contribution to the work of NSOs in this regard, as it possesses a great resource: technologically savvy and sport-active students. The questions 'how do NSOs' culture facilitate the socialisation of participants in and through sport?' and 'how do NSOs understand the participant and give meaning to the importance of sport?' need further investigation.

---

### **Key Stakeholders and Benefits**

- Sport Canada (better informed sport promotion policies; staff development)
- Ministry of Health (better integration of health policies with sport)
- Ministry of Education (better integration of educational policies with sport)
- National and Provincial Sport Organizations (clearer visions and better targeted efforts in enhancing participation; staff development)
- Schools and Universities (better integrate their social and sport policies with Sport Canada's agenda)
- Sport event organizers (better use of sport events to promote participation)
- Academic community (use of findings to inform research and teaching)

**BEWELL-WEISS, CARMEN**

**York University**

**DOCTORAL STIPEND 2006**

---

*Predictors of Excessive Exercise in Anorexia Nervosa*

---

**Project Summary**

The present study was aimed at determining a model that would predict excessive exercise in individuals with anorexia nervosa. This is very important because exercising excessively while underweight, as can be the case in certain forms of sport participation, has been shown to have dangerous health consequences, and has been linked to negative prognosis and higher psychological distress. At the same time, in other populations, exercising has been shown to have positive health effects (both physical and psychological). Thus, the present study examined the associations, both positive and negative, between exercise and various psychological and behavioral variables.

---

**Research Methods**

Participants were 153 patients admitted to an inpatient treatment program for anorexia nervosa. Excessive exercise status was defined as a minimum of one hour of obligatory exercise aimed at controlling shape and weight, six days per week in the month before admission. This definition of excessive exercise has been used in other published studies looking at exercise in anorexia nervosa, and, although it may appear that one hour per day of exercise is not very much, it is important to note that these individuals are at such low body weights, that any amount of activity could be considered too much. Also, many of the participants exercised much more than the one hour minimum.

The psychological and behavioural predictors used in this research had all been previously identified in past research as independent predictors of excessive exercise, but they had never been combined in the same model. The advantage of combining them was that we could see which predictors remained strong even after their shared predictive capabilities were accounted for. For example, it could have been true that depression and self-esteem were significant predictors when run separately, but if the reason they were associated with exercise was similar (e.g., negative view of self), then one of them would likely not remain a significant predictor when both were included in the same model. All the behavioural and psychological predictors were measured using widely-used and validated self-report measures.

---

**Research Results**

The overall model found that while excessive exercise was indeed linked to negative factors, such as increased dietary restraint and higher levels of depression, it was also associated with lower levels of obsessive-compulsive symptoms and higher levels of self-esteem. It is

interesting to note that past research has found the opposite relationship between obsessive-compulsive symptoms and excessive exercise. Finally, excessive exercise was linked to the restricting form of anorexia nervosa (vs. the bingeing/purging subtype), which is also in contrast to the findings of previous research; however, there is some evidence to suggest that the differences in the current study may have been driven more by the presence or absence of binge-eating rather than purging. These results would suggest that excessive exercise is related to both positive and negative factors, and they suggest that treatment programs, which usually encourage their patients to stop exercising entirely, should consider both the potential positive and negative effects of this recommendation. They also point to the possibility of incorporating some form of moderate exercise into treatment.

To our knowledge, the present study is the first attempt to identify a model predicting excessive exercise in patients with AN, using previously identified predictors from the extant literature. It is important to note, however, that in some cases, we used different measures of specific variables than other studies used. Although all of the measures that we used have been widely utilized and have been shown to have good validity and reliability estimates, our understanding of excessive exercise in AN would be strengthened by replications of the present model by independent research groups, using the same measures we used.

Our study was also limited in that all of our participants had been admitted to inpatient treatment at the time of assessment and none were actively engaging in exercise when they were completing their questionnaire packets. Thus, it is possible that some or all of the findings may have been a reaction to not exercising. It would be a worthwhile effort to try to assess patients before they come into the treatment program to see if our current model of excessive exercise in anorexia nervosa holds. Also, it is not clear how well the results of a model of excessive exercise developed using inpatients would extend to individuals with anorexia nervosa in the community (who also often do not seek treatment and who may have less severe eating disorders).

Finally, because our study did not control for any variables (e.g., randomly assigning one group to exercise and comparing them to a group that does not exercise), we can only talk about relationships among the predictors and excessive exercise. We cannot say that the predictors cause excessive exercise, or that excessive exercise causes the predictors. It is also just as possible that they coexist together because of some other, unmeasured, variables. Future prospective research is needed to begin to determine the direction of the associations we found.

---

### **Policy Implications**

The current recommendations for individuals presenting to intensive treatment for anorexia nervosa include stopping exercising entirely, as it has been shown to be associated with negative psychological variables and negative treatment outcome. The present findings partially support these recommendations, but do raise the possibility that there are positive aspects to exercising as well. Thus, the findings would suggest that further research is needed to determine the relationship between exercise/ excessive exercise and the course/ treatment of anorexia nervosa. It may be that some exercise, such as certain forms of sport participation, can be usefully incorporated into treatment (perhaps later in treatment as



weight has begun to be restored), as long as efforts are made to prevent the exercise from becoming excessive.

---

### **Next Steps**

Future research is needed to replicate the present model, determine the directions of the relationships between the predictors and excessive exercise, and evaluate the impact of incorporating some form of exercise, such as certain forms of sport participation, into treatment for anorexia nervosa.

---

### **Key Stakeholders and Benefits**

At this point, the current findings may be useful for health professionals who work with individuals with anorexia nervosa and physical activity and sport leaders dealing with participants with this condition.

**COUSENS, LAURA**

**Brock University**

**SRG 2006**

---

*Examining Interdependence in Canada's Sport System: Community Basketball)*

---

### **Project Summary**

The purpose of this research was to explore and assess the existence of partnerships or network collaborations within the delivery network of basketball providers in one geographic region of Canada: Niagara. Investigators used network analysis to investigate the degree of integration (incidents of network collaboration) and interdependence (partnership effectiveness) between providers of sport (e.g., basketball clubs, Boys and Girls Clubs, Parks and Recreation Departments) in one geographic region. The specific objectives of the research were: to identify the providers of the sport of basketball in one geographic region of Canada; to identify the location (central, periphery) of each actor in the network of providers, as well as the level of connectedness (density) of the network; to identify the conditions that have facilitated or hindered collaboration and integration in the networks; and to explore the environmental context (normative, regulative, cognitive) of the networks. The study revealed a fragmented network wherein the number of actual linkages among the organizations was low (one third of all possible linkages,) with organizations working independently rather than fully exploiting opportunities for collaboration. The referees association was situated at the centre of the network given its control over a key resource, referees, valued by each of the basketball clubs.

The dedicated basketball clubs were more tightly coupled to one another than to the nonprofit organizations (e.g. Boys & Girls club; YMCA) or to the educational institutions (e.g., post secondary).

Reasons for lack of integration among local providers of basketball included:

- need for control over decision-making in the club;
- challenge of securing buy-in from other clubs to partner;
- challenges associated with working with volunteer boards of directors;
- rivalry between local clubs for athletes, facilities, and financial resources;
- lack of volunteer time and expertise to establish and manage partnerships;
- lack of realization of the economies of scale (e.g., lower administrative overhead for marketing, registration, and facility booking) available through collaboration;
- fear of uncertainty and of making long-term commitments to other organizations;
- and
- need to hire paid staff to manage relationships with key partners/stakeholders.
- Mechanisms that facilitated collaboration uncovered:
  - Friendships that facilitate the use of 'social capital' to acquire resources;
  - Assigning board members to manage relationships with key partners/stakeholders;

- Hiring paid staff to manage relationships with sponsors, facility providers, and with the referees association;
  - Establishing a framework for collaboration based upon shared goals and values; and
  - Leveraging informal contacts in the basketball community to initiate partnerships.
- 

## **Research Methods**

Quantitative data was collected using a five-page survey adapted from Provan, Harvey, and Guernsey de Zpaian's (1995). Questions surrounding the reasons for linkages between basketball providers were drawn from the literature on community sport organizations, and included links to share information, resources, marketing, and fundraising. Respondents were asked to indicate the organizations to which they were linked from a list of basketball providers. Additional questions related to organizational goals and structure, barriers to collaboration, and key players in the community who facilitated or hindered collaboration. 11 out of 12 organizations completed the questionnaire. Data were analyzed using the UCINET 6 network analysis software (Borgatti, Everett & Freeman, 2002).

Qualitative data were collected via 11 in-depth guided interviews with basketball providers at the local, provincial, and national levels. Individuals contacted for interviews included two university basketball coaches, senior administrators or members of the board of directors of local clubs, the leaders of recreation basketball programs, as well as representatives from Canada Basketball and Ontario Basketball. Questions were posed to gain a deeper understanding of the inter-organizational relationships that existed – or did not exist - among the clubs or with other key resource providers. Each interview was recorded, transcribed verbatim, and member-checked by the interviewee for content accuracy. Each member of the research team read the data to identify codes, patterns and relationships.

---

## **Research Results**

**Power and dependence:** Local clubs' efforts to maintain power over critical areas of their operations hindered opportunities for collaboration, not only with other local clubs, but with governance bodies in the broader environment encompassing the sport of basketball. The clubs were highly dependent upon others in their environment for virtually all of the critical resources needed to operate.

**Industry rivalry:** Dedicated basketball clubs clearly identify themselves as rivals in this local market, competing for athletes, volunteers, facilities, and financial resources from local governments or sponsors. Low barriers to entry (e.g., easy for start-up clubs to enter the market), and high levels of uncertainty in relation to facility access and funding from sponsors intensified industry rivalry among local basketball clubs.

**Reliance on normative processes.** In the case of dedicated basketball providers, it appears that some level of cooperation has arisen through normative processes that are embedded in the social relationships in this community. It appears that social norms were used as the basis of behaviors by the majority of the providers. Accordingly, the threat of punishment or sanctions (e.g., limit access to referees or facilities) worked in support of cooperative behavior.

**Managing interdependence.** Linkages with other organizations involve commitments, obligations, and a greater degree of inter-organizational interdependence that necessitates

internal coordination. However, the managerial structures needed to effectively integrate inter-organizational activities were largely absent in dedicated basketball clubs. Some clubs were moving towards adopting a more structured approach to managing relationships by creating dedicated positions to facilitate interactions. Informal (e.g., friendships) means were also used to manage inter-organizational interdependence.

The results of this research are not generalizable to a broader array of individual and/or seasonal sports; however they do highlight resource constraints that are typical of many community sport clubs.

---

### **Policy Implications**

Establish, at the provincial level, a regional framework for local, same-sport clubs; one that limits club rivalry among existing clubs and creates barriers to entry for new clubs that lack specified governance frameworks and organizational structures.

Mandate strategic planning by local sport clubs. Emphasize strategies to reduce uncertainty through long-term contracts or relationships with facility providers (municipal governments, schools) and/or corporate sponsors. The capacity of local sport clubs to increase participation is severely limited by uncertain access to facilities.

Mandate a prescribed governance structure for local sport clubs.

Provide incentives for collaborative structures, such as sport councils, that will alter the power and dependence relationships between sport clubs and their key suppliers.

Create, at the municipal level, liaison mechanisms (staff, processes) that enable local sport clubs that use municipal facilities to manage their power/dependence, and to enhance communication.

Provide a framework for longer-term access (3 to 5 years) to facilities to enable sport clubs to enhance participation through planned growth strategies.

Develop a strategic plan for regional sport facilities that considers the facilities owned by local governments, private companies, and nonprofit organizations. Consider non-traditional venues such as churches, outside spaces, and refurbished industrial buildings.

---

### **Next Steps**

What are the normative processes used by local sport clubs to manage their interdependence with resource providers and competitors?

How do coalitions of sport organizations, such as Sport Councils, serve as mechanisms to manage the relationships among community sport clubs and their resource providers?

How do networks encompassing nonprofit providers of sport compare to networks encompassing private and public-sector providers of sport programs?

Which organizational structures facilitate or hinder collaboration and integration among community sport clubs and their resource providers?

---

### **Key Stakeholders and Benefits**

- Local governments (in particular Parks and Recreation Departments)
- Provincial Sport Organizations
- National Sport Organizations
- Sport Councils (Commissions)

**DEMERS, GUYLAINE**

**Université de Laval**

**SRG 2006**

---

*Description of the first years of experiences of novice female coaches (2010)*

---

### **Project Summary**

The objective of this study is to better understand the experiences of novice female coaches during their first two years of coaching. Conclusions of previous studies have shown an under-representation as well as a decreasing number of female coaches in the last 30 years. Not only are there less female coaches, those who chose this profession stay in it for approximately four years, in comparison to their male counterparts who remain in coaching for 11 years. Building on these conclusions, we have set two specific objectives: 1) describe the profile of women entering the coaching profession and 2) identify the different successes and difficulties they experience in their first two years of coaching.

Although this research is an exploratory one, identifying successes and especially problems has provided excellent leads in terms of the training of female beginner coaches. It appears, in fact, that their training should include a component on handling discipline. This is not surprising in and of itself, because young coaches often work with younger groups of athletes. The need for teaching strategies and access to a varied exercise bank appears critical to training women beginner coaches.

This study confirms that mentorship support should be available to beginners as it is for experienced coaches. The differences appear to relate to the objectives of the mentoring. Experienced coaches need more support to overcome obstacles having to do with the fact that they are women, while beginners seem to need more technical support, such as educational strategies or examples of exercises to apply.

In closing, we can state that the coaches appreciated opportunities to record their successes and problems. As one said, "It feels funny describing negative events; it gets them out of your system." They are increasingly sensitive to their experiences, and their descriptions are becoming more refined over time. This approach seems to hold potential for working with female beginner coaches

---

### **Research Methods**

We have chosen a multiple case study in order to better understand the experiences of novice female coaches.

#### 1) Recruiting the female coaches

We recruited the novice female coaches through the Quebec school sport system. We called the athletic director of every high school to have the contact informations of any new female coaches in that particular school. We also contacted few gym clubs where we knew they had new females in a coaching positions. We were able to recruit 12 novice female coaches involved in gymnastics (6), basketball (1), soccer (2), taekwondo (1), curling (1), and

cheerleading (1). Nine were coaching in the community stream and three in the competition stream.

## 2) Data collection on problems and successes

We used the critical incident technique in order to collect data on the problems and successes those novice coaches were experiencing. Each of them reported a minimum of two incidents per week (one linked to a problem, one linked to a success) for a period of time varying from 16 to 20 weeks. We collected between 32 and 40 incidents for each coach for a total of 462 incidents.

---

## Research Results

Although this research is an exploratory one, identifying successes and especially problems has provided excellent leads in terms of the training of female beginner coaches. It appears, in fact, that their training should include a component on handling discipline. This is not surprising in and of itself, because young coaches often work with younger groups of athletes. The need for teaching strategies and access to a varied exercise bank appears critical to training women beginner coaches.

This study confirms that mentorship support should be available to beginners as it is for experienced coaches. The differences appear to relate to the objectives of the mentoring. Experienced coaches need more support to overcome obstacles having to do with the fact that they are women, while beginners seem to need more technical support, such as educational strategies or examples of exercises to apply.

In closing, we can state that the coaches appreciated, and continue to appreciate, opportunities to record their successes and problems. As one said, "It feels funny describing negative events; it gets them out of your system." They are increasingly sensitive to their experiences, and their descriptions became more refined over time. This approach seems to hold potential for working with female beginner coaches.

---

## Policy Implications

This research is relevant to the new Policy on sport for women and girls. Specifically, it is linked to the following action plan activities (based on the Policy Intervention areas outlined in the policy):

- Program Improvement

Support and encourage organizations funded through Sport Canada via on-going liaison processes to actively engage women and girls as governance leaders, coaches, technical leaders, officials and athletes participants (as appropriate), including through the provision of facilitation expertise and use of readiness and gap analysis tools.

- Strategic Leadership

Advocate with Provincial/Territorial Governments to support and/or develop sport programs and initiatives that actively engage women and girls in sport as athlete participants, coaches, technical leaders and officials, and as governance leaders (as appropriate).

---

## **Next Steps**

### Research questions

- What would be the impact of women only training session on recruitment of women coaches?
- What is the impact of mentorship on women coaches' retention?
- What do the different sport organizations do to support their new female coaches?
- Why do women stay in coaching for a shorter period of time compare to their male counterparts?
- Qualitative study to describe women's experiences in a action research project where we help beginner coaches to learn their new profession.

### Practical applications

- Design women-only training workshops including the new findings (e.g. how to deal with discipline issues, how to deal with parents).
- Develop a mentorship program linked with the workshops; make that process automatic.
- Develop a network to let the local sport organizations know about who are the trained women available to coach in their sport.
- Work with the NSO so they would develop drills and exercises «handbook» for their sport (develop a template to help them).
- Write a chapter to add to the material that is used to train NCCP Learning Facilitators about women learners in a coaching workshop.

