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2013 Sport Canada Research Initiative Conference



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Plenary Presentations

GUYLAINE DEMERS

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Description of the first years of experiences of novice female coaches

GUYLAINE DEMERS
Professor



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Specific objectives



Describe the profile of women entering the coaching profession



Identify the different successes and difficulties they experienced in their first two years of coaching



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Results –Choice of a coaching career



The quality of their sport experiences was more important than winning in motivating them to become coaches



Positive experience



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Results – Level of confidence

- Coaches level of confidence varied from low to very high.

- Areas of less confidence were:
 - planning training sessions
 - stress management
 - first-aid and injuries

- They are reasonably confident in their coaching skills as a whole (7/9)



Results – Who Influenced them

1. The club's director/athletic director specifically asked me to become a coach.



2. My family encouraged me to become a coach.

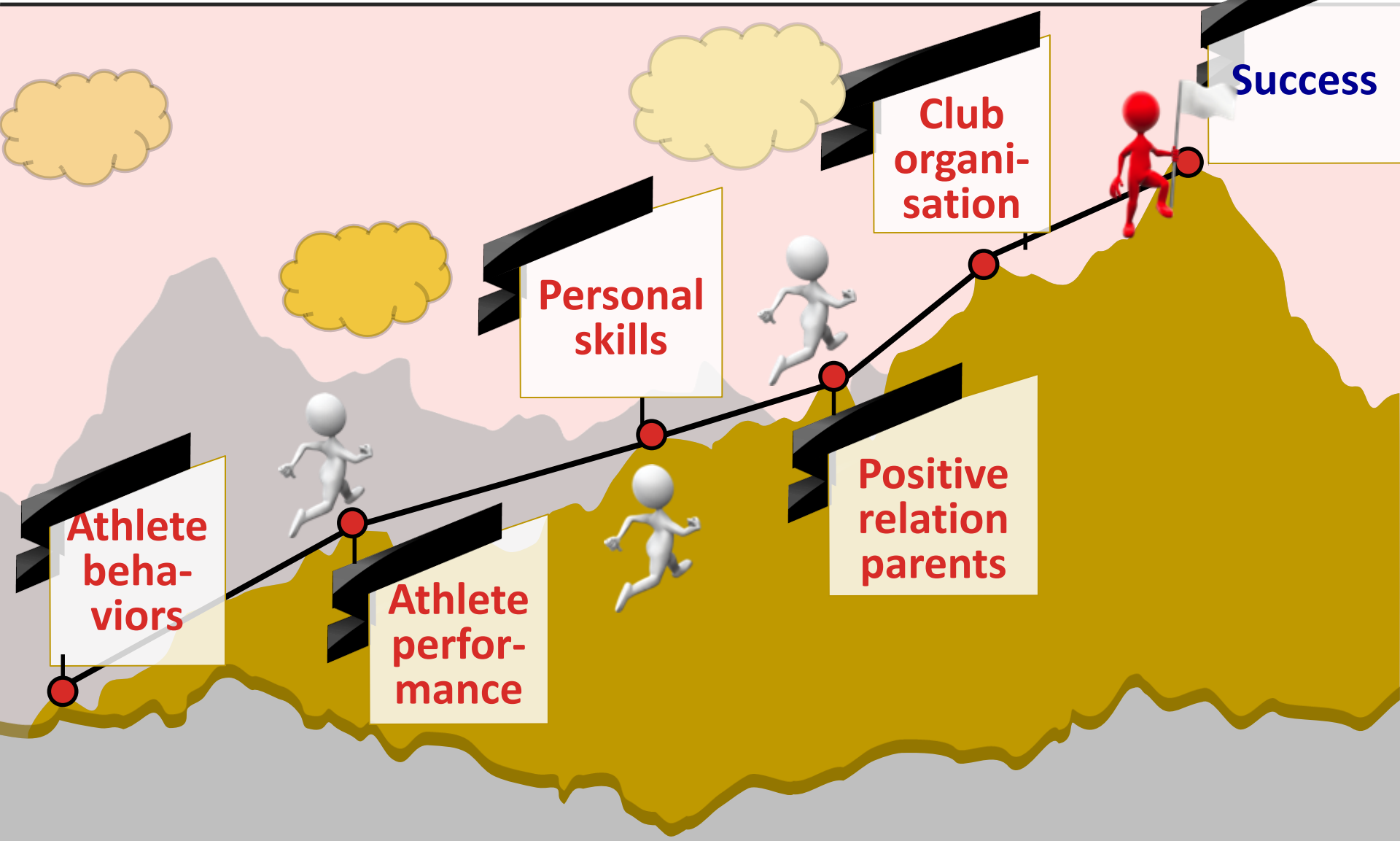
3. My friends encouraged me to become a coach.