---

## **Key Stakeholders and Benefits**

- Coaching Association of Canada (NCCP and Women in coaching program)
- National and Provincial Sport Organizations
- Canadian Interuniversity Sport
- Canadian Collegiate Athletic Association
- Sport Canada (Women and sport)
- Canada Games council
- Provincial and territorial governing bodies (ministry or secretary of sport)

**DIONNE, MICHELLE**

**Ryerson University**

**SRG 2006**

---

*Sociocultural barriers to women's participation in sport: The role of self-objectification and stereotype threat*

---

**Project Summary**

Women and girls in sport have endured years of cynicism regarding their physical abilities, much of which is perpetuated via media portrayals that emphasize their appearance, femininity, and (hetero) sexuality rather than athletic competence. Although female athletes have made gains in international recognition, funding and opportunity, the negative representations and resultant stereotypes about women's suitability for sport remain. Although there is speculation that such attitudes could pose truly serious barriers to women's participation and performance in sport, remarkably little research has provided tangible evidence of this effect as yet. However, a parallel body of evidence shows performance decrements on cognitive tasks when female participants are primed with stereotypes about women (stereotype threat), and other studies have shown similar effects when attention is focused on a participant's appearance (self-objectification). There is reason to believe that the domain of physical performance could be similarly affected via these mechanisms.

The connection to participation in sport is as follows. If stereotypes about women and sport are internalized, performance may be compromised. After repeated attempts where one's success is short of optimal, motivation wanes for further participation. Choices are then made to engage in other activities where performance does not have the same meaning for one's sense of self-worth. If women do not feel competent or confident in participation in sport and exercise, then they will be less likely to do so. This is the question we wish to examine.

Our specific objective was to consider whether priming stereotypes and self-objectification can lead to performance decrements on physical performance tasks, including sports activities. We further hypothesized that these effects might be at least partially mediated through changes in self-perception, effort or motivation. Our preliminary findings provide some of the first evidence that sport performance can be compromised by priming stereotypes about women. Further, these stereotypes lead women to have a diminished view of their own physical competence, and are less likely to see themselves as athletic. Similar results are seen when attention is focused on the appearance of women's bodies rather than on their physical capabilities. We believe that stereotypes can constrain women from participating in sport because of the negative attitudes they engender.



---

## Research Methods

We used true experimental designs in the laboratory as is common in psychological research to test our hypotheses.

In one study, we asked female participants play a golf game using a Nintendo Wii with either a male or a female avatar (game character). Half of the participants were told that there are no gender differences in performance on that task, and the remaining participants were told that men typically outperform women on the task. In addition to the performance task, participants completed self-report measures of athletic identification and physical self-perceptions.

In another study we primed a state of self-objectification (a type of self-attention on appearance) and had female participants perform an athletic task. Specifically, we randomly assigned participants to wear tight and revealing, or loose and concealing athletic wear. Then, to exacerbate the effects of self-objectification, participants in one group were asked to attend to and estimate the size of their own body by looking in a mirror and indicating widths of their shoulders, waist and hips on a nearby screen. Participants in a control group were similarly asked to estimate the size of a control object at three designated places. Finally, all participants were asked to complete two performance tasks: an actual test of golf putting performance (mini-putt) and virtual putting using the Nintendo Wii.

---

## Research Results

The key findings are consistent with initial hypotheses. For the stereotype threat study, results indicated that women showed marginally better performance when they played with a male avatar as opposed to a female avatar, regardless of explicit information about gender performance. The results were even clearer for athletic self-perceptions. Women who had played with the male avatar were more likely to report seeing themselves as “athletic” and as being physically competent than those playing with a female avatar.

For the self-objectification study, results were less clear but there was a trend towards support for our hypotheses. That is, there was a tendency to see slightly worse performance from women when they were asked to wear tight-fitting and revealing clothing during the golf task. One only needs to consider the now infamous comments by Sepp Blatter (FIFA president) that women’s soccer would attract more fans if they wore tighter clothing to understand where such attitudes originate and where they might lead for women’s sport.

While these results are promising, there are limitations. Both studies would benefit from additional data collection and as such it will continue so that we can increase statistical power in the analyses. There are also additional controls that we would like to implement, and also replicate a parallel design with male participants to further explore gender differences.

---

## Policy Implications

It has been established over decades of research that the media, particularly sport media, contain the types of messages theorized to contribute to self-objectification and to the formation of stereotypes about the appropriateness of sport for women. What has yet to be clearly established is evidence of the harm that these attitudes can have to women’s

performance in and enjoyment of sport. If women do not see themselves as possessing the physical competence of a successful athlete, they are going to be less likely to take up sport activities and more likely to drop out once they have started. Existing policies to ensure equal access to sport for both genders, including equal access to funding, training and facilities must be continued and arguably enhanced. Researchers in this area in the US frequently refer to Title IX as a watershed moment of for women's sport in that country. Canadians must continue to ensure equal access with or without such a policy.

---

### **Next Steps**

One clear future direction of this research for media psychologists would be in devising and testing media interventions so that women can resist the cultural messages regarding their ability to participate and perform successfully in sport.

---

### **Key Stakeholders and Benefits**

The Canadian Association for the Advancement of Women in Sports <http://www.caaws.ca/e/index.cfm> may find these results of interest.

**FRASER-THOMAS, JESSICA**

**York University**

**POST-DOCTORAL STIPEND 2006**

---

*Understanding Adolescents' Positive and Negative Developmental Experiences in Sport.*

---

### **Project Summary**

Currently, there is considerable public concern about youths' healthy physical and psychosocial development. As such, researchers in both developmental and sport psychology highlight a need to better understand how organized sporting activities may be contributing to youths' positive or negative development. The purpose of this study was to gain understanding of adolescents' positive and negative developmental experiences in sport. Athletes suggested their sport involvement facilitated many positive developmental experiences related to challenge, meaningful adult and peer relationships, a sense of community, and other life experiences. Athletes also highlighted negative developmental experiences related to poor coach relationships, negative peer influences, parent pressure, and the challenging psychological environment of competitive sport.

---

### **Research Methods**

Participants included 22 competitive swimmers aged 14-18, purposefully sampled for maximum variation (i.e., mixed genders, clubs, coaches, competency levels, and engagement levels). Participants engaged in a semi-structured interview (approximately 1 hour) with questioning focused on participants' positive and negative developmental experiences in competitive swimming during adolescence. Data was analyzed using previously established guidelines (Tesch, 1990).

---

### **Research Results**

Tables 1 and 2 present the findings that emerged from the data. Positive developmental experiences were grouped into five categories related to: challenge, meaningful adult relationships, meaningful peer relationships, a sense of community, and other life experiences. Negative developmental experiences were grouped into four categories related to: poor coach relationships, negative peer influences, parent pressures, and challenging psychological environments.

Generalizations to other sport environments should be done with caution due to substantial differences across sport programs; however, as the first study to gain such in depth understanding of adolescents' developmental experiences, findings serve as a springboard for future investigation and understanding of developmental experiences in other sport programs. It should also be noted that more females than males participated in this study. As such, future investigation should aim to gain a more comprehensive understanding of both

genders' developmental experiences in sport, and potential differences in male and females' experiences.

---

### **Policy Implications**

Findings highlight the critical importance of appropriate training for coaches of adolescent athletes. First, many athletes outlined concerns regarding coaches' ability to understand adolescents' psychological, social, and emotional development, highlighting a need for improved curricular content and practical learning in this area. Second, findings emphasize a 'disconnect' between coaches' perceptions of their behaviours and athletes' perceptions of coaches' behaviours. As such, coach certification programs and pedagogical workshops should place additional weight on the importance and value of self-evaluation and peer-evaluation, and should outline effective methods for conducting such evaluations. Third, findings highlight coaches' important roles in facilitating adolescents' positive adaptation to the stressful environment afforded by competitive sport. Focusing more on communication skills, and strategically weighing the provision of a challenging environment with opportunities for success in that environment, are of utmost importance.

---

### **Next Steps**

Findings suggest many new research questions, areas for future investigation, and subsequent implications. The following are a few examples:

**Developmental Experiences:** Do developmental experiences vary across different sport environments (e.g., different types of sports, competition levels, investment levels)? How can positive developmental experiences be facilitated in all sport environments?

**Coaches:** Do certain positive coach-related experiences 'balance out' or neutralize negative experiences? Can coaches facilitate adolescents' positive adaptations to sport-related challenge and stress?

**Parents:** How are different youth sport programs addressing parent education, and how effective are they in doing so? Can more innovative methodologies (e.g. journals, ethnography) be used to gain deeper understanding of parent-adolescent relationships in sport?

---

### **Key Stakeholders and Benefits**

With growing concern for youths' healthy physical and psychosocial development, this research is timely and of wide reaching interest. Findings serve as a starting point for future modifications and interventions in youth sport programming aimed at enhancing healthy development and facilitating prolonged engagement. Sport Canada is encouraged to disseminate freely.

---

Table 1

*Positive Developmental Experiences: Categories and Themes*

Category	Themes	N
1. Athletes were challenged	1. Sport structure demanded a strong work ethic.	18
	2. Coaches demonstrated belief in athletes' capabilities.	13

	3. Sport required commitment, discipline, and perseverance.	13
	4. Coaches provided meaningful constructive feedback.	12
	5. Coaches taught and guided the goal setting process.	8
	6. Coaches pushed athletes and held high expectations.	7
	7. Parents, siblings, and peers influenced athletes' work ethic	7
2. Athletes had meaningful adult relationships.	1. Coaches made special connections with athletes	15
	2. Sport provided an opportunity to develop special relationships with parents	13
	3. Coaches were good communicators.	10
	4. Coaches served as adult role models.	6
3. Athletes had meaningful peer relationships.	1. Sport provided an opportunity to develop close and unique friendships built on common interests.	16
	2. Club structure provided opportunities to develop special relationships with different aged peers.	15
	3. Sport provided opportunities for leadership and role modelling.	12
4. Athletes experienced a sense of community.	1. Clubs were family focused.	10
	2. Clubs hosted events.	7
5. Athletes had other positive life experiences.	1. Sport structure, coaches, and peers facilitated good time management skills.	9
	2. Sport travelling fostered independence.	9
	3. Sport experiences facilitated personal attributes.	9
	4. Sport experiences guided life values, interests, and careers.	9
	5. Sport provided opportunities to overcome stress and develop resistance.	5
	6. Sport served as a context to develop good communication skills.	4

Note. *N* represents number of participants that discussed a theme.

Table 2  
*Negative Developmental Experiences: Categories and Themes*

Category	Theme	N
1. Athletes had poor relationships with coaches	1. Coaches were poor communicators	9
	2. Coaches had favorites	9
	3. Coaches were intimidating	7
	4. Coaches modeled a poor work ethic	6
	5. Coaches demonstrated inappropriate behaviors	6
2. Athletes were negatively influenced by peers.	1. Peers were jealous and negative towards each other.	4
	2. Peers demonstrated a poor work ethic	3
3. Athletes were burdened with parent pressure.	1. Parents pressured athletes to excel	4
	2. Parents pressured athletes to stay in the sport	3
4. Athletes experienced a challenging psychological environment	1. Sport provided a context for excessive stress.	6
	2. Sport provided a context for negative self-perceptions.	3

Note. *N* represents number of participants that discussed a theme.

**FRISBY, WENDY**

**University of British Columbia**

**THIBAUT, L.**

**SRG-RELEASE TIME STRIPEND 2006**

---

*Combating Social Exclusion in Sport and Recreation through Participatory Policy Development*

---

### **Project Summary**

The purpose of this study was to examine how experiences with physical activity for recent immigrant Chinese women living in Vancouver can inform Canadian sport and recreation policy at the local, provincial, and national levels to increase their participation. The Chinese population is the largest 'visible minority' group in Canada, yet little is known about the role of physical activities in local community centres in their settlement into a new country. While many important sport and physical activity initiatives are aimed at children and youth, much less emphasis is placed on adults or immigrants, which is surprising given immigrations rates, the aging of the Canadian population, and the related costs to the health care system. Our focus was on women because their sport and physical activity participation rates are lower than men and our previous research has shown that women want to be positive role models for their children, they desire the health benefits, and they have a major influence over sport participation decisions within the family (Frisby, Reid, & Ponc, 2007).

---

### **Research Methods**

Multiple qualitative data collection strategies included:

an analysis of documents related to multiculturalism, sport and physical activity participation, interviews with immigrant Chinese women in Mandarin, Cantonese or English (n=50), interviews with local, provincial, federal policy makers (n=36) and staff from an immigrant service agency (n=5).

In addition, we organized a two-day workshop that brought the immigrant women, policy makers, immigration workers, and researchers together to discuss the findings and identify action steps which continue to be tracked through ongoing email communications with study participants.

---

### **Research Results**

Our analysis reveals that involvement in community sport and physical activity has an important role to play in helping immigrant Chinese women with settlement. While many of them expressed interest in continuing activities done in their homeland, they were also interested in learning more about "Canadian activities" to improve fitness, decrease stress

and social isolation, be good role models for their children, and adjust to their new country. Yet, most receive no information on the opportunities available to them.

Even though 1 in 5 Canadians are born outside the country (Statistics Canada, 2008) and we were able to find sport and recreation equity policies for girls and women, persons with disabilities, people on low income, and aboriginals - no policies were found related to multiculturalism and sport or physical activity. This confirms the findings of an earlier study by Donnelly and Nakamura (2006). Local, provincial and federal policy makers saw multiculturalism as an important policy development area, but were often unsure how to proceed because of the complexities involved. Government jurisdictions that create divisions in how sport, physical activity, and recreation are defined, resourced, and operationalized are a contributing factor.

Another overall finding was that sport and physical activity are not seen as a priority by immigration workers because of the emphasis placed on housing and employment, even though some had portfolios in the areas of health, community services, and public education. Yet the immigration workers saw potential health benefits for their clients by developing partnerships with local community centres to promote sport and physical activity programs, and expressed interest in being involved in future discussions on the topic.

Several action ideas on how to promote inclusion were generated when the new Canadians, sport and recreation policy makers, immigration workers, and researchers came together at the workshop. These included: providing free passes in the first year (and in subsequent years for those who continue to live on low income); partnering with immigration services; providing free facility tours and information sessions; childcare; multi-lingual communications, and family instruction in "Canadian sports."

---

### **Policy Implications**

The results of this study contribute directly to the Canadian Sport Policy goal, that has been adopted by the provinces, of increasing access and equity in sport for under-presented groups including visible minorities. It also informs Leisure Access Policies in recreation departments/community centres in Canadian municipalities.

We are preparing a Multiculturalism, Sport, and Physical Activity Workbook to share the 'learnings' obtained through this study with others and we plan to make it available through the Leisure Information Network (LIN). It is not our intent to provide a simple 'recipe' for policy development that can be implemented in other communities, because needs and interests differ both within and between different cultural groups. Rather our intent is to emphasize a process that includes partnerships and citizen engagement that can be adapted by different individuals, groups, and organizations to meet their specific aims and circumstances.

---

### **Next Steps**

Replications of this study are needed to determine if the findings can be transferred to other Chinese immigrants and immigrants from other cultural groups. More research with cultural groups that considers intersections with gender, age, social class, disability, sexuality, etc. will enhance our understanding of the importance of sport and physical activity in their lives, the barriers they face, and the distinction, if any, between sport and physical activity for these groups.



Research is also needed on the sport and recreation policy and program development at the local, provincial and federal levels that can build capacity to support the inclusion of new Canadians and increase their participation rates (including those of adults), so they can reap the same benefits as other citizens. In addition, future research should examine multiculturalism, sport, and physical activity policy and success stories in other countries that could serve as a guide to new initiatives in Canada.

---

### **Key Stakeholders and Benefits**

- Sport Canada and their provincial affiliates
- Canadian Parks and Recreation Association and their provincial affiliates
- Local sport organizations, clubs, leagues, teams
- Local community centres in municipal recreation
- Non-profit sport organizations (e.g. YWCA, YMCA)
- Immigration and social service organizations
- Local health authorities

**GAGNON, JOCELYN**

**Université Laval**

**MARTEL, D., NADEAU, L., MICHAUD, V.**

**SRG RELEASED TIME STIPEND 2006**

---

*Strategies Used by Physical Educators to Implement a Program that Encourages Their Students to “Adopt a Healthy and Active Lifestyle”*

---

### **Project Summary**

Essentially, the purpose of this research project is to implement a program, such as Team Pentathlon, in primary and secondary schools to encourage physical activity and study various aspects of the program implementation process. More specifically, we:

- describe the development of the students’ physical activities (nature, frequency, and duration of physical activity sessions) throughout Team Pentathlon;
- describe the students’ views about their physical educators’ actions to encourage them to participate in Team Pentathlon;
- analyze the action strategies used by physical educators to establish a process for “adopting a healthy and active lifestyle” during the implementation of Team Pentathlon; and
- analyze the students’ response within their team as part of Team Pentathlon to improve or maintain their level of physical activity.

The analysis of preliminary research data shows that 84% of the students, both boys and girls, who participated in the pentathlon were active or very active during the eight weeks of the program. More specifically, the pentathlon led them to increase the frequency, duration and intensity of their physical activity and diversify their activities by trying new activities and new sports. In fact, the amount of time the participants spent practicing physical activity is well above the recommendations of Quebec, Canadian and US organizations.