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How coaches explain their success



How coaches explain their problems

- › Off task behaviors (athletes)
- › Not feeling competent
- › Lack of knowledge
- › Low financial support
- › Difficult relationship with parents
- › Afraid of making mistakes
- › Negative social climate (club)



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Conclusion

- Female beginner coaches' training should include a component on handling discipline.
- The need for teaching strategies and access to a varied exercise bank appears critical to training women beginner coaches.
- Mentorship support should be available to beginners as it is for experienced coaches.
- Coaches appreciated, and continue to appreciate, opportunities to record their successes and problems.





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Rethinking Achievement Goals to Consider the Role of Autonomy in the Sport Domain

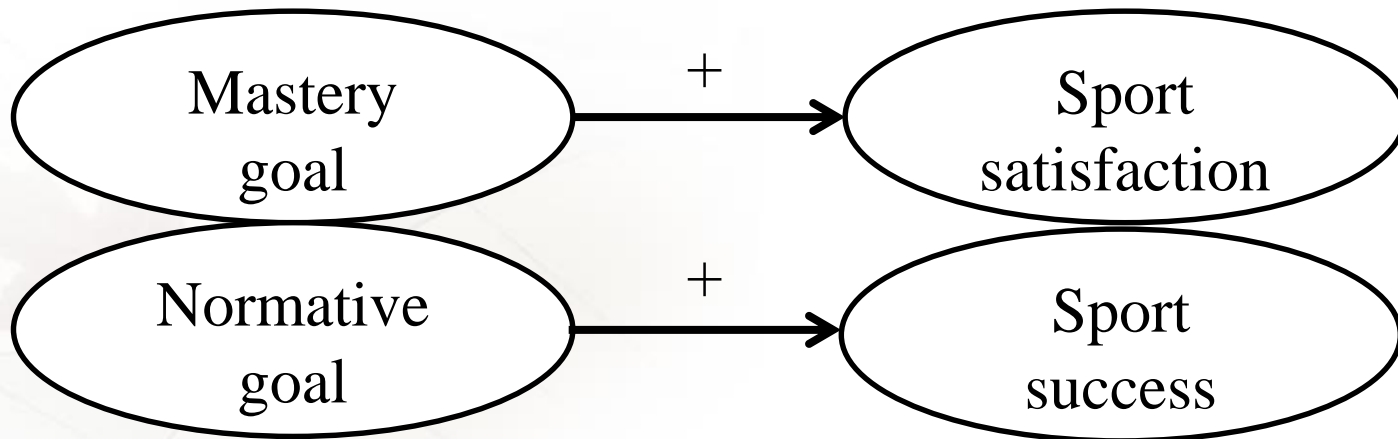


Patrick Gaudreau, Ph.D.
Associate Professor
School of Psychology

Part 1: Goal Motivation

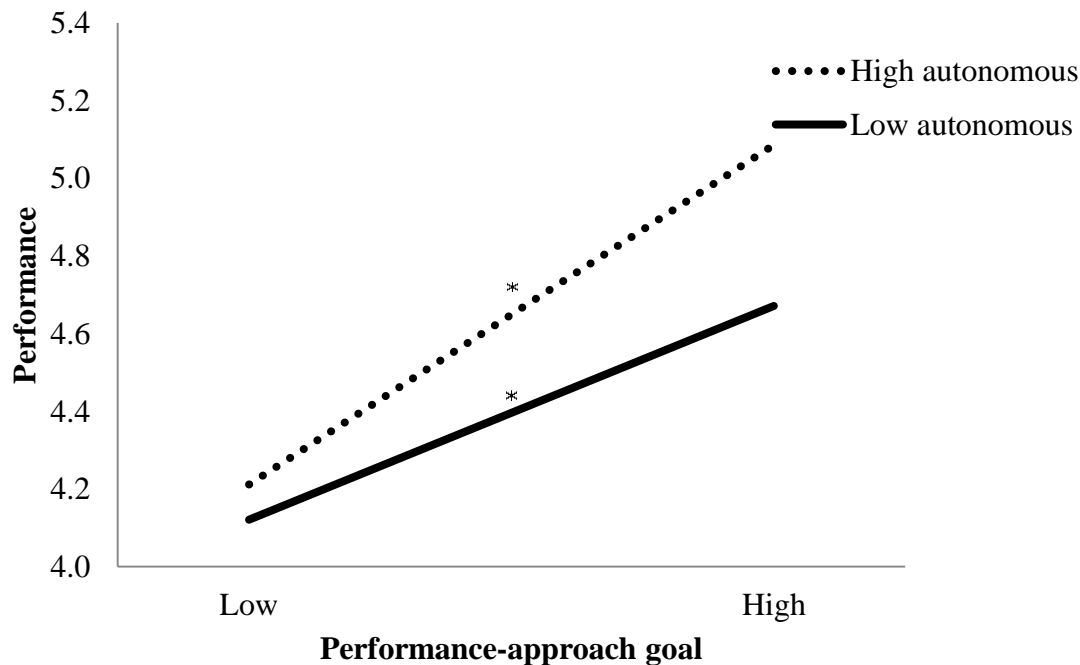
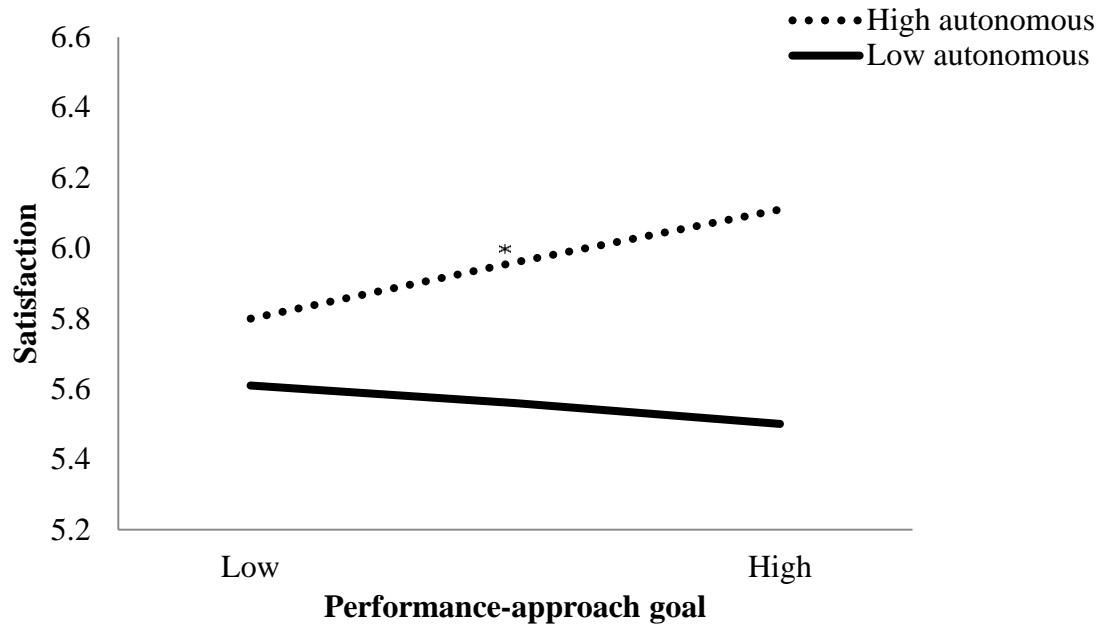