---

### **Research Methods**

Team Pentathlon is an event that takes place over eight consecutive weeks, during which the members of each team of five students must collectively log at least 160 hours of physical activity. There are five activity categories. The 160 hours must include at least 15 hours of aquatic activity, 35 hours of team sports and games, 15 hours of cycling, 35 hours of artistic games and activities and 10 hours of two-person sports and games. A meaningful contribution from each student is imperative for the team to be successful. Five symbolic awards (Award of Excellence, Gold Medal, Silver Medal, Bronze Medal, Honorable Mention) are given out at the end of the pentathlon to the teams that meet those particular standards. Over the course of four training sessions, physical educators are instructed on methods to implement and complete Team Pentathlon. During the pentathlon, the students organize

and manage their individual and team activities, as needed, to most effectively fulfill the pentathlon requirements. They record their results daily on a sheet provided for this purpose. Every two weeks, program administrators collect the students' results, entering them on spreadsheets to produce summary reports that they then give to the physical educators. The physical educators, like the students, will use these results to re-adjust their action strategies, as needed, to promote the students' successful response as much as possible.

Since the project started, nine physical educators from primary schools and three from secondary schools have introduced Team Pentathlon to over 1,150 students. Four other physical educators from secondary schools plan to test the program with their students in February and March 2011.

Each morning during the pentathlon, the classroom teacher gives the students a few minutes to record on the sheet all of their physical activity sessions from the day before. This way, the data on the students' physical activity is collected systematically. However, the students' level of practice and, as a result, their level of success, depends in part on the strategies used by their physical educator to educate, support and motivate them during Team Pentathlon. The description of these action strategies is created based on the physical educators' planning (what they want to do) and their reports on what they actually did during meetings with their students. Furthermore, the critical incidents technique (Brunelle et al., 1988) is used to gather descriptions from the students of how their physical educator's actions encouraged them to participate in Team Pentathlon.

It is also important to stress that Team Pentathlon is an event that requires a meaningful contribution from each student to be successful. Interviews are held at the end of the pentathlon with each team of students to determine the individual and team response to improve or maintain the level of physical activity. Finally, during the reporting phase, the students will fill out a questionnaire, giving their opinion on the design and requirements of Team Pentathlon, based on their experiences.

---

## **Research Results**

Team Pentathlon really does encourage students to be more active over the eight weeks of the program. What's more, most participants said that they have maintained a good level of physical activity after the program. The motivating effect of the pentathlon is observable in both girls and boys. More specifically, 84% of the students, both boys and girls, who participated in the pentathlon were active or very active during the eight weeks of the program. More specifically, the pentathlon led them to increase the frequency, duration and intensity of their physical activity and diversify their activities by trying new activities and new sports. In fact, the amount of time the participants spent practicing physical activity is well above the recommendations of Quebec, Canadian and US organizations.

However, boys and girls do not have the same preferences when it comes to the type of physical activity they practice. Girls prefer individual or artistic activities, while boys participate more in team sports.

Most notably, 85% of students who participated in the pentathlon said that they wanted to do the program again because it really helped them be more active.

---

### **Policy Implications**

This action research encouraged many students to participate in regular physical activity and sports. In addition, many students who were already active benefited from the program by experiencing new sports or activities that they did not already practice on a regular basis. Lastly, the study helped identify factors that contribute to students being more active (the data for this part of the study is still in its analysis stage).

---

### **Next Steps**

Since the analysis of the results of our project is not finished, we have not yet fully met all of our objectives. We are presently working on describing the teachers' actions and students' strategies that had a positive impact on physical activity. However, our project has raised new questions. We found that some students who were fairly inactive prior to the pentathlon became active during the program, while others remained completely or fairly inactive. Future research should look at the characteristics of this particular group. It would also be worthwhile to compare the effects of the pentathlon on students from various socio-economic backgrounds. Lastly, it would be interesting to examine the long-term "pentathlon effect" by measuring participants' physical activity on a regular basis after the program is over.

**GILLES, JENNIFER**

**University of Waterloo**

**DOCTORAL STIPEND 2008**

---

*A Framework for Creating a Campus Culture of Compassion: A Participatory Action  
Research Approach to Equality*

---

**Project Summary**

This dissertation united key stakeholders from the University of Guelph community in order to examine issues around accessibility and inclusion of students with disabilities in campus recreation and sport opportunities. The research team included representatives from the University of Guelph's Centre for Students with Disabilities and the Department of Athletics, an undergraduate student with a disability, and two university alumni. The ultimate goal was to develop a planning framework to guide universities in supporting the human rights and inclusion of students with disabilities in extra-curricular campus life. What emerged from data analysis was the development of a framework for creating a Campus Culture of Compassion. This framework, which encompasses six guiding principles, three fundamental characteristics, and six process pieces, explores how universities can implement programs, policies, services and practices that better respond to the changing and diverse needs of university students with disabilities in order to ensure their full engagement in all areas of campus life.

---

**Research Methods**

This dissertation used a Participatory Action Research approach as the strategy of inquiry. This involves the researcher working as part of a collaborative research team in order to connect the research to larger social change efforts. The overall goal was to develop a framework to guide universities in creating an inclusive campus community, particularly pertaining to extra-curricular activities. In order to ensure that the framework included perspectives of all key stakeholders, interviews were conducted with five research team members and 18 University of Guelph stakeholders, including: students with and without disabilities, staff members from the Department of Athletics and the Centre for Students with Disabilities, faculty members, and senior administrators. Transcripts of the interviews were analyzed for common patterns which were then clustered together into broader categories. Based on this analysis, a five page draft of the framework was created and then shared with all members of the research team. The research team collectively worked through and reflected on the initial framework in order to provide examples for the components and to identify areas that needed further development. In order to ensure that the framework truly reflected the perspectives of the participants, all participants were invited to participate in a 'focus group' where we provided an overview of the preliminary

findings. Suggestions and recommendations from the focus group and team meetings were incorporated into the final framework.

---

## **Research Results**

What emerged from data analysis was the development of a framework for creating a Campus Culture of Compassion. This framework centres around six principles that help guide universities toward developing a campus culture that is compassionate. Essentially, a campus culture of compassion values: (a) access for all; (b) diversity and uniqueness; (c) interdependence and social responsibility; (d) diverse knowledge bases, voices, and perspectives; (e) the power of learning and education as a tool for social change; and (f) the whole person. The framework also indicates three fundamental characteristics that a campus culture of compassion must possess. In essence, post-secondary institutions and their community members must be: (a) interconnected, (b) supportive and enabling, and (c) informed. Six process pieces are included in the framework which enables a campus culture of compassionate to be fuelled and sustained over time. These pieces include: (a) creating a vision for the future, (b) constructing a plan to achieve the vision, (c) securing funding to put the plan in place, (d) thinking critically and measuring actions against the vision, (e) being proactive to making change happen, and (f) reaching beyond compliance. The framework encourages university stakeholders to collectively reflect, dialogue, and collaborate in order to create broader systemic changes. These changes are necessary since constraints to campus engagement can threaten a student's well-being and sense of self. This framework can serve as a starting point to initiate these conversations and inspire universities to use a participatory approach to encourage positive social change within the university context.

---

## **Policy Implications**

This study offers insights into the barriers that students with disabilities face when seeking to participate in campus recreation and athletics while providing practical strategies to combat these barriers.

Government of Canada policy acknowledges that in order to have claim to full citizenship, athletes with a disability must be provided equivalent opportunities to develop their abilities and to compete at provincial, national and international sporting events. The framework that emerged from my dissertation is aligned with this initiative and seeks to shed additional light on the important role that recreation and athletic engagement plays within an individual's life, and within a community as a whole. The framework informs communities on the core values, characteristics and process pieces that are essential to creating an inclusive and accessible environment.

The framework from this dissertation reveals that a major component of being involved in sport and physical activity is being adequately informed. Thus, persons with disabilities must have access to information regarding: a) the benefits of being physically active, b) available programs and services, and c) the accessibility of an event or service prior to participation. This study highlights the benefits of developing mutually benefiting partnerships both within and outside of one's core community in order to streamline services, provide support in a holistic approach, blend resources, and diminish redundancies. A collaborative approach will

also help to increase participation rates, reach a broader target audience, and provide diverse and supportive services.

---

### **Next Steps**

The perspectives of key stakeholders within a university, highlighted in this study, may be transferable to other community groups and within other community contexts. The components of this framework can ideally be used to encourage communities to collaborate and create community conversations that raise awareness of each other's perspectives and work towards collective problem solving. However, future research may need to explore the perspectives of other community groups, particularly those who are marginalized, in order to enhance the relevance and usability of the framework within a generalized community setting.

Future research could also develop a 'tool kit' for creating community cultures of compassion based on the main components of the framework. The 'tool kit' would draw upon the insights gained from the framework, and would follow a similar format of guiding principles, characteristics, and process pieces. Future research could document the process by which a university, or other community, utilizes the framework or 'tool kit'. Such a study would provide insight on the usefulness of the framework or 'tool kit' within another community context both in terms of its ability to create campus partnerships and conversations, as well as its ability to facilitate action or social change. It would also shed additional light on the process by which university stakeholders, or community members, can use a participatory approach to unite relevant individuals in order to achieve a shared outcome.

---

### **Key Stakeholders and Benefits**

- The following organizations could benefit from the findings of this study:
- Ontario University Athletics Association (OUA)
- Canadian Interuniversity Sport
- Canadian Intramural Recreation Association (CIRA)
- Sport Canada
- Canadian postsecondary institutions
- Canadian Sport Associations

**HAMM, SHANNON**

**University of Western Ontario**

**DOCTORAL STIPEND 2006**

---

*Can Conflict be Productive? An Examination of Conflict in Non-profit Sport Boards*

---

**Project Summary**

Given the importance of board decisions on the development of sport programming in Canada, an investigation of the impact of conflict within these groups is essential for effective board functioning. Thus, the purpose of this project was to examine the nature, level, and impact of task, relationship, and process conflict in provincial sport organization (PSO) boards. In defining group conflict, three types of conflict were examined: Task conflict was viewed as disagreement among group members about the content of tasks; process conflict was defined as disagreement about how to accomplish tasks; and relationship conflict was described as disagreement that is personal in nature. For each conflict type, perceptions of conflict, the factors that influence perceptions of conflict and the outcomes of conflict were explored.

---

**Research Methods**

This study of sport organization boards was conducted in the fall and winter of 2007/2008. A survey was used to collect data regarding the individual (e.g., age) and group (e.g., routine or non-routine decision type) characteristics of members and their boards, as well as each board member's perceptions of: intragroup conflict, board decision quality, satisfaction with their board and board commitment.

A sample of board members of PSOs within Ontario was surveyed. The study was limited to active board members and included individuals with central (e.g., president) or peripheral (e.g., treasurer) roles. This sample was chosen because of the influence of PSO board members whose decisions ultimately impact the delivery of sport within the province.

A total of 41 of the 86 registered PSOs in Ontario agreed to participate in the survey study. Two hundred (200) surveys were sent out. The survey was completed by 74 board members for a response rate of 37%.

---

**Research Results**

**Decision Quality.** When task, relationship, and process conflict increased, the quality of the board's decisions decreased; decisions were less likely to be based on the best available information or the board's current strategies. Further, relationship conflict was the strongest predictor of decreased decision quality (i.e., when conflicts were personal in nature, lower decision quality resulted).

**Board Member Satisfaction.** When each conflict type increased, board member satisfaction with their board decreased. Relationship and process conflict were the strongest negative predictors of board member satisfaction (i.e., when disagreements were personal in nature



or about “how you do things” as a board, participants had negative feelings toward their board).

**Board Member Commitment.** When all three types of conflict increased, board member commitment decreased. Relationship conflict was the strongest predictor of decreased board commitment (i.e., when differences of opinion were personal, board member identification with their board decreased).

Further, task conflict and process conflict led to, or triggered, relationship conflict, which then had a negative impact on outcomes. Thus, task and process conflict were likely to result in dysfunctional relationship conflict. For instance, if boards were disagreeing about a task (e.g., where to hold their next championship) or how to complete a task (e.g., who will do what) this often lead to tension or friction among board members which resulted in negative impacts on both group and individual outcomes.

The results presented above provide insight into the nature of conflict in PSO boards, however there are a few limitations that should be noted. First, given the purpose and exploratory nature of the study the results were analyzed at the individual level, and thus conclusions regarding the nature of conflict within specific PSO boards cannot be made. Second, task, relationship, and process conflict were found to be highly related to one another. Although, multicollinearity statistics were used to demonstrate that three separate types of conflict were in fact represented in the data, the participants may have had trouble distinguishing between each conflict type. Therefore, it is important to gain a more comprehensive understanding of board member perceptions of conflict in this context. This could be accomplished through further research using qualitative methods (i.e., interviews and observations).

---

### **Policy Implications**

The results demonstrate that conflict has a negative impact on decision quality, satisfaction, and commitment in this setting. It is recommended that policy makers create greater awareness of intragroup conflict in sport boards. Given the negative relationships seen here, strategies to educate board members on the nature and impact of conflict should be developed to improve PSO board capacity around identifying and managing conflict in a proactive and effective manner.

---

### **Next Steps**

Preliminary results suggest that continued research is needed to understand the mechanisms that underlie the conflict process, for instance: how potential positive task conflicts lead to negative outcomes, what causes task and process conflict to lead to relationship conflict, and how conflict impacts board performance. Working with non-profit boards and policy makers to develop longitudinal examination of the conflict process may help identify some of the “triggers” to conflict and potentially improve the effectiveness of conflict management in this setting.

The results presented here have been accepted for publication in a top-tier sport management journal and have been presented at the 2008 North American and European sport management conferences. Since this survey study, a qualitative research project was completed that further explored the nature of conflict in PSO boards. These findings have been submitted to the 2009 North American Society for Sport Management (NASSM)

student research paper competition and a working paper is currently in review for publication.

Further, the importance of connecting this research with the sport community is recognized. As such, a formal written report summarizing the results and subsequent implications for management has been submitted to each PSO involved in the study. Moreover, continued networking with Sport Canada and the non-profit sport community has been anticipated through attendance and participation at subsequent SCRI conferences.

---

### **Key Stakeholders and Benefits**

- Provincial sport organisations
- The Sport Alliance of Ontario
- The Ontario Government (and other provincial governments)
- Sport Canada
- National sport organisations

**KWAN, MATTHEW**

**University of Toronto**

**DOCTORAL STIPEND 2007**

*Transitioning Students' Sport and Physical Activity Participation)*

---

### **Project Summary**

The transition from late adolescence to young adulthood represents a time of profound changes, including a period for which substantial declines in physical activity levels occur. As the late adolescent population transitions into early adulthood, a number of trajectories are possible (e.g., entry to the workplace, armed forces), but a large proportion of young adults elect to pursue a higher education at college or university. Recently, research has begun to examine the patterns of physical activity among students as they transition from high school into university. Consistently, the studies have found participation in moderate-to-vigorous physical activity being significantly higher during students' last year at high school compared to during their first-year at university. Anecdotally, substantial decreases in organized sport has been a significant contributor to those overall declines in physical activity participation; however, changes in sport participation during the transition from high school to university had not been previously examined.

---

### **Research Methods**

Participants were 162 first-year students that completed a questionnaire during their spring semester at university. The questionnaire included a global (general) measure of physical activity (Godin Leisure-Time Exercise Questionnaire; Godin & Sheppard, 1985), a detailed measure of sport and physical activity behaviours (Modifiable Activity Questionnaire for Adolescents; MAQ-A; Aaron et al., 1995), and semi-structured open-ended questions to identify the perceived barriers to sport participation during students' first-year at university.

---

### **Research Results**

Consistent with previous research, the study found participation in both vigorous and moderate type physical activities decreasing from high school to university. Among the participants, 63% of the students exhibited declines in their overall physical activity, 22% of the students showed an increase in their physical activity, while 15% did not change.

- Average engagement in strenuous/vigorous physical activities decreased from 3.64 times/week during high school to 2.35 times/week during university.
- Average engagement in moderate physical activity decreased from 3.61 times/week during high school to 3.01 times/week during university.
- Together, moderate-to-vigorous physical activity declined from 7.26 times/week during high school to 5.36 times/week in first-year university.

The primary purpose of this study was to further examine the role of sport participation. The results found an overall declines in their participation in organized sports, similar to the declines in overall physical activity levels.

- On average, students reported participating in a sport activity on 14 days/month during high school; entering university, students reported engaging in sports on an average of 5 days/month.
- In addition decreases in the frequency of sport participation, there were decreases in the duration of those sport activities. On average, students engaged in 77 minutes/session during high school, and only 39 minutes/session at university.
- Decreases in sport participation were moderately related to decreases in strenuous/vigorous type physical activity; and weak-to-moderately related to the decreases in moderate type physical activity.

With the many health and social benefits associated with being physical activity and sport, research should strive to understand populations such as first-year students and the reasons behind their decline in both their sport and physical activity levels. Students identified a number of important barriers to their sport participation during their first-year at university.