- Goals are mental representations of what a person wants to accomplish (i.e., aims).
 - Goal setting is generally associated with good outcomes but the effects are weak.
- Different goals are associated with different outcomes.



- Goals can be pursued for different reasons or motivations.
 - **Autonomous motivation:** “It’s fun”; “It defines who I am as a person”; “It’s important to me”.
 - Generally associated with good sport participation outcomes.
 - **Controlled motivation:** “I would feel bad otherwise”; “To please others”; “To obtain something in return”.
 - Mostly associated with bad sport participation outcomes.
- What happens when sport participants pursue their mastery goals with *low versus high* autonomous motivation?
- What happens when sport participants pursue their normative goals with *low versus high* autonomous motivation?

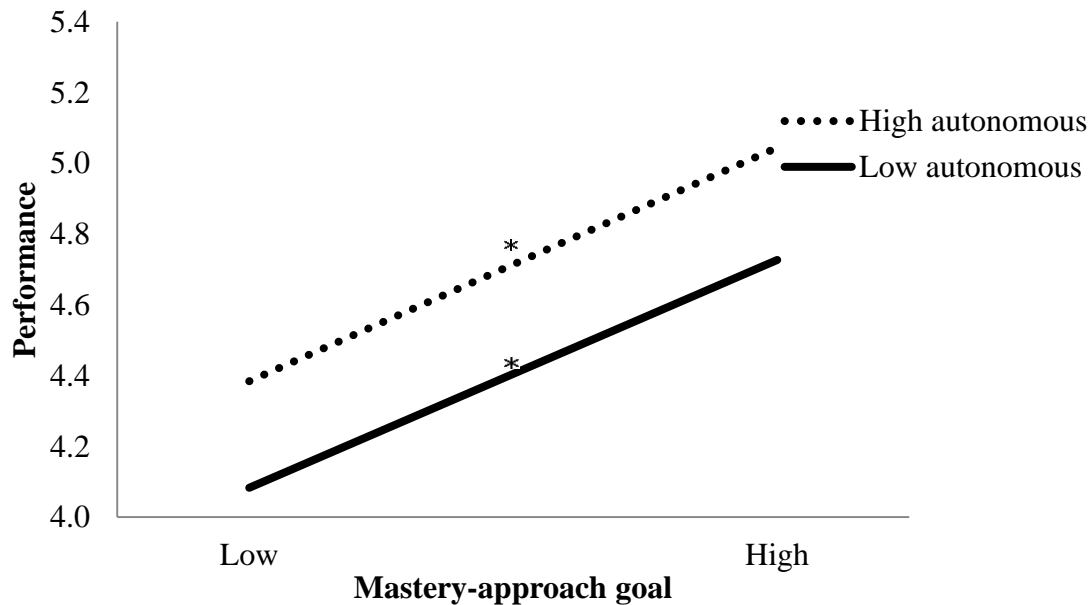
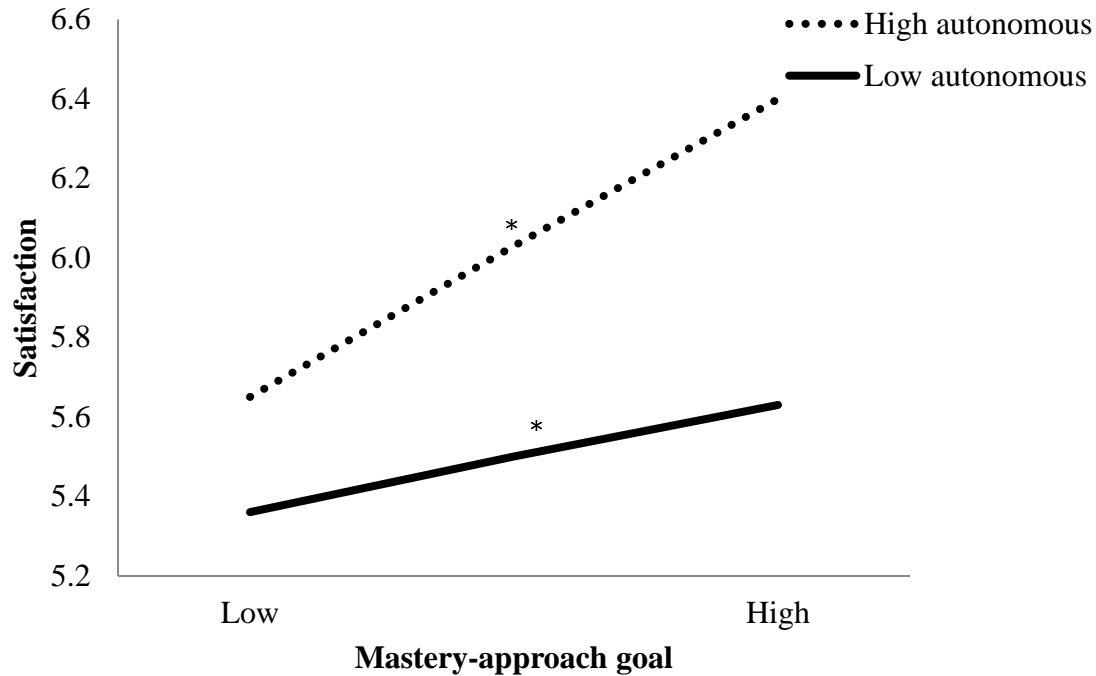




Normative goals relate to both satisfaction and performance when pursued with high autonomous motivation

Normative goals do not relate to satisfaction when pursued with low autonomous motivation

Highest satisfaction and performance when pursued with high autonomy



Mastery goals more strongly relate with satisfaction when pursued with high autonomous motivation

Highest satisfaction and performance when pursued with high autonomy

Part 2: Autonomous Sport Motivation

- 3.48 times more likely to be selected in a regional team for provincial games in U-12 soccer six-month after.
- Significantly better usage of task-oriented coping strategies to deal with sport participation stressors.
- Greater likelihood of goal progress and goal attainment in training and competition.
- Promotes the sport satisfaction of both the self and one's partner in dyad sport activities.
- Higher intention to use available resources in a regional training center.
- Accelerated learning trajectory in a novel motor task.

Part 3: Practical Implications



- Goal management interventions:
 - Help sport participants in setting goals (either normative or mastery) with higher autonomous motivation.
- Coping interventions:
 - Coping with stress and performance setbacks appears pivotal to develop and maintain autonomous motivation.
- Autonomy support:
 - Foster the development of autonomy supportive coaching, particularly with young sport participants and those receiving lower level of parental autonomy support.



Disclaimers



- Studies relied on correlational designs.
 - Causality should not be inferred.
- Data collection for some studies will end in January 2014.
 - Some findings reported in this document are based on preliminary analyses; they have yet to be peer reviewed.
- Practical implications were discussed for KT purposes.
 - Randomized controlled trials will be needed before determining whether targeting autonomous goal motivation (through goal management, coping, and autonomy support coaching) is indeed an efficient way to promote key sport participation outcomes.