- Time constraints
- Availability of sports
- Fatigue
- Alternative social activities
- Laziness

---

## **Policy Implications**

The present findings demonstrate significant linkages between declines in sport participation to the overall declines in physical activity behaviours among young adults transitioning into university. It must be recognized that the transition into early adulthood is a period for which individuals disengage from sport participation, continuing to become less active advancing with age. Given the many benefits associated regular participation in sport and physical activity, this transitional period offers a critical point to intervene

---

## **Next Steps**

This study was able to provide a snapshot into the sport participation of students transitioning from high school to university. While providing some insights to first-year students' participation in sport-specific activities, there is a need for further research. First, more efforts is required to develop the capacity for sport and physical activity surveillance among the collegiate population (i.e., tracking sport participation over time). Secondly, qualitative studies may be necessary to gain a more in-depth understanding behind the contexts associated with declines in sport participation. Lastly, future research needs to continue to understand the key changes occurring during this transition period, and to develop a sustainable intervention to help students maintain their engagement in sports through this life change.

---

## **Key Stakeholders and Benefits**

Broadly, the findings from this study will be informative to organizations and ministries associated with sport and health promotion (e.g., Ontario Ministry of Health Promotion and

Sport, Canadian School Sport Federation). Furthermore, the findings could also be useful for physical activity educators – highlighting the needs for a greater emphasis on sustaining lifestyle sport and physical activities following high school graduation.

**LOCKWOOD, KELLY**

**Brock University**

**JACKSON, G.**

**SRG – RESEARCH TIME STIPEND 2006**

---

*Infrastructure & Expertise: A Model to Investigate Effective Training through Long-term Athlete Development*

---

**Project Summary**

A Hockey Intervention Program (HIP) was established as an innovative vehicle to evaluate the infrastructure-athlete relationship for training athletes in the sport of ice hockey. This research examined both system level and athlete level factors that influence stakeholders' decisions to access and/or integrate infrastructure into athlete development and how innovative infrastructure can best provide effective support for athlete development throughout the stages of Long Term Athlete Development (LTAD). The HIP coupled facility time (hard infrastructure) in the form of a sport specific training device (skate treadmill) emphasizing fundamental skill development and expertise (soft infrastructure) in the form of highly qualified and specialized trainers. Outcomes of the research strongly supported the value of sport specific infrastructure programs, such as HIP, which focused upon fundamental skill acquisition and development at all stages of LTAD. Simply stated, fundamental skills, such as skating, are rudimentary to the sport and the mechanics can and should be introduced, taught, trained and mastered at all levels of player development.

---

**Research Methods**

This study employed a mixed-method research design to examine the impact of the HIP according to two perspectives. First, system-level qualitative data regarding when, how and why sport infrastructure is most effective in supporting athlete development was gathered from four hockey sub-system stakeholders – parents, coaches, minor hockey leaders, and hockey talent scouts/agents. These groups have vested interests in athlete development and as such, make decisions that directly influence the type of facilities and expertise an athlete utilizes. Open-ended surveys and interviews provided data on stakeholder attitudes about the role of both hard and soft infrastructure in supporting athlete development.

Second, athlete-level quantitative data was gathered to examine how the HIP contributes to athlete development and sport specific performance. Physiological, biomechanical and on-ice performance measures were tracked pre and post a 12-week HIP training intervention per year for two years. Biomechanical measures assessed change in mechanical skill acquisition and refinement of technique, physiological measures assessed change in fitness level, and sport-specific performance measures assessed the transference of dry-land training to on-ice performance.

These data – stakeholder attitudes and performance measures – were analyzed and interpreted both independently and compiled in order to determine how stakeholders access infrastructure in ways that provide the greatest amount of support for athlete development. All data was collected on a yearly (cross-sectional) and ongoing (longitudinal over two years) basis to track system and athlete changes. This approach and timeline also facilitated the development of practical recommendations as outlined below.

---

## **Research Results**

System level qualitative data was collected from 160 stakeholders; 120 parents and 40 decision makers that act on behalf of a minor hockey player. One parent for each athlete was surveyed with the exception of those 20 athletes in the “Active for Life” stage of LTAD; as adults making their own decisions, these athletes were surveyed directly. The remaining stakeholder groups included a random distribution of coaches, league administrators, scouts and agents. System level qualitative results emphasized support for three themes: the reasons for accessing sport specific infrastructure, the timing of ‘first access’ of sport specific infrastructure, and the quality or ‘perceived impact’ of facility time and expertise associated with sport specific infrastructure exposure.

Athlete level quantitative data was collected from an athlete sample of 140 hockey players; 20 athletes for each of seven stages of the LTAD model. Analysis revealed three themes consistently across all stages of LTAD: significant pre-post differences in mechanical literacy; confidence; and physical literacy gained as a result of exposure to HIP.

Combining and interpreting both qualitative and quantitative findings has provided a framework to assess the sport infrastructure-athlete connection. The greatest influence in understanding sport specific infrastructure and expertise occurred in Year 1 of the HIP when the novelty and impact of the program was high. Participants and stakeholders recognized the benefits of HIP early in an athlete’s development and the influence of an integrated approach to mechanical and physical literacy seen consistently throughout the stages of LTAD. While this study focused specifically on ice hockey, research outcomes strongly support the value of sport specific infrastructure programs which emphasize the acquisition and development of fundamental skills, such as skating mechanics, as a part of athlete development at all stages.

---

## **Policy Implications**

Where enhancing sport participation is concerned, this research project has three major implications:

- 1. Alternative infrastructure (e.g. Skate treadmill training) is as an effective way to teach, learn and train “FUNdamentals”**

The Canadian Sport Centres have called skating one of the “FUNdamentals” of LTAD in on-ice sports.<sup>i</sup> As noted above, most ice hockey stakeholders believe that even young children, given quality instruction, can acquire confidence and learn proper skating mechanics and technique on the skate treadmill.

- 2. Skate treadmill training as an alternative to scarce and expensive ice time**

Several interviewees noted that ice and ice time are scarce commodities in many communities. One of the advantages of the HIP is that it is the only off-ice mode of training

that allows actual skating, thus circumventing the need for ice and ice time. Additionally, skate treadmills are considerably less expensive to build and maintain than ice surfaces, and take up far less space. As a result, skate treadmill training can be an attractive solution to issues associated with access to ice.

### **3. The need for accreditation/certification of instructors**

One of, if not the, major benefit of the HIP noted by stakeholders was the skating-related knowledge and expertise of HIP instructors – knowledge and expertise that is necessary to benefit from the training of what Hockey Canada calls the most important skill in ice hockey.<sup>ii</sup> Related to this, several stakeholders mentioned the range of instructor quality associated with the “plethora” of commercial hockey training resources that exist today. Many suggested a need to accredit or certify instructors so that all stakeholders can have confidence in, and benefit from, available coaching and instruction. Both the Ontario Minor Hockey Association<sup>iii</sup> and Hockey Canada<sup>iv</sup> emphasize the need for certification and continuing education of coaches.

---

### **Next Steps**

Results of this study support the development of fundamental movement patterns or mechanics of motion beyond the Active Start and FUNdamentals stages. Mechanical literacy has the potential to significantly enhance sport performance at all stages of development if integrated appropriately. It is recommended that a model of mechanical literacy be built and superimposed on the current model of physical literacy throughout all stages of LTAD.

Skating ability has been called the most important skill in the sport of ice hockey.<sup>v</sup> However, the transfer of skating-related research knowledge to fundamental development of athletes’ skating skills is lacking and neglected. To ensure ongoing development of the game of ice hockey, it is imperative that we develop effective tools for teaching, training, tracking and /monitoring fundamental movement skills such as skating mechanics. Hockey Canada has made positive initial steps in regulating/accrediting facilities and programs.<sup>vi</sup>

Provide a template for like-sport (e.g. women’s hockey, ringette, sledge hockey, special needs games) organizations to include alternative infrastructure and expertise.

---

### **Key Stakeholders and Benefits**

- International Hockey Federation (IHF)
- National Hockey League (NHL)
- Hockey Canada
- Provincial Hockey Associations
- Local Minor Hockey Leagues and Associations
- Ringette Canada
- Provincial Ringette Associations
- Local Ringette Leagues and Associations
- Coaches Association of Canada (CAC)
- Canadian Sport For Life (CS4L)



---

<sup>1</sup> Canadian Sport Centres. (2006). *Canadian Sport For Life Through Long Term Athlete Development: Resource Paper V2*, p. 21. Retrieved September 29, 2010, from <http://www.canadiansportforlife.ca/upload/docs/LTAD%20Downloads%20Eng/Canadian%20Sport%20for%20Life%20Resource%20Paper.pdf>

<sup>1</sup> Hockey Canada. (2008). Long Term Player Development Plan. p. 12.

<sup>1</sup> Interview with OMHA administrator.

<sup>1</sup> Hockey Canada. (2008). Long Term Player Development Plan.

<sup>1</sup> Hockey Canada. (2008). Long Term Player Development Plan. p. 12.

<sup>1</sup> Kalchman, L.. (2010, May 28). Pilot projects first step toward hockey camp regulation. *thestar.com*. <http://www.thestar.com/sports/hockey/article/816271--pilot-projects-first-step-toward-hockey-camp-regulation>

**MAIR, HEATHER**

**University of Waterloo**

**SRG 2006**

---

*Curling and Community in Rural Canada*

---

**Project Summary**

The main objective of this research was to understand the role of curling clubs in rural Canadian life. It aimed to deepen and broaden our understanding of the role of leisure and sport settings in community development by studying the rural curling club. Specifically, it sought to: (1) explore the functions of these clubs as sport and community places over time; (2) examine the roles the clubs play in rural life and assess the challenges and opportunities they face; (3) observe and document the club year-round as well as community-based activities in the facility; (4) understand how these functions and meanings differ across communities and the country; (5) determine how rural curling clubs are community spaces to be understood within the broader contexts of rural and social change; (6) develop and refine new research approaches designed to best capture the complex interactions in these sport settings.

Thus far, it can be concluded that curling clubs are central places in small communities and have some combination of the following six characteristics:

1. Sources of regular physical activity and life-long social connections
2. Part of community identity
3. Sites of pride, history, commitment and ownership
4. Founded upon volunteerism
5. Platforms for valued family time and activity
6. A gathering place' for the community

---

**Research Methods**

Because these are small clubs and are located in very small communities, an ethnographic approach was undertaken. The researcher travelled to two clubs in each of the ten provinces (with an additional two clubs in Northern Ontario) and spent a bonspiel (generally a multi-day, multi-team tournament) weekend at the clubs. Graduate students were often present and part of the research team. Where possible, the researcher also travelled to the clubs during the summer (off-season) months to meet with key players (e.g. clubs presidents, board members, etc.) and to get a sense of what role the club plays in the community when curling is not taking place. During the winter, the research team spent entire weekends in the club, taking part in social events and aiming to have as many meaningful, informal conversations with participants as possible. In all, it can be estimated that a total of approximately 600 hours were spent in the clubs over the course of the research (average time in the clubs was about 30 hours). In addition to conversations, the research team

carefully observed the behaviors and activities of the curlers. Notes from conversations and observations were recorded and were later analyzed. Photos and later video recordings were also made on site and proved to be very helpful sources of information during data analysis.

---

## **Research Results**

Specifically, the findings can be grouped as answers to four main questions: Why do people try curling; why do they join (and remain club members); what challenges do the clubs face; and how are clubs attempting to meet these challenges?

It is clear the primary factor influencing an individual's decision to join a curling club is a social connection. Indeed, nearly all participants listed family, friends and co-workers as primary influences. Other reasons cited by participants included: school and youth involvement; change in family status that provoked a desire for a new activity (e.g., kids leaving home, spousal death or divorce, moving to a new community); and a desire for winter-months physical activity.

Curlers join and remain members of clubs because of the following benefits: Contributes to their health and well-being; allows them to enjoy regular physical activity at varying levels of experience and ability; provides volunteer and leadership opportunities; fosters a sense of ownership in the club; and allows for community engagement.

Challenges facing clubs relate primarily to economic issues, in particular, a lack of stable economic and volunteer burn-out. Other challenges included: the effects of a lack of diversity within the sport; a growing divide between elite/professional and amateur curling (what is referred to as competitive vs. social curlers); and the resulting tendency for sport organizations (including the Canadian Curling Association) to provide uneven support for clubs (high performance camps vs. grants for small repairs and upgrades).

Many clubs are working hard to address these challenges with innovative programs and strategies, including: maintaining affordability; identifying as a 'life-long sport' (e.g., from 'Little Rocks' for youth to Masters Curling); developing coaching and leadership capacity; responding to modern participant needs with flexible memberships and league play; promoting the social benefits of club membership; and updating the club's former image (closed, elite, white, male-dominated spaces) to socially diverse, community places.

A serious limitation was the researcher's lack of French-speaking abilities, which meant the clubs visited in Quebec were generally bilingual and not solely Francophone. Further, due to cancellations, two clubs identified for research and visited in the off-season ceased to be available for research during the winter term.

---

## **Policy Implications**

In general, local curling clubs have been highlighted as sites of important physical activity with tremendous potential for social benefits. To achieve the benefits, clubs need stable and dependable investment and access to resources to help them continue to build capacity and maintain infrastructure. A successful and thriving curling club is one at the centre of both sport and community life. As such, the following should be supported and resourced: Youth Development; family-friendly infrastructure and programming; and capacity to understand and meet the needs of the modern adult participant, seniors and people with challenges and non-traditional curlers.

There are three steps sport policy makers can take to support curling clubs: 1) Support curling with the same level of financial (federal, provincial, municipal) afforded to other sports (e.g. hockey); 2) Increase exposure to curling by implementing programs in schools across Canada; and 3) Provide development funds to national or provincial curling organizations and to local clubs.

---

### **Next Steps**

All research opens new doors of inquiry and this project has been no exception. One of the outcomes of this project is the development of a project focussing on the challenges of diversity and access facing urban clubs. The study focused deliberately on small communities because it was thought that the role of the club in the community may be more easily visible on a smaller scale. However, there is certainly room to look at bigger clubs in larger communities. Other questions that stem from this project include: What is the state of urban curling clubs and what challenges are facing them; What is the image of curling in the minds of new Canadians and how can we increase its appeal; How can national sport organizations communicate more effectively with, and respond to the needs of, their grassroots members; How can those concerned with sport development and participation balance the needs of high-level/elite sport development with those of everyday Canadians; How are (particularly winter) sport clubs working to meet environmental challenges with facilities such as hockey and curling rinks?

---

### **Key Stakeholders and Benefits**

Canadian Curling Association; All provincial and regional curling associations; The Curling News; The World Curling Federation; Federation of Canadian Municipalities

**O'REILLY, NORM**

**Syracuse University**

**BERGER, I., HERNANDEZ, T., PARENT, M., SEGUIN, B.**

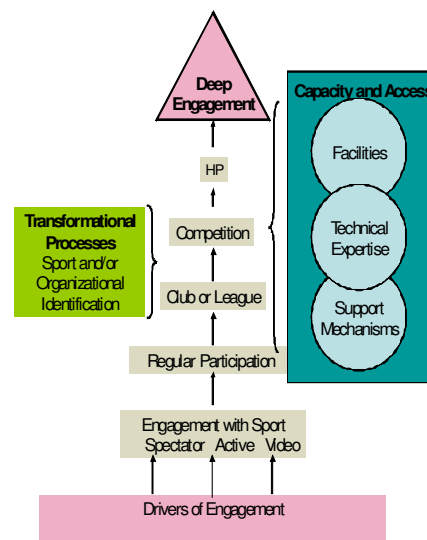
**SRG 2006**

*Urban Youth Engagement in Sport: Process, Access and Participation*

**Project Summary**

This research examines participation and engagement with sport among Canadian urban youth and the resulting impact on athlete development, sport organizations, businesses, sponsors and Canadian society. Particular emphasis is put on the city of Toronto and pool and rink sports. There are four research questions:

- In what ways and how deeply are young urban Canadians engaged in sport?
- What is the engagement process?
- What capacity exists to facilitate, support and enhance engagement?
- What roles, responsibilities and benefits accrue to business, government and non-profit organizations?



**Research Methods**

This project involved an extensive array of secondary research efforts and primary data collection protocols. Secondary research included a literature review and cohort analysis of Canadian Youth 1992 to 2005 using the Statistics Canada General Social Surveys (1992, 1998 and 2005). Approximately 10,000 respondents completed the sport and physical activity module of the GSS.

Primary Research included two netnographies (written accounts of online cyberculture, informed by the methods of cultural anthropology) of a number of online forums to better understand and identify the important factors driving or inhibiting youth sport participation. Water sports facilities and arenas in Toronto, Montreal and Sudbury were observed to determine the daily and regular user habits of young people. The researchers concentrated on participant ethnicity, socioeconomic level, mode of transportation to the site, family involvement, types of activities and activity level. Interviews focused on youth athletes, non-athletes and youth in schools.

Experimental intervention included three surveys and one intervention with 123 students from Grades 4 to 8 attending three public primary schools in Sudbury, as well as their parents. Students were divided into three groups: active household, moderately active

household and inactive household based on a first survey. A second survey focused on youth attitudes and behaviour in relation to physical activity. Following the second survey, the youth were randomly divided up into two groups: one group received an information kit on physical activity and the other, an information kit on diet. A third survey, identical to the second, was distributed after the intervention to determine if there had been a change in the level of engagement and attitude toward physical activity and/or in the level of family support.