Discussion

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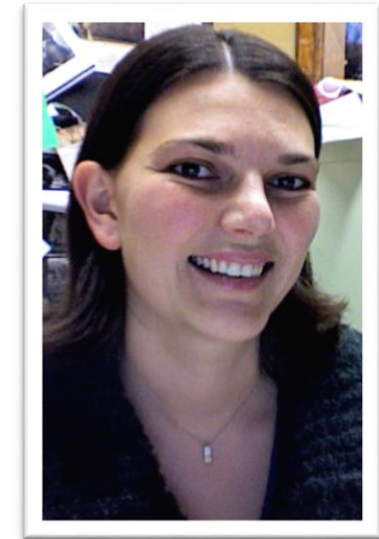
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Imagining Community: Women's ice hockey, high performance sport, and rural survival in Southern Alberta

Dr. Carly Adams
University of Lethbridge



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Building Aboriginal Sport Programs for Aboriginal Youth



Alexandra Arellano
University of Ottawa



Presenter: Jared Kope

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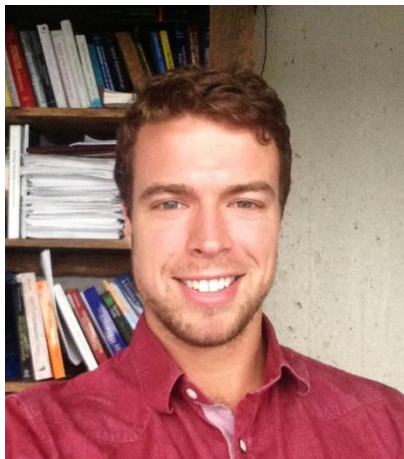
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The adaptive regulation theory of motivation for sport (ARMS): Developing, validating, and administering the ARMS questionnaire

Shea M. Balish

Dalhousie University

Authors: Balish, S. M., Rainham, D.,
Blanchard, C.



This project has two main objectives:

- 1. Adapt and validate existing scales that represent each hypothesized motivational system of the ARMS within the domain of youth sport.**
- 2. Longitudinally examine the predictive capacity of the ARMS.**

The role of growth and maturation on sports participation

Adam Baxter-Jones
University of Saskatchewan



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Preliminary findings of the MATCH study: Monitoring Activities of Teenagers to Comprehend their Habits



Mathieu Bélanger
University of Sherbrooke

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Towards a Theory of Organizational Socialization in Sport

Alex Benson

Laurier University



Purpose: To delineate how socialization strategies can be manipulated in a way that facilitates athletes' entry experiences into their sport teams.

Supervised by: Mark Eys, PhD

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The Relocation Experiences of Aboriginal Athletes Pursuing Sport Dreams



Using an Indigenous methodology, this project explored the experiences of young Aboriginal athletes who have moved off reserves in northeastern Ontario to pursue sport opportunities within “mainstream” (Euro-Canadian) communities.

Amy T. Blodgett
Laurentian University

“Let me show you how confident I am in you”: Effects of a Coach Communication Workshop on Youth Sport Participants’ Perceptions of RISE and Self-efficacy.

Steve Bray, McMaster University



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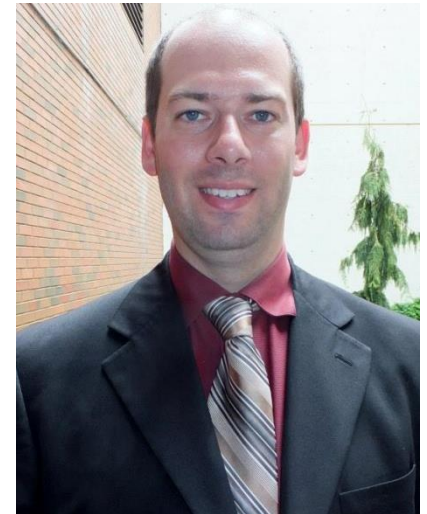
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Comparing the Barriers Between Organized and Unorganized Sport Participation in Hamilton, Canada

This analysis of the HALStudy dataset uses a series of binary logit models to answer 3 research questions. First, how much organized and unorganized sport participation is there in Hamilton? Second, what barriers to both organized and unorganized sport exist and are any barriers more prevalent than others? Third, do traditional barriers, such as income, age, gender, and weight, impact unorganized sport participation? Finally, what are the differences in barriers to organized versus unorganized sports?