The questionnaire for a large sample survey (“National Survey of Urban Canadian Youth” (n=3003)) of youth in Toronto, Vancouver and Montreal was built from all previous studies and literature.

A still ongoing spatial analysis of sport facility infrastructure in the city of Toronto will layer the location of facilities, clubs and other important infrastructure in relation to various demographic factors, as well as the results of the other methods, to provide a geospatial assessment of Greater Toronto.

---

## **Research Results**

The literature review and cohort analysis revealed that urban youth sport participation was determined by six underlying factors: household context, parental education, community context, social/gender, self-perceptions, and competing behaviours. All these drivers discriminate between adolescents who do and adolescents who do not participate in sport. Notably, the cohort analysis also found that the younger generations are decreasing their participation rates at higher levels than other cohorts.

The interviews, netnography and experimental intervention allowed for deeper understanding of these factors at many levels. For example, youth interviews highlighted eight drivers of sport participation: (i) parental/siblings influence, (ii) coaches, (iii) socio-economic status of the family, (iv) technical skills, (v) geographical context, (vi) personal attributes (identity aspect) and skills (perception of strengths vs. weaknesses), (vii) friends, and (viii) school as an initiator into sport (but also an obstacle to great engagement). Notably, gender and ethnicity did not appear to be as important as previous thought (literature). The interviews further made three important comments vis-à-vis the process and strength of engagement: First, the processes of youth sport participation depend on the interaction with youth’s social surroundings. Second, the strength of youth engagement in sport is influenced by the level of competition and degree of family involvement. Third, parental involvement may be the most important of all drivers. Importantly, the interviews revealed that youth participate in sport via one of three processes: social (family, friends), institutional (school, club), identity (self-perceptions, ego, etc.). There is a difference between these processes for youth who are doing sport for recreation and those who are high-performance athletes

The netnography highlighted that youth lacking a supportive environment are most in need of policy support vs. those in middle-class, two parent families. In addition, analysis using GSS data related to ‘household context’ reinforced this driver as a critical – if not the most important - element in adolescent sport participation. Households of intact families, with higher than average incomes, in which several household members participate in sport, define an ideal that is not available to all adolescents.

Early analysis of the large sample survey suggests that those in need of support in sport participation are those who do not match the drivers of sport participation noted earlier. Indeed, the profile of the current sport participant suggests that effort should be expanded to target and encourage adolescent females, over the age of 17, from Central Canada, living with less-educated parents, in a lower income, non-in-tact family, with a father born in Canada and without other household members who participate, coach and attend amateur sporting events.

---

### **Policy Implications**

This research brings forward a number of important recommendations to governments at the level of policy and the level of programs. The most important policy recommendation, clearly, is the need to develop policies that target the portion of the Canadian population who requires support. The middle-income family, with two parents living at home, and a decent income does not need help. Their kids are largely active. It is in fact the single mother or the widower, living in a condo, with limited income that really needs the support. Their kids are largely not active. This is emphasized by the cohort analysis which found that youth sport participation declined at a significantly higher rate for households with incomes of less than \$40,000 per year versus those households in the \$100,000 per year category. The income divide clearly indicates the need for fiscal (government) support of lower- and middle-class income earners' children's participation. Government-sponsored spaces at different recreational and competitive levels in organized sport for these families' youth may have a greater impact.

---

### **Next Steps**

Two important steps remain in the analysis of all this data: geospatial analysis of facilities and further data analysis of the large sample survey.

---

### **Key Stakeholders and Benefits**

There is a need for policy makers and investors in grassroots sport to target resources at participants not in 'supportive' environments and/or 'ideal' households. These organizations include governments, foundations, sponsors, COC, and NSOs.

Organizations interested in increasing participation rates should act to overcome structural challenges to capitalizing on the large potential pools of participants.

Health promoters should take note that younger generation sport participation rates are decreasing rapidly. Policy should focus on developing active lifestyles among young adults by targeting key messages at schools, teachers and school boards. There is also a need to link sport development objectives to healthy living messages targeting girls

Finally, there is a need to consider youth culture/subcultures (i.e. social networking and competing screen interests) in program planning for adolescents.

**SAFAI, PARISSA**

**York University**

**SRG 2006**

---

*The social determinants of athletes' health: Understanding the relationship between health and high performance sport*

---

### **Project Summary**

Researchers are beginning to pay greater attention to the connections and contradictions between sport, health and healthcare. Despite the conventional wisdom that greater participation in sport and physical activity enhances health and the quality of life, more and more evidence points to the ways in which sport participation is not always healthful or beneficial. Nowhere is this more evident than for athletes participating in high performance sport. The ideology of excellence within elite sport demands the professionalized and scientifically calculated pursuit of the linear record on the world sporting stage which in turn demands, on the part of the athlete, the development of levels of disregard for the body in the pursuit of sporting excellence. Although our understanding of athletes' immersion in sport's "culture of risk" is growing – a culture that sees the unquestioned acceptance, production and reproduction of health-compromising norms (e.g., pain/injury tolerance, dangerous dieting practices or the use of performance-enhancing drugs), there has been a relative absence of research exploring other social, economic and political determinants of athletes' health and wellbeing.

There is extensive national and international research documenting the ways in which social determinants of health (SDOH) influence the health of individuals and communities and are directly related to the ways in which resources are organized and distributed among the members of a society. SDOH impact and influence participation in sport and physical activity and, in turn, are impacted and influenced by, in varying degrees, participation in sport and physical activity. This study is interested in examining the material conditions of athletes' lives, as structured by the Canadian sport system and Canadian sport policy, and the ways in which those material conditions frame and impact their health and wellbeing. In other words, the structure of the Canadian sport system, as guided by sport policy, frames the production of high performance and the health-compromising realities for sport participants. This project investigated the social determinants of high performance athletes' health in Canada and the material conditions that contribute to or detract from athletes' health and wellbeing. The foci of the project included: 1) exploring athletes' lived experiences with their health and wellbeing in relation to the material conditions of their lives; 2) studying the incidence of compromised health among athletes, particularly those participating in representative high performance sport; 3) constructing and administering a quantitative bilingual survey questionnaire on the social determinants of athletes' health; and 4) developing a framework of the social determinants of health (SDOH) for athletes at the pan-



Canadian level. At a theoretical level, the first objective of this project was to critically analyze and bring into focus the ways in which the material conditions of being an athlete, particularly in high performance sport, influence one's health and wellbeing. The second objective was to identify the ways in which the high performance sport system and, by implication, the state structure mediates the material conditions of athletes' lives and protects or endangers their health and wellbeing. Finally, we endeavoured to situate athletes' health and wellbeing within broader discussions of athletes' lived experiences, and contribute to a growing body of knowledge that theorizes and contextualizes the relationship between sport and health in Canada.

---

### **Research Methods**

This three-year project employed both qualitative and quantitative research methods. Qualitatively, the project involved in-depth, semi-structured interviews with athletes. The qualitative portion of the project also includes some documentary research on relevant federal and provincial/territorial sport policies in relation to the material conditions of athletes' lives. For the quantitative aspect, the key activity was the development and administration of a bilingual survey questionnaire on the social determinants of athletes' health. The bilingual survey questionnaire was distributed cross-country to athletes registered with provincial and national sport organizations.

---

### **Research Results**

Results from the qualitative and quantitative portions of the study indicate a number of key themes: that health is a relative concept among athletes and their parents; that many athletes rely, often heavily, on others for material support; and that there remain barriers to participation in high performance sport particularly with regard to socioeconomic status. Contextually, a number of social forces within and outside of high performance sport work to perpetuate the inaccessibility of sport for all including: the whittling of public budgets for sport/recreation facilities, programs and services; the continued focus on downstream, rather than upstream, determinants of health; and the sustained and, in fact, heightened emphasis on performance over health within the high performance sport system as Canada participated in the 2008 Beijing and 2010 Vancouver Olympic Games and prepares for other major international games (e.g., 2012 London Olympics). Limitations with this study focus predominantly on the survey questionnaire and its relative low return rate.

---

### **Policy Implications**

High performance athletes comprise a unique community within Canada given the work that they do – the term 'work' is underscored here not only in reference to the actual extensive time, costs and labour athletes invest in the pursuit of sporting success. This project contributes to our understanding the social determinants of athletes' health and in understanding the ways in which the Canadian sport system, including Canadian sport policy, frames the material conditions of athletes' lives. Information on the social determinants of athletes' health has policy implications for sport participation as results indicate that: 1) socio-economic barriers continue to prevent access to full participation for some athletes, even in spite of sport-specific policies and programs to mediate the influence of income; and

2) socio-economic stresses negatively impact the health and well-being of some athletes as well as members of their support systems (i.e., their parents, spouses or families).

---

### **Next Steps**

At this point in time, data continues to come in from the quantitative survey however next steps include the refinement of the survey tool and another attempt at distribution cross-country. Thematically, it will be important to map the results from high performance athletes to changes in sport programming at community levels as community sport is often the first point in the Canadian sport system in which high performance athletes are introduced to their activity, exposed to the development system and begin to interact with others (coaches, teammates, competitors).

**SHANNON, CHARLENE**

**University of New Brunswick**

**SRG 2006**

---

*Understanding Parents' Experiences in Facilitating Physically Active Leisure for their Children who are Overweight or Obese*

---

### **Project Summary**

**Parents are key influencers of their children's leisure behaviours. They identify and create opportunities for their child's continued participation in leisure activities including sport. There are a number of factors that affect a parent's ability to support his/her child's participation in leisure activities. Given increasing concerns about childhood obesity and the importance of involving overweight/obese children in physical activity, three objectives guided this study:**

- To identify the leisure behaviour patterns of overweight and obese children aged 5 to 16 and their parents;
- To explore parents' experiences with facilitating and supporting their child's participation in physically active leisure;
- To determine whether and in what ways participation in parent leisure education sessions influences parents' ability to facilitate or support their child's engagement in physically active leisure.

**The study demonstrated that parents' personal limitations, lack of knowledge about available recreation and sport opportunities, and lack of awareness about their children's leisure interests make it difficult to support their child's ongoing participation in sport and physical activity. Children's negative experiences with sport and active leisure pursuits can also be a strong influence. However, leisure education can help parents by providing them with opportunities to: acquire knowledge about available recreation and sport resources; discover their children's interests; and develop strategies for overcoming various challenges in creating and supporting sport and active leisure opportunities.**

---

### **Research Methods**

**Data collection involved parents who had a child who was overweight or obese participating in the University of New Brunswick's Paediatric Lifestyle Management Program (LMP). The Paediatric LMP was a 10-week program that provided education and guidance in the area of health, nutrition, and leisure and physical activity through 3 group sessions and 7 weekly, one-on-one individualized sessions with a paediatric nurse, dietician, and leisure educator. Twenty-five parents (19 mothers, 6 fathers) ranging in age from 32 to 49 participated in the study.**

**Prior to beginning the program, face-to-face, semi-structured interviews were conducted with one parent from each family that focused on 1) the leisure behaviour patterns of the**

parent, 2) family leisure patterns, and 3) the leisure interests, behaviours, and experiences of the child who was overweight or obese. Each parent attended between 4 and 7 individualized leisure education sessions lasting 20 to 30 minutes that focused on discussing aspects of the child's leisure (e.g., knowledge about leisure, leisure interests, and barriers to participation) and their roles as facilitators of their child's leisure. All parents were provided with a leisure interest inventory (listing 50 leisure and sport activities) to review with their child in an effort to determine previously unidentified interests. Finally, parents participated in a semi-structured, face-to-face interview the week after they had completed the program. Questions were related to changes that had been made to their own and their children's leisure behaviors as a result of their participation in the education sessions and to their perceived value.

---

## **Research Results**

At the time they began the Paediatric LMP, children were engaged primarily in sedentary pursuits. In addition, children were not always moving while participating in a sport activity (e.g., serving as the goal keeper in soccer).

Only five of the 25 parents in the study were regularly physically active (3 times per week) at the time they began the LMP. Parents who were not active indicated lack of time and lack of energy as key reasons for their sedentary lifestyles. Mothers appeared to be less active than fathers. Ten parents, all of whom were overweight or obese themselves, identified weight-related health issues (e.g., back or knee problems, joint pain, diabetes) as limiting their ability to be physically active with their child.

Parents' own limitations (e.g., time, ability to pay, energy, skill, unpredictable work schedule, geographical distance from a community and health) affected their ability to engage in active leisure with their children. Parents also had difficulty overcoming children's negative experiences in recreation and sport programs (bullying, exclusion, and inability to keep pace with the other children) that affected the child's desire to continue participation in organized activities.

All parents reported that the leisure education component of the LMP was valuable. Parents indicated that it made them more aware of their children's time use and ways to redirect from sedentary to more active (or developmentally beneficial) pursuits. They also acquired knowledge about active leisure opportunities available within their community and become more aware of activities that interested their children. Most parents reported an increased awareness of their influence on their child's leisure behaviours and the importance of being a good role model. Some parents were confident they had discovered or developed strategies for overcoming some of the barriers they had faced in engaging their child in active leisure (e.g., had developed time management skills; were now aware of free or low-cost programs). Many parents identified making greater efforts to engage in physically active family leisure. At the end of the program, most parents had either enrolled or planned to enroll their child in an active leisure recreation or sport program. In most cases, limits on the amount of screen time children were allowed each day had been put in place.

---

## **Policy Implications**

Policy aimed at enhancing children’s sport participation may require more consideration of parents’ role as the facilitators of children’s sport participation. Initiatives that provide opportunities for children to “drop-in” and receive instruction may support parents who want to gauge interest or are not able to commit to a regularly scheduled program. Partner initiatives such as KidSport are critical to reaching those children who most need sport and whose family may not have the financial means. The impact of negative first experiences on continued participation suggests the importance of including, as part of the training of recreation and sport leaders, ways of welcoming, encouraging, and supporting first-time participants. Specific efforts by youth-serving organizations to create safe and supportive environments that lessen incidences of bullying and peer harassment may be an important step to ensuring children’s continued participation.

---

## **Next Steps**

Future research should address the long-term impact of leisure education sessions; overweight and obese children’s first-hand perceptions of their experiences with participation in sport and active recreation; and the role of youth serving recreation and sport organizations in protecting children from exclusion and victimization and their management of bullying incidents when they occur

---

## **Key Stakeholders and Benefits**

- The following organizations may be interested in the findings:
- Government of New Brunswick Department of Wellness, Culture, and Sport
- Recreation New Brunswick (and other provincial recreation organization)
- Sport NB (and other provincial sport bodies)
- City of Fredericton – Community Services (Recreation Division)
- Town of Oromocto – Leisure Services and Tourism
- Village of New Maryland – Recreation and Leisure Services
- Fredericton YM-YWCA

**SULLIVAN, PHILIP**

**Brock University**

**HOLT, N., BLOOM G.**

**SRG 2007**

---

*The Effect of Coaching in Youth Sport in Canada (2010)*

---

### **Project Summary**

This project was designed to examine the impact of coaching on athlete outcomes in youth sport. The research focused on both the perceptions and behaviors of the coach, and assessed sporting and non-sporting (i.e., positive youth development) outcomes of the athletes. To maximize the applicability of results to the Canadian sporting culture, efforts were made to collect data within the three different youth sport streams determined by the Coaching Association of Canada – competitive, community and instructional sports.

---

### **Research Methods**

A sample of 352 athletes and their coaches (N = 47) participated in this study. Coaches completed the Coaching Efficacy Scale (CES) and Revised Leadership Scale for Sports (RLSS). Athletes completed the Coaching Behavior Scale for Sports (CBS-S) and Youth Experiences Survey (YES). The CES measures confidence coaches have in four interrelated areas – motivation, strategy, teaching technique, and character building. The RLSS measures the frequency of four different coaching behaviors – training and instruction, positive feedback, social support, and situational consideration; and two different decision making styles – autocratic and democratic.

All scales are answered on via close ended Likert-type questions. The CES and RLSS have been supported with respect to their validity, reliability, and psychometric properties. One of the objectives of the research was to validate the YES and CBS-S.

---

### **Research Results**

The YES and CBS-S were both analyzed for psychometric properties (e.g., internal reliability, factor structure). In both cases and reduced version of the scale was validated.

It was found that there is a significant relationship between coaches self perceptions (i.e., coaching efficacy) and their behaviors (e.g., training and instruction and positive feedback). Further, there were significant relationships between coaches efficacy and their perceptions of their own behavior and athlete assessments of coaching behavior. Finally, preliminary analyses showed that positive youth development may be an outcome of coaching in youth sport.

---

### **Policy Implications**

These findings may be applicable to coaching education material that is distributed by the National Coaching Certification Program.

---

### **Next Steps**

These findings may be applicable to coaching education material that is distributed by the National Coaching Certification Program.

---

### **Key Stakeholders and Benefits**

- Coaching Association of Canada
- National Coaching Certification Program

TRUDEAU, FRANÇOIS

Université du Québec à Trois-Rivières

LAURENCELLE, L., LAROUCHE, R., SHEPHARD, R.

SRG 2009

---

*Factors in Adopting Long-term Athlete Development*

---

### **Project Summary**

**Purpose:** Several studies have reported an age-related decline of physical activity (PA). We examined the impact of four transitional periods—adolescence, the beginning of post-secondary education, entry into the labour market, and parenthood—on the PA of participants in the Trois-Rivières quasi-experimental study. The objective of this project was to identify the contribution of each of these periods to the lifespan decrease of physical activity. A second objective was to verify if a quality daily physical education program could change the impact of these transitional periods.

**Findings:** These results add to the body of evidence indicating a non-linear age-related decline in PA levels from adolescence to midlife. In our sample, the proportion of “very active” participants (i.e. over 5 hours of PA per week) dropped from 70.4 to 17.0%. A more dramatic decrease was seen on entering the labour market, when the percentage of “very active” participants fell from 55.9 to 23.4%. Moreover, by the age of around 44 years, our experimental subjects (who had 5 hours of physical education per week during childhood) showed no benefit from their PA in adulthood. We conclude that initiatives aimed at further maintaining PA may be warranted during these important transition periods.

---

### **Research Methods**

A total of 44 women and 42 men aged  $44.0 \pm 1.2$  years were given a semi-structured interview; the frequency and duration of physical activities were examined during each of these transition periods. The subjects had been participants in either an experimental program (5 hours of weekly physical education (PE)) or the standard curriculum (40 minutes of weekly PE) from Grades 1 to 6. The interviews allowed a more in-depth examination of the events that occurred during the transition periods that could have been associated with a modification in PA behaviours. Our sample size also ensures the saturation of data, which, in qualitative studies, determines the point where the addition of new data no longer adds to comprehension of the phenomenon. Furthermore, the control process adopted when analyzing the interviews contributes to the credibility of our analyses.

---

### **Research Results**

The proportion of “very active” participants decreased by almost 75% between secondary school and the arrival of children. Concomitantly, there was an almost tenfold increase in the



prevalence of physical inactivity. According to earlier reports, the decline in PA was not linear; the biggest negative factor was entry into the labour market, when the percentage of “very active” individuals dropped from 55.9 to 23.4%. The influence of each transition is discussed further below.

Transition from primary to secondary school. Although it is difficult to disentangle the respective influences of a change in education system and the onset of puberty, in our investigation over 85% of participants claimed that they were still “sufficiently active” during adolescence. However, many of them had only vague memories of their childhood behaviours.

Beginning of post-secondary education. For those participants who went on to pursue post-secondary education, the percentage of inactive participants increased almost fourfold, while the proportion of “very active” individuals fell by about 15%. Other researchers have also observed a decline in PA during this transition. Many factors might be responsible. Firstly, for many students the need to combine work and academic studies greatly reduces the free time previously available for PA. Secondly, moving to another city for post-secondary studies is likely to reduce PA.

Entry into the labour market. In our study, this transition was associated with the most significant decline in PA. Many participants justified their reduced PA by citing a lack of time as a result of their work. Finally, several individuals reported logistic problems, including, for example, difficulty in getting access to a hockey arena at reasonable hours.

Parenthood. After the arrival of children, almost 25% of participants reported that they were inactive, and 60.1% did not meet the recommended PA level. Such rates are comparable to American data. Many participants suggested they lacked time to be active because of the need to take care of their children. Other researchers have also reported that parenthood is associated with a significant decrease in PA.

Impact of the experimental program on PA behaviour. In the previous follow-up of Trois-Rivières study participants, women from the experimental group were more active than controls when they were 35 years of age. However, our current results suggest that this advantage vanished over the following decade. Thus, it appears that exercise habits in childhood do not necessarily guarantee that individuals will maintain a high level of PA throughout adult life, even though several theoretical models have insisted on the importance of establishing the roots of an active lifestyle during childhood or adolescence. This finding is noteworthy given the importance of maintaining a high level of PA to prevent cardiovascular events, chronic diseases, cognitive impairments and all-cause mortality. The absence of significant differences in PA between the experimental and control groups could derive from many factors. Firstly, the experimental program ended upon entry to secondary school, which is known to be a critical period in the evolution of PA behaviours. However, in our study, the proportion of “very active” individuals during adolescence was still very high. Secondly, several studies have indicated that most adolescents do not compensate for the cessation of compulsory PE in the upper grades of high school by a spontaneous increase in their PA. Finally, early childhood interventions cannot be successful in influencing adulthood physical activity, if not supported by lifespan interventions to favour physical activity.

---

### **Policy Implications**

Given the decrease in physical activity and sport participation during life transition periods, focus should be placed on individuals and their environment (workplace, post-secondary institution, etc.) throughout promotion campaigns.

---

### **Next Steps**

Further research on how to prevent a decrease in physical activity and sport involvement during life transition periods is warranted.

---

### **Key Stakeholders and Benefits**

- Provincial and federal health and education ministries and departments.
- Post-secondary education organizations.

**TRUDEL, PIERRE**

**University of Ottawa**

**DURAND-BUSH, N., WERTHNER, P., GILBERT, W., CLOES, M.**

**SRG-RELEASE TIME STIPEND 2006**

---

*An Analysis of High School Sport*

---

### **Project Summary**

Among the various opportunities young people have to practise sports, school sports are of particular interest because the ultimate goal of schools is to shape our future citizens. Although school sport has become increasingly popular in Canada, there are very few studies enabling us to assess whether it is achieving its stated mission objective, specifically to promote the overall development of student athletes through sport. An analysis of the data collected over the past three years confirms that (a) all the players involved (administrators, coaches, student-athletes, parents) believe that sport helps impart values and life skills to student athletes; (b) the way in which school sport is structured can affect the transmission of values and life skills; (c) coaches receive little training on teaching values and life skills and have difficulty providing tangible examples of activities they use to do so; and (d) recruiting coaches is a significant problem.

---

### **Research Methods**

In phase 1, interviews were conducted with school principals (n=13), coaches (n=50), student-athletes (n=20) and parents (n=20). In phase 2, a questionnaire was administered online to survey and gather the views of over 1,100 school sport actors in Quebec (administrators, coaches, student-athletes and parents).

---

### **Research Results**

All school sport actors (administrators, coaches, parents and student-athletes) believe that this type of sport is beneficial but agree that there is room for improvement. Administrators report perceiving the greatest gap between the ideal situation and what the situation actually is. When we compare the sport structure in Quebec (where student-athletes practise one sport year-round) to that in Ontario (where student-athletes can practise several sports because the season lasts only a few months) we note significant differences in terms of who does the coaching (teachers, parents, student-athletes) and, consequently, the expected effect of sports practice on the transmission of values and life skills. Parents play a supportive role (financial, logistical and psychological), but this role becomes less important in the student-athlete's last year of high school. Interviews with student-athletes revealed that because of the way they are structured, certain sports provide more opportunities for developing values and life skills than other sports. In addition, the opportunity to negotiate

their specific sports activities with their coaches and parents may be an important factor to the global development of student-athletes through school sport. In this study, data was collected through interviews and a questionnaire, which provided the views of the various actors on school sport. It would be useful to conduct field observation studies in this area.

---

### **Policy Implications**

Describe relevance of research to enhancing sport participation in Canada here. If possible, refer to specific relevant policies and/or programs as well as organizations and/or levels of government (municipal, provincial-territorial and/or federal).

Providing young Canadians with a positive sport experience in school will result in rising rates of sport participation and will help youth develop values and life skills. These two points have been previously raised in government reports.

- Sport Canada (2002; Canadian Sport Policy)
  - There is a need to improve the place of sport and physical activity in schools and upgrade the training of coaches.
  - Canadian Centre for Ethics in Sport (2003/2004; The Sport we Want)
  - School sport functions independently from community sport and the two could be much more closely linked for the benefit of participants and the community.
- 

### **Next Steps**

Although sport can provide opportunities supporting the overall development of children and adolescents, we must maintain realistic expectations regarding the potential of school sport to impart values and life skills. The data indicates that a shortage of coaches leads administrators to rely increasingly on parents or students finishing high school, who often have no coaching training and are probably poorly qualified to use sport as a basis to teach values or life skills. Our initial reaction could be wanting to develop a training program specifically designed for schools but how would coaches respond? How many hours of training would be required to train a coach to teach values and life skills? Could we ask volunteer school sport coaches to put in even more hours? In addition, a strategy focusing solely on coaches would not be adequate because to ensure that school sport can contribute to the overall development of children and adolescents, coaches need the support of administrators, parents and players.

---

### **Key Stakeholders and Benefits**

- Organizations Responsible for School Sport:
  - Canadian School Sport Federation (CSSF)
  - Ontario Federation of School Athletic Associations (OFSAA)
  - Fédération Québécoise du Sport Étudiant [Quebec student sports federation] (FQSE)
- Coaching Association of Canada (CAC)

**TRUSSEL, DAWN**

**University of Waterloo**

**Doctoral Stipend 2007**

---

*Organized youth sport, parenthood ideologies and gender relations: Parents' and children's experiences and the construction of "team family"*

---

### **Project Summary**

This study sought to understand how family relationships, interactions, and values are shaped by children's sport involvement, and the social and cultural context in which their sport participation occurs. The themes that emerged from this study reflect the contradictory nature of organized youth sport, including the strengthening of familial relationships, as well as the tensions and disagreements arising out of divergent perspectives. Emphasis is put on the public nature of parenting in the youth sport context and its relationship to social constructions of being a "good parent". In terms of broader implications, the study emphasizes the close connection between organized youth sport, and changing cultural ideals and practices associated with gender and parenting.

---

### **Research Methods**

Semi-structured interviews and on-line participant journals (10 days duration) were used to discover divergent experiences of mothers, fathers, and children. Individual semi-structured interviews occurred in the family home. Informal observations and conversations were also recorded while spending time with family members sharing meals and at other informal family gatherings. A purposive sample of seven families (19 children, 7 mothers, and 6 fathers) participated in the study. Data analysis was guided by a constructivist grounded theory approach to facilitate understanding of participants' perceptions and meanings of youth sport participation.

---

### **Research Results**

Data analysis revealed three major themes: "Understanding Children's Experiences", "Parenting in Public and Private Spaces", and the "Nexus of Family Experiences". From these themes, a core theme emerged reflecting the idea of "Upholding Team Family".

"Understanding Children's Experiences" revealed the intensity of the children's activities and how it had become a way of life for many of them. Children clearly enjoyed the "fun" and social aspects of organized youth sport, and also understood the socio-cultural importance of their participation as it related to living a healthy and active lifestyle. Children's participation in organized youth sport also had implications for their relationships with their siblings in ways that both strengthened and caused considerable tension. For some children, organized youth sport gave them common interests, regardless of their age or gender that appeared to provide a sense of unity. Yet, for other children, living with a "star athlete", particularly when

the “star athlete” was younger, created feelings of tension and inadequacy for the older sibling and a desire to drop-out of sport.

The second major theme “Parenting in Public and Private Spaces” revealed the parents’ perspectives on the high cost of youth sport for the family unit (emotional, physical, and financial cost). Yet, organized youth sport was believed to be a highly valued activity. The provision of such opportunities was characterized as a necessary characteristic of being a “good parent”. The parents’ own beliefs were then used to evaluate other parents (in the community, their spouse, and the grandparents) and their moral worth as a good parent. Observations of the other parents’ behaviour in the community, and their level of involvement/support for their children’s activities, as well as their behaviour at games, provided the basis for their judgment. Further, parents also expressed a sense of obligation to the sport organizations related to their volunteer responsibilities. The organizational politics were revealed to create heightened tension and frustration within the family unit. The parents’ volunteer responsibilities were also seen to shape the parent-child relationship (both strengthen and weaken). The gendered nature of the parents’ organizational responsibilities (fathers in highly visible roles, and mothers in hidden periphery roles) and the mothers’ primary responsibility for the coordination of their children’s activities was also evident.

“The Nexus of Family Experiences” illustrated the intersections of the children’s and parents’ perspectives. In particular, this theme revealed the complexity of the decision-making processes. On the surface it appeared that the children made their own decisions, but underlying this discourse was a sense of the subtle and not so subtle pressures exerted by the parents. At times, the children were coaxed in a particular direction and this was shaped by parental pressure related to family resources (e.g., time, money), parents’ preferences for specific sports, and parents’ notion of commitment and “sticking it out”. Moreover, underlying pressures by family members, other children, and broader society, as they related to cultural values of gender-appropriate activities, shaped the children’s decisions for their sport involvement.

From these three major themes, a core theme emerged reflecting the idea of “Upholding Team Family”. Throughout the three major themes, there was an overall sense of organized sport creating a shared family identity and sense of belonging, and at the same time, the significant sacrifices to family life that were made in the creation of this identity. Moreover, the sense of upholding team family was revealed in both the public and private spheres of family life.

---

### **Policy Implications**

Through education and awareness to youth sport organizations and parents, promote aspects that encourage positive experiences for parents and children:

1. Recognition of mandate of youth sport program and appropriate level of intensity. Many parents talk about the long and intense seasons that were often perceived as too much for the recreational level. Thus, families make the decision to limit the number of sport opportunities rather than supporting multi-sport/seasons, and/or drop out of the sport program altogether. Also, significant strain to family life is

- evident with the numerous “extras” (i.e., tournaments) that require additional financial resources and time commitments.
2. Recognition of the high time commitment of volunteers who are often parents of children on the team. This commitment shapes the nature of the parent-child relationship with their other children (often perceived negatively). It also heightens the parents’ exhaustion and fatigue, and consequently, is a strain on continuing to support children’s active participation. Consider alternate models such as “job sharing” to help minimize the time commitment as well as provide parents with the opportunity to spend time with their other children and family members.
  3. Educate parents on how youth sport participation can shape sibling relationships. Some children may need to be supported in different programs/activities from their siblings to enhance feelings of being proficient and skilled, rather than live in the shadow of their athletically talented sibling (which for some increases their desire to drop-out).
  4. Recognition by sport programs that youth sport becomes a venue where the quality of parenting may be judged by other parents. Development of support programs (e.g., formal car pooling schedules) to support families with diverse employment contexts (i.e., shift work, evening/weekend jobs, low-income) that constrain parents’ ability to support their children’s sport participation.
- 

## Next Steps

The present study was limited to the experiences of selected families. Clearly it will be important in future research to capture the experiences and meanings of other families. For example, the families who participated in this study were a fairly homogenous group with two heterosexual parents who were married (with no indication of being a “second-marriage”), and Caucasian. Families from diverse family forms such as co-habiting or gay or lesbian families may reveal diverse perspectives. Blended and single-parent families may also have different experiences related to time pressures and conflicting familial demands. Families from different race and ethnic groups may also attach different meanings to family life and organized youth sport. Further, many of the participants in this present study expressed a clear pro-sport ideology, and this may affect the applicability or transferability of the findings to other families who do not have similar pro-sport values and beliefs.

---

## Key Stakeholders and Benefits

Grass-root community sport organizations such as “True Sport” and other federal/provincial governing minor sport organizations, may benefit from understanding how organized youth sport shapes family life, and consequently, the type and frequency of children’s participation.

---

<sup>i</sup> Canadian Sport Centres. (2006). *Canadian Sport For Life Through Long Term Athlete Development: Resource Paper V2*, p. 21. Retrieved September 29, 2010, from <http://www.canadiansportforlife.ca/upload/docs/LTAD%20Downloads%20Eng/Canadian%20Sport%20for%20Life%20Resource%20Paper.pdf>

<sup>ii</sup> Hockey Canada. (2008). Long Term Player Development Plan. p. 12.

<sup>iii</sup> Interview with OMHA administrator.

<sup>iv</sup> Hockey Canada. (2008). Long Term Player Development Plan.

---

<sup>v</sup> Hockey Canada. (2008). Long Term Player Development Plan. p. 12.

<sup>vi</sup> Kalchman, L.. (2010, May 28). Pilot projects first step toward hockey camp regulation. *thestar.com*.

<http://www.thestar.com/sports/hockey/article/816271--pilot-projects-first-step-toward-hockey-camp-regulation>



## CANADIAN RESEARCH FORUM OF SPORT PARTICIPATION

### BRAINSTORM

MARCH 15, 2010 1:30 – 3:30

The purpose of the SCRI 2009 conference workshop was to generate - and move to action on - solutions for effective and sustained sport-policy-research exchange. The SCRI committee's final report synthesized the systemic, institutional, and individual solutions that were presented, forming the basis for an agenda for action to be developed by a work group in January, 2010.

One systemic solution presented was the idea of a forum (also described as a "hub," "platform," "linkage system," "nexus," "network," "consortium," and "clearing house"). There was a strong consensus that a permanent, moderated forum could bring practitioners, policy makers, and researchers together to collectively identify, prioritize, generate, and inform research questions as well as share success and failure stories. It was suggested that this forum would require a strong leader/director to prompt and coordinate activity. Many ideas for the mechanism were presented, including: wiki, copractice, Facebook, web 2.0 networks, journal, newsletter, communities of practice, etc.

The work group agreed that this idea should be brainstormed at an open-invitation roundtable (in-person and tele-conferencing) to determine the principles and resources required to operationalize the concept. This document details the Round Table objectives and outlines a possible vision for the sport research forum that can serve as a starting point for the round table discussion.

#### Round Table Objectives

The objectives of the March 15 round table are: 1) To develop a set of principles and goals for the Pilot CoP; 2) To brainstorm the concept and platform for the forum (the "what") 3); To review recruitment of potential contributions and resources; and 4) Establish next steps to action the forum solution.

#### Forum Concept:

The forum would be developed using a Community of Purpose (CoP) model focused around Canadian sport participation research. Communities of Purpose, like Communities of Practice, are focused on a domain of knowledge, but Communities of Purpose emphasize the achievement of common goals. The intent would be to implement a 3-year pilot project.

## Forum Platform:

A web site would be developed to host an on-line Community of Purpose focused on Canadian sport participation research. This web site would need to be created, maintained and possibly moderated by an individual or group of individuals with existing infrastructure, i.e. a university. A high degree of community involvement would be expected to post new and updated information.

## Possible Forum Portals:

- Data set repository (data-sharing)
- Matchmaking function (researchers-organizations-experts)
- Live discussions (monthly?)
- Repository of best practices (monitoring and evaluation/research methods)
- Knowledge Transfer (links to accessible research products)
- Blog/discussion group
- Funding opportunities (grants, special calls, RFPs)
- Practitioners' corner (research questions, partnering opportunities)
- Policy corner (logic models, forecasting)
- SCRI news and archives (link to SIRC)
- On-line Journal
- E-Newsletter (forum highlights)
- OTHER???

## Forum Users/Contributors

### Sport academics and researchers

- Post and access data and publications
- Post and access information about ongoing research projects, data sources, etc.
- Post and access information on funding opportunities, conferences
- Identify possible research questions and partners
- Identify best practices
- Join discussions
- Share profiles, research interests and expertise

### FPT Sport policy analysts and brokers

- Post policy information, program logic models, research/evaluation/monitoring questions of interest
- Post funded/commissioned research and Knowledge Transfer papers
- Post SCRI conference binders, reports and information
- Post RFPs, funding opportunities
- Search relevant research and knowledge transfer publications
- Join discussions

- Identify and search best practices
- Share expertise
- Provide coordination and liaison between policy makers, researchers and stakeholders

#### Sport practitioners

- Post research/evaluation/monitoring questions of interest
- Search relevant research and knowledge transfer publications
- Post research and reports
- Connect with researchers and partners
- Identify possible research funding opportunities
- Identify best practices
- Share expertise
- Provide coordination and liaison between researchers and sport organizations/groups
- Join discussions



**SPORT CANADA RESEARCH INITIATIVE (SCRI) CONFERENCE**  
**CONFÉRENCE DE L'INITIATIVE DE RECHERCHE DE SPORT CANADA**  
**(IRSC)**

**List of Participants / Liste de participants**

**GRANT RECIPIENTS / TITULAIRES DE SUBVENTIONS**

**Dan Bailis**, University of Manitoba [[bailisds@cc.umanitoba.ca](mailto:bailisds@cc.umanitoba.ca)]  
**Joe Baker**, York University [[bakerj@yorku.ca](mailto:bakerj@yorku.ca)]  
**Bob Boucher**, University of Windsor [[bouche4@uwindsor.ca](mailto:bouche4@uwindsor.ca)]  
**Steven Bray**, McMaster University [[sbray@mcmaster.ca](mailto:sbray@mcmaster.ca)]  
**Mark Bruner**, Nipissing University [[markb@nipissingu.ca](mailto:markb@nipissingu.ca)]  
**Bettina Callary**, University of Ottawa [[bettinacallary@yahoo.com](mailto:bettinacallary@yahoo.com)]  
**Andrew Clark**, McMaster University [[afclark82@gmail.com](mailto:afclark82@gmail.com)]  
**Laura Cousens**, Brock University [[lcousens@brocku.ca](mailto:lcousens@brocku.ca)]  
**Guylaine Demers**, Université Laval [[guylaine.demers@fse.ulaval.ca](mailto:guylaine.demers@fse.ulaval.ca)]  
**Élise Detellier**, Université de Montréal [[elisedetellier@hotmail.com](mailto:elisedetellier@hotmail.com)]  
**Michelle Dionne**, Ryerson University [[mdionne@ryerson.ca](mailto:mdionne@ryerson.ca)]  
**Kim Dorsch**, University of Regina [[Kim.Dorsch@uregina.ca](mailto:Kim.Dorsch@uregina.ca)]  
**Nicole Dubuc**, University of Ottawa [[ndubu064@uottawa.ca](mailto:ndubu064@uottawa.ca)]  
**Jessica Fraser-Thomas**, York University [[jft@yorku.ca](mailto:jft@yorku.ca)]  
**Eric Frenette**, Laval University [[Eric.Frenette@fse.ulaval.ca](mailto:Eric.Frenette@fse.ulaval.ca)]  
**Camille Gagne**, Laval University [[camille.gagne@fsi.ulaval.ca](mailto:camille.gagne@fsi.ulaval.ca)]  
**Patrick Gaudreau**, University of Ottawa [[pgaudrea@uottawa.ca](mailto:pgaudrea@uottawa.ca)]  
**Jim Gavin**, Concordia University [[jfjgavin@aol.com](mailto:jfjgavin@aol.com)]  
**Martin Gendron**, UQAR - Campus de Lévis [[martin\\_gendron@hotmail.com](mailto:martin_gendron@hotmail.com)]  
**David Goodman**, Simon Fraser University [[goodman@sfu.ca](mailto:goodman@sfu.ca)]  
**William Harvey**, McGill University [[william.harvey@mcgill.ca](mailto:william.harvey@mcgill.ca)]  
**Larena Hoeber**, University of Regina [[larena.hoeber@uregina.ca](mailto:larena.hoeber@uregina.ca)]  
**Nicholas Holt**, University of Alberta [[nick.holt@ualberta.ca](mailto:nick.holt@ualberta.ca)]  
**Sean Horton**, University of Windsor [[hortons@uwindsor.ca](mailto:hortons@uwindsor.ca)]  
**Jordan Koch**, University of Alberta [[jrkoch@ualberta.ca](mailto:jrkoch@ualberta.ca)]  
**Matthew Kwan**, University of Toronto [[matty.kwan@utoronto.ca](mailto:matty.kwan@utoronto.ca)]  
**Kelly Lockwood**, Brock University [[kelly.lockwood@brocku.ca](mailto:kelly.lockwood@brocku.ca)]  
**Katie Misener**, Ryerson University [[katie.misener@ryerson.ca](mailto:katie.misener@ryerson.ca)]  
**Peter Morden**, Concordia University [[pmorden@alcor.concordia.ca](mailto:pmorden@alcor.concordia.ca)]  
**Krista Munroe-Chandler**, The University of Windsor [[chandler@uwindsor.ca](mailto:chandler@uwindsor.ca)]  
**Marie-Josée Perrier**, Queen's University [[8mp38@queensu.ca](mailto:8mp38@queensu.ca)]  
**Parissa Safai**, York University [[psafai@yorku.ca](mailto:psafai@yorku.ca)]  
**Ashley Stirling**, University of Toronto [[ashley.stirling@utoronto.ca](mailto:ashley.stirling@utoronto.ca)]

**Leisha Strachan**, University of Manitoba [[strachal@cc.umanitoba.ca](mailto:strachal@cc.umanitoba.ca)]

**Philip Sullivan**, Brock University [[phil.sullivan@brocku.ca](mailto:phil.sullivan@brocku.ca)]

**Marijke Taks**, University of Windsor [[mtaks@uwindsor.ca](mailto:mtaks@uwindsor.ca)]

**Hala Tamim**, York University [[htamim@yorku.ca](mailto:htamim@yorku.ca)]

**François Trudeau**, Université du Québec à Trois-Rivières [[francois.trudeau@uqtr.ca](mailto:francois.trudeau@uqtr.ca)]

**Nick Wattie**, Leeds Metropolitan University [[n.wattie@leedsmet.ac.uk](mailto:n.wattie@leedsmet.ac.uk)]

**Patricia Weir**, Windsor [[weir1@uwindsor.ca](mailto:weir1@uwindsor.ca)]

**Laura Wood**, University of Western Ontario [[lwood29@uwo.ca](mailto:lwood29@uwo.ca)]

**Bradley Young**, University of Ottawa [[byoung@uottawa.ca](mailto:byoung@uottawa.ca)]

#### **ADDITIONAL RESEARCH TEAM MEMBERS / MEMBRES DES GROUPES DE RECHERCHE**

**Theresa Beesley**, York University [[tbeesley@yorku.ca](mailto:tbeesley@yorku.ca)]

**Ida Berger**, Ryerson University [[bregeri@ryerson.ca](mailto:bregeri@ryerson.ca)]

**Anne Bowker**, Carleton University [[anne\\_bowker@carleton.ca](mailto:anne_bowker@carleton.ca)]

**Jess Dixon**, University of Windsor [[jdixon@uwindsor.ca](mailto:jdixon@uwindsor.ca)]

**Greg Jackson**, Brock University [[gi04zz@brocku.ca](mailto:gi04zz@brocku.ca)]

**Scott Martyn**, University of Windsor [[smartyn@uwindsor.ca](mailto:smartyn@uwindsor.ca)]

**John Sylvestre**, University of Ottawa [[jsylvest@uottawa.ca](mailto:jsylvest@uottawa.ca)]

**Maureen Weiss**, University of Minnesota [[mrweiss@umn.edu](mailto:mrweiss@umn.edu)]

#### **SCRI CONFERENCE COMMITTEE / COMITÉ DE LA CONFÉRENCE IRSC**

**Debra Gassewitz**, SIRC [[debrag@sirc.ca](mailto:debrag@sirc.ca)]

**Jean Harvey**, University of Ottawa [[jharvey@uottawa.ca](mailto:jharvey@uottawa.ca)]

**Joanne Kay**, PCH - Sport Canada [[joanne.kay@pch.gc.ca](mailto:joanne.kay@pch.gc.ca)]

**David McCrindle**, PCH - Sport Canada [[david.mccrindle@pch.gc.ca](mailto:david.mccrindle@pch.gc.ca)]

**Parissa Safai**, York University [[psafai@yorku.ca](mailto:psafai@yorku.ca)]

**Lucie Thibault**, Brock University [[lthibault@brocku.ca](mailto:lthibault@brocku.ca)]

#### **SPEAKERS / CONFÉRENCIERS**

**Peter Donnelly**, University of Toronto [[peter.donnelly@utoronto.ca](mailto:peter.donnelly@utoronto.ca)]

**Bruce Kidd**, University of Toronto [[bruce.kidd@utoronto.ca](mailto:bruce.kidd@utoronto.ca)]

**Jacqueline Tetroe**, CIHR - Knowledge Translation and Public Outreach / IRSC - Portefeuille de l'application des connaissances et sensibilisation du public

#### **EXTERNAL SPORT AND RESEARCH ORGANIZATIONS / ORGANISATIONS EXTERNES RECHERCHE ET SPORT**

**Christine Cameron**, Canadian Fitness & Lifestyle Research Institute / L'Institut canadien de la recherche sur la condition physique [[ccameron@cflri.ca](mailto:ccameron@cflri.ca)]

**Christa Costas-Bradstreet**, ParticipACTION [[ccbradstreet@participaction.com](mailto:ccbradstreet@participaction.com)]

**Margaret Dupee**, University of Ottawa [[margaretdupee@hotmail.com](mailto:margaretdupee@hotmail.com)]

**Matthew Fedoruk**, Canadian Centre for Ethics in Sport / Centre canadien pour l'éthique dans le sport [[mfedoruk@cces.ca](mailto:mfedoruk@cces.ca)]

**Kathy Hare**, Motivate Canada [[kathy@motivatecanada.ca](mailto:kathy@motivatecanada.ca)]

**Dawn Haworth**, Canadian Academy of Sport & Exercise Medicine (CASEM) / L'Académie canadienne de la médecine du sport et de l'exercice (ACMSE) [[dhaworth@casm-acms.org](mailto:dhaworth@casm-acms.org)]

**Melissa Hopwood**, York University [[melissa.hopwood@live.vu.edu.au](mailto:melissa.hopwood@live.vu.edu.au)]

**Natasha Johnston**, True Sport Secretariat / Secrétariat Sport pur [[njohnston@truesport.ca](mailto:njohnston@truesport.ca)]  
**Erin Kasungu**, Sport Matters Group / Groupe le Sport est Important  
[[erin.kasungu@sportmatters.ca](mailto:erin.kasungu@sportmatters.ca)]  
**Wayne Parro**, Coaches of Canada / Entraîneurs du Canada [[wayneparro@coachesofcanada.com](mailto:wayneparro@coachesofcanada.com)]  
**Janis Phillips**, City of Ottawa / Ville d'Ottawa [[Janis.phillips@ottawa.ca](mailto:Janis.phillips@ottawa.ca)]  
**François Simard**, Social Sciences and Humanities Research Council of Canada (SSHRC) / Conseil de recherche en sciences humaines du Canada (CRSH) [[Francois.Simard@SSHRC-CRSH.GC.CA](mailto:Francois.Simard@SSHRC-CRSH.GC.CA)]  
**Casey Wade**, ANADO [[casey.wade@anado.org](mailto:casey.wade@anado.org)]

#### **FEDERAL GOVERNMENT / GOUVERNEMENT FÉDÉRAL**

**James Allen**, PCH [[james.allen@pch.gc.ca](mailto:james.allen@pch.gc.ca)]  
**Wallen Chang-Hong**, PCH - Sport Canada [[wallen.chang-hong@pch.gc.ca](mailto:wallen.chang-hong@pch.gc.ca)]  
**Marc-André J. Cossette**, PCH - Sport Canada [[marc-andre.j.cossette@pch.gc.ca](mailto:marc-andre.j.cossette@pch.gc.ca)]  
**Julie Danis**, PCH - Sport Canada [[julie.danis@pch.gc.ca](mailto:julie.danis@pch.gc.ca)]  
**Ian Donaldson**, PCH - Sport Canada [[ian.donaldson@pch.gc.ca](mailto:ian.donaldson@pch.gc.ca)]  
**Francis Drouin**, PCH - Sport Canada [[francis.drouin@pch.gc.ca](mailto:francis.drouin@pch.gc.ca)]  
**Kathy Duval**, PCH - Sport Canada [[kathy.duval@pch.gc.ca](mailto:kathy.duval@pch.gc.ca)]  
**Jocelyn East**, PCH - Sport Canada [[jocelyn.east@pch.gc.ca](mailto:jocelyn.east@pch.gc.ca)]  
**Kathleen Giguere**, PCH - Sport Canada [[kgiguere@hotmail.com](mailto:kgiguere@hotmail.com)]  
**Annie Lachaine**, PCH - Sport Canada [[annie.lachaine@pch.gc.ca](mailto:annie.lachaine@pch.gc.ca)]  
**Jennifer Larabie Edgar**, PCH - Sport Canada [[Jennifer.Larabie.Edgar@pch.gc.ca](mailto:Jennifer.Larabie.Edgar@pch.gc.ca)]  
**Carol Malcolm-O'Grady**, PCH - Sport Canada [[carol.malcolm-ogrady@pch.gc.ca](mailto:carol.malcolm-ogrady@pch.gc.ca)]  
**Nicole Mulligan**, PCH - Sport Canada [[nicole.mulligan@pch.gc.ca](mailto:nicole.mulligan@pch.gc.ca)]  
**Julie Seaborn**, PCH - Sport Canada [[julie.seaborn@pch.gc.ca](mailto:julie.seaborn@pch.gc.ca)]  
**Dan Smith**, PCH - Sport Canada [[dan.smith@pch.gc.ca](mailto:dan.smith@pch.gc.ca)]  
**Marilyn Smith**, PCH [[marilyn.smith@pch.gc.ca](mailto:marilyn.smith@pch.gc.ca)]





**SPORT CANADA RESEARCH INITIATIVE (SCRI)  
CONFERENCE EVALUATION**

Thank you for attending the Sport Canada Research Initiative Conference. We value your feedback. Please drop off your evaluation form at the Registration Desk.

1. **Did you find the SIRC Pre-Conference Workshop "What Research Are You Looking For?" informative?**

YES

NO

Not Applicable

**Comments:**

---

---

2. **Was the Knowledge Transfer breakfast session helpful?**

YES

NO

Not Applicable

**Comments:**

---

---

3. **Will you keep the conference package for future reference?**

YES

NO

**Comments:**

---

---

4. **Was the keynote speaker a main attraction for you to attend the conference?**

YES

NO

**Did you find the topic and presentation relevant?**

---

---

5. **Did you enjoy the researcher presentation format?**

YES

NO

**Suggestions:**

---

---

**6. What did you think of the length of the research presentations?**

Too short

The right length

Too long

**Comments:**

---

---

**7. Did you enjoy the Canadian Sport Policy Workshop?**

YES

NO

**Comments:**

---

---

**8. Did you enjoy the networking and poster sessions at lunch?**

YES

NO

**Comments:**

---

---

**9. How many poster session presentations did you attend?**

0-5

6-10

11-15

16-20

20+

**10. This year the SCRI conference partnered with SCAPPS, will you be attending any of the SCAPPS sessions?**

YES

NO

**11. Do you plan to attend this conference again next year?**

YES

NO

**12. In what way could this conference be improved?**

---

---

---

---

## RESTAURANTS WITHIN WALKING DISTANCE

(3-6 Block Radius)

<i>Type</i>	<i>Restaurant</i>	<i>Location</i>	<i>Phone #</i>
<b>Italian</b>	Bay Street Bistro	160 Bay St @ Albert St	234-1111
	Carmello's Authentic	300 Sparks St	563-4349
	Tosca Ristorante	160 Metcalfe St @ Gloucester	565-3933
	Mama Teresa's	300 Somerset St. @ O'Connor	236-3023
<b>Thai</b>	Green Papaya	246-A Queen St, between Kent & Bank	234-7161
	*Coriander Thai	282 Kent St	233-2828
<b>Chinese</b>	Cathay Restaurant	228 Albert St, between Bank & O'Connor	233-7705
<b>Japanese</b>	Festival Japan	149 Kent St, between Albert & Slater	234-1224
	Suisha Gardens	208 Slater St @ Bank St	236-9602
	Edoko Steakhouse	64 Queen St, between Metcalfe & Elgin	236-8885
	*Ichibei	197 Bank St	563-2375
	*Japanese Village Suishi 88	170 Laurier Ave @ Metcalfe Somerset & Bronson	236-9519
<b>International Fusion</b>	*Beckta	26 2Nepean St, between Kent & Bank	238-7063
	Savana Cafe	431 Gilmour	233-9159
<b>Steakhouse</b>	*Hy's Steak & Seafood	170 Queen St, between Bank & O'Connor	234-4545
	Prime 360	407 Laurier Ave @ Lyon	782-2422
	Baton Rouge	360 Albert St @ Lyon	216-1110
<b>Tex-Mex</b>	Southern Cross	404 Queen St @ Bay St	230-0400
<b>Indian</b>	India Palace	292 Albert St, between Kent St & Bank St	234-5433
	Buffet Moti Mahal	164 Laurier Ave W	234-8882
<b>Lebanese</b>	Ashtar	169 Sparks St	230-8327
<b>Pakistani</b>	Dewan	197 Kent St	237-5037
<b>Moroccan</b>	Kasbah	261 Laurier Ave, between Bank & O'Connor	232-3737
<b>Greek</b>	Mystiko	281 Kent St @ Cooper	233-3626
<b>Pubs &amp; Bars</b>	D'Arcy McGee's	44 Sparks St "IRISH"	230-4433
	The Black Bear Pub	160 Bay St @ Albert "SCOTTISH"	234-1116
	Yesterday's & Hoops	152 Sparks ST "SPORTS"	235-1424
	Glue Pot Pub	340 Queen St @ Lyon St	594-8222
	Lyon Tapas Bar	222 Lyon St	238-0222
<b>Deli/Sandwich</b>	Dunn's Famous Deli	203 Queen St, between Bank & O'Connor	230-4005
		220 Elgin St, between Lisgar & Cooper	230-6444
	Gooney's	360 Laurier Ave & Kent	233-2460
		251 Laurier Ave & O'Connor	321-0770
<b>Breakfast Restaurants</b>	EggSpectations	171 Bank St @ Laurier Ave	569-6505
	North 73	73 Sparks, between Metcalfe & Elgin	234-7152
	Dunn's Famous Deli	203 Queen St, between Bank & O'Connor	230-8644
	Glue Pot Pub	340 Queen St @ Lyon St	230-4005
	Caffe Zuccherio	340 Queen St @ Lyon St	594-8222
	The Scone Witch	388 Albert St @ Lyon St	232-2173
<b>Fast Food</b>	McDonald's, Subway, Quizno's, Extreme Pita	Bank St, between Sparks & Slater	

\*High End Restaurant



CROWNE PLAZA

OTTAWA HOTEL





# SPORT CANADA RESEARCH INITIATIVE CONFERENCE

## Did you know...

*The SIRC Collection has over 6.5 million pages of sport related research dating as far back as the 1700's and encompassing over 62 different languages.*

## Membership

### SIRC Members can:

- Ask a SIRC Librarian
- Search the SIRC Collection
- Receive your Articles
- Stay Informed

### NOT A MEMBER?

Read about the benefits of SIRC membership and subscribe at [www.sirc.ca](http://www.sirc.ca)!



## Services

- [Job Board](#)
- [Press Release Service](#)
- [Events Calendar](#)
- [Membership](#)
- [Literature Review](#)
- [Boardroom](#)
- [Seminar Series](#)

## Contact Us

### Sport Information Resource Centre (SIRC)

180 Elgin Street, Suite 1400  
Ottawa, Ontario  
Canada K2P 2K3

Tel.: +1 (613) 231-7472  
Toll Free +1 (800) 665-6413  
Fax: +1 (613) 231-3739  
[www.sirc.ca](http://www.sirc.ca)

## Sport Information Resource Centre (SIRC)

SIRC is Canada's national sport resource centre. We receive over 30,000 sport related articles from around the world every year. What makes SIRC unique is that we review and index the articles so that we are familiar with information trends and can help connect users with information that is relevant to them. Information becomes knowledge once it can be received and applied. SIRC's goal is to collect and archive educational sport information and to ensure individuals and organizations involved in sport are aware of and have access to it. By continuing to develop a comprehensive library containing everything from coaching and training to sport medicine material, SIRC is the world's leading sport information resource centre.

We encourage people to visit us in Ottawa and we also recognize that this is not always possible. As a result we are excited about SIRC Membership. This provides SIRC Members with online access to our services from anywhere in the world.

## Featured Services

### Ask SIRC

SIRC librarians are unique in that they integrate a genuine love of sport with their knowledge of library practice. On a daily basis we see the latest information and trends in the field. Having worked with colleagues in the sport administration community, coaches, students and researchers alike, we have gained a strong understanding of the different perspectives and requirements for sport information.



Ask a SIRC librarian



### Search The Collection

SIRC is in the process of digitizing much of its collection. The goal is to create a virtual library so that visitors can search the extensive collection on-line and obtain the complete document electronically. With 700,000 sources of information indexed, SIRC maintains over 8,000 titles in its collection and receives thousands of new and continuing titles on a regular basis. The SIRC Collection continues to grow while preserving the legacy of sport information and culture, as well as anticipating the needs of the sporting community, academic institutions, and government researchers.

### Seminar Series

The SIRC professional development seminar series is targeted to the Sport Administrators and sport policy analysts. These educational seminars are designed to provide information on topics that are relevant and important to those working in the sport industry.



### Focus E-aisles

SIRC works with subject experts to provide convenient collections of full text articles on targeted topics such as nutrition. We also build customized e-aisles that enable you to: keep articles in a single location, build the resource aisle dynamically as we continue to add new articles relevant to the desired topic throughout the year, relax as we handle the copyright for you, and provide you and your members access to the resources at anytime from anywhere.





Social Sciences and Humanities Research Council [www.sshrc-crsh.gc.ca](http://www.sshrc-crsh.gc.ca)

## Sport Participation Research Initiative

### Important change regarding eligibility of subject matter

Due to changes in eligibility of subject matter, applicants are advised to review the [guidelines](#) to ensure that they are applying to the appropriate agency.

### A Joint Initiative of SSHRC and Sport Canada

Next application deadline	Value	Duration	Results announced	Apply
<b>Research Grants</b> October 15, 2010	Up to \$100,000 per annum, but not totalling more than \$250,000 in a three-year period	Up to 3 years	June 2011	See details under <a href="#">Description</a> below
<b>Postdoctoral Fellowship Supplements</b> October 6, 2010	\$10,000 in addition to the value of the SSHRC Postdoctoral Fellowship	12 months	June 2011	See details under <a href="#">Description</a> below
<b>Doctoral Award Supplements</b> For applicants registered at a Canadian postsecondary institution, the postsecondary institution sets the deadline. For all other applicants, the deadline is November 10, 2010.	\$10,000 in addition to the value of the doctoral award	12 months	June 2011	See details under <a href="#">Description</a> below

### Context

Participation in sport is widely accepted as contributing powerfully to personal and social development. The physical exercise involved in sports is a vital component of a healthy lifestyle that helps promote personal well-being and prevent disease, while the social dimensions of such participation contributes to stronger, more cohesive communities.

Despite these benefits, over the past decade Canadians' participation in sport has declined significantly. Research and public enquiry have also raised concerns about the quality of the

experience of participating in sport. The federal government's [Canadian Sport Policy](#) (PDF document 380 KB), published in 2002, recognizes the importance of research-based knowledge to address this decline in sport participation. Halting and reversing this decline will require the systematic application of such knowledge.

Accordingly, [Sport Canada](#), a branch of the [Department of Canadian Heritage](#), in consultation with the sport research community, the policy research community and the federal research granting agencies, is building Canada's capacity to conduct research on and related to participation in sport.

The joint Sport Participation Research Initiative (SPRI) supports this objective by funding selected doctoral students, postdoctoral researchers and postsecondary institution-affiliated researchers to conduct research on matters related to enhancing participation in sport in Canada.

---

## Objectives

This program has two broad objectives:

1. to promote Canadian research that will develop better understanding, based on empirical evidence, of Canadians' participation in sport, in order to better inform programs and policies intended to promote and enhance Canadians' participation in sport; and
2. to build Canada's capacity to conduct research on and related to participation in sport, specifically in the [target areas](#) described below.

To help achieve these objectives, all SPRI grant and award holders are expected to participate in an annual Sport Canada Research Initiative conference as a condition of holding their grant or award.

---

## Description

The program offers three separate funding mechanisms to support research on participation in sport in Canada.

### Research Grants

The partners seek to stimulate research in sport participation in Canada by increasing the funding available through the [Standard Research Grants](#) (SRG) program.

Sport Canada has funding available for those standard research grant applications that propose programs of research relevant to its policy priorities and that the SRG adjudication committee has recommended for funding, but that, due to budgetary constraints, did not receive a regular SRG.

Note that the program is designed to complement, not replace, existing support for sport participation research offered through the SRG program.

### Postdoctoral Fellowship Supplements



Applicants for a SSHRC [Postdoctoral Fellowship](#) who indicate their interest on the application form and who are working in one or more of the [target areas](#) identified below will be considered for a Sport Canada Postdoctoral Fellowship Supplement.

Postdoctoral researchers who already hold a SSHRC Postdoctoral Fellowship and who are working in one or more of the [target areas](#) are also eligible to apply for this supplement. If interested, please contact the [Fellowships and Institutional Grants division](#).

### **Doctoral Award Supplements**

Applicants for a SSHRC [doctoral award](#) who indicate their interest on the application form and who are working in one or more of the [target areas](#) identified below will be considered for a Sport Canada Doctoral Award Supplement.

Those who already hold a SSHRC [doctoral award](#) and are working in one or more of the [target areas](#) are also eligible to apply for this supplement. If interested, please contact the [Fellowships and Institutional Grants division](#).

### **Target Areas**

For all three awards—Research Grant, Postdoctoral Fellowship Supplement and Doctoral Award Supplement—the partners invite proposals that address the broad [objectives](#) described above and that focus on one or more of the following specific areas of research:

- identification and overcoming of barriers to participation in sport;
- training of participants, volunteers, coaches and administrators in sport;
- development, monitoring and evaluation of policies designed to enhance participation in sport;
- development of capacity and infrastructure that will enhance participation in sport; and
- identification and assessment of the benefits and outcomes of participation in sport.

---

## **Value and Duration**

### **Research Grants**

SPRI Research Grants are available for three-year programs of research. The grants are worth up to a maximum of \$100,000 annually, but not totalling more than \$250,000 in a three-year period. A minimum budget of \$7,000 is required in at least one of the three years (except when the applicant is a researcher at a Canadian postsecondary institution that does not receive a [SSHRC Institutional Grant](#)).

### **Postdoctoral Fellowship Supplements**

SPRI Postdoctoral Fellowship Supplements are tenable for 12 months and are worth \$10,000, in addition to the annual value of the SSHRC [Postdoctoral Fellowship](#).

### **Doctoral Award Supplements**

SPRI Doctoral Award Supplements are tenable for 12 months and are worth up to \$10,000, in addition to the annual value of the [doctoral award](#).

---

## Eligibility

In order to be eligible for and maintain SPRI funding, all grant and award holders are expected to meet and follow program funding conditions determined by Sport Canada, in addition to the eligibility requirements outlined below for each specific type of grant or award. Please see [Evaluation and Adjudication](#) for more information on the requirements for receiving an SPRI grant or award.

### Research Grants

#### *Applicants*

The partners invite proposals from individual researchers and research teams affiliated with Canadian postsecondary institutions who are working in Canada in one or more of the [target areas](#) of interest.

Teams may consist of an applicant (principal investigator) and one or more co-applicants, research collaborators, non-governmental and/or community partners, student assistants, other assistants and/or support staff. Each participant must meet the relevant general eligibility criteria as set out in [Definitions](#).

#### *Institutions*

Institutions that propose to administer any grant awarded under this program must meet the requirements for managing SSHRC funds and must hold or obtain [institutional eligibility](#).

### Postdoctoral Fellowship Supplements

Applicants for, and holders of, a SSHRC [Postdoctoral Fellowship](#) who are working in one or more of the [target areas](#) of interest, and who are affiliated with a Canadian postsecondary institution, are eligible to apply.

### Doctoral Award Supplements

Applicants for, and holders of, a SSHRC [doctoral award](#) who are working in one or more of the [target areas](#) of interest, and who will be entering the third or fourth year of a doctoral program at a Canadian university, are eligible to apply.

---

## Evaluation and Adjudication

Each application for an SPRI Research Grant is adjudicated first by the relevant SRG [adjudication committee](#). Then, if the application is recommended for funding but, due to budgetary constraints, is placed on SSHRC's supplementary list, it is referred to the Sport Canada Relevance Committee.

The Relevance Committee is made up of the Sport Canada research co-ordinator and members of the academic community. This committee assesses whether the research will contribute to efforts to enhance sport participation in Canada. The committee reviews each application and forms a consensus on whether the proposed research adequately meets the program's [objectives](#) and [target areas](#). To this end, applications must clearly and specifically indicate how the proposed research applies to the initiative's sport participation objectives.

The SPRI Relevance Committee's decisions cannot be appealed.

In the case of applications for the Postdoctoral Fellowship Supplement and the Doctoral Award Supplement, the procedure is similar. The crucial difference is that the postdoctoral fellowship and doctoral award adjudication committees will only refer successful applications to the Sport Canada Relevance Committee.

### **Evaluation Criteria**

In order to receive and maintain eligibility for an SPRI grant or award, applicants must meet the following criteria:

1. The proposed research must meet the SPRI [objectives](#) on sport participation and have a focus on one or more of the [target areas](#) of research.
2. Grant and award holders must participate in the annual Sport Canada Research Initiative conference in Ottawa, to which they will be invited by Sport Canada. SPRI funding includes costs related to travel to the conference. Therefore, applicants must include costs related to attendance at the conference as part of their research proposal's budget.
3. At the conclusion of their research, grant and award holders must present their research results at the Sport Canada Research Initiative conference. Please note that no additional funding will be allocated to travel costs related to the conference after the end of the grant period.
4. As part of the knowledge transfer component of the SPRI funding, grant and award holders will be required to prepare a short paper targeted at the sport policy and practitioner communities, summarizing the key findings of their research. The deadline for knowledge transfer materials will coincide with the due date for the SSHRC final report (September of the final year of the grant). Sport Canada will contact grant and award holders at their funding end date to communicate the due date and SPRI knowledge transfer guidelines. Grant and award holders will be asked to follow the knowledge transfer template in preparing their paper. The template will be provided by Sport Canada. Grant and award holders are encouraged to seek publication of their paper in an open source publication.

---

## **Administrative Regulations**

### **Research Grants**

All applicants and grant holders must comply with the [Regulations Governing Grant Applications](#) and with the [regulations](#) set out in the Grant Holder's Guide. In particular, the [Financial Administration section](#) of the Guide gives detailed information on eligible and ineligible expenses.

### **Postdoctoral Fellowship and Doctoral Award Supplements**

All applicants for and holders of fellowships and scholarships must comply with the [Regulations Governing Fellowship Applications](#) and with the regulations set out in the [Fellowship Holder's Guide](#).

---

## More Information

For more information about the SPRI, please contact:

### **François Simard**

Team Leader  
Research and Dissemination Grants  
SSHRC  
350 Albert Street  
P.O. Box 1610  
Ottawa, ON K1P 6G4  
Tel.: 613-995-7129  
Fax: 613-992-7635  
Email: [francois.simard@sshrc-crsh.gc.ca](mailto:francois.simard@sshrc-crsh.gc.ca)

### **Joanne Kay**

Senior Policy Analyst  
Policy and Coordination  
Sport Canada  
15 Eddy Street, 16th Floor, Room 116  
Gatineau, QC K1A 0M5  
Email: [joanne.kay@pch.gc.ca](mailto:joanne.kay@pch.gc.ca)  
Tel.: 613-295-9731  
Fax: 613-956-8059  
Website: [www.canadianheritage.gc.ca/sportcanada](http://www.canadianheritage.gc.ca/sportcanada)

