Dr. Andrew Clark
Western University

Re-Generation/Gentrification: Urbanization and the 2015 Pan/Parapan American Games



Amanda De Lisio, University of Toronto

This research is curious to examine the development of the 2015 Pan/Parapan Athletes' Village, located on the West Don Lands of Toronto's waterfront, to determine which imaginaries, both for space and people, are privileged in neighbourhood (re)generation/gentrification processes and how these, in turn, influence (materially and ideologically) local host communities.

Exploring Developmental Factors for Overcoming Relative Age Effects in Ice Hockey



This research program will identify factors that may help relatively younger hockey players succeed in a developmental system that is biased against them.

Jess C. Dixon, University of Windsor

Sean M. Horton, Patti L. Weir, Joe Baker, & Stephen P. Copley

Riding, community, segregation: Exploring girls-only skateboarding programs

Michele K. Donnelly
University of Southern California



EXAMINING POSITIVE YOUTH DEVELOPMENT ACROSS DIFFERENT YOUTH SPORT CONTEXTS

SUMMARY- A proposed multi-method examination of the social and structural features of different youth sport participation contexts and their influence on positive youth development



Karl Erickson
Queen's University

“Organized Youth Sport in a British Columbian Rural and Small-town region: An ethnographic study”



Goal of Project: to problematize our current understanding of youth, sport and community in a British Columbian rural and small town (RST) region.

Dominique Falls

Simon Fraser University

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Trickle down effect?

Exploring the influence of the Olympic Games on preschooler development and sport participation



Jessica Fraser-Thomas, York University

The purpose of this study was to explore the role of the Olympic Games in facilitating preschoolers' development.

**Parissa Safai, York University
Peter Donnelly, University of Toronto**

"Keep trying, it took me a while to get that too!" The effects of peer feedback on relation-inferred self-efficacy (RISE), self-efficacy, and motivation in youth sport.

Jeff Graham

McMaster University



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Innovation in Community Sport Organizations



**Examining the impact of board
and club culture**

Larena Hoerber
University of Regina

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Role Models of Aging: Fostering sports participation among older adults



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 60 participation rates have fallen by more than half. While there has been extensive research into role models for youth and young adults, there has been comparatively little attention paid to the value of role models for older adults. The objective of this project is to examine the relevance of role models for older adults and the extent to which this varies with age and activity level.

Sean Horton, University of Windsor

Transforming the Canadian Sport Culture: *A national study of gender, race, sexuality, and violence in sport hazing as barriers to sport participation*

**SSHRC 3 year Insight Grant - Sport Participation
Research Initiative**

Dr. Jay Johnson - University of Manitoba
Dr. Marge Holman - University of Windsor
Dr. Jessica Chin-San - José State University
Dr. Elizabeth Allan - University of Maine
Dr. Mary Madden - University of Maine



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Integrating Parenting Plans with Children's Community Activities and Sport: The Fair Parenting Pilot Project 2011-2013



Dr. Lauren Donen

Fair Parenting
Project



Eric Letts

Fair Parenting
Project

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Family Matters: Predictors of Participation in Sport by Youth with Intellectual Disability



Jennifer MacMullin

Supervised by Dr. Jonathan Weiss at
York University

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Teamwork in Sport: A Framework for Increasing Participation in Sport



Assessing how teamwork affects participation in sport

Desmond McEwan
University of British Columbia

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Aging in the Information Age: An ethnographic study of video gaming in Canadian retirement centres

Brad Millington
University of Bath



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Leveraging Parasport Events for Sustainable Community Participation



Laura Misener (PI)

Western University

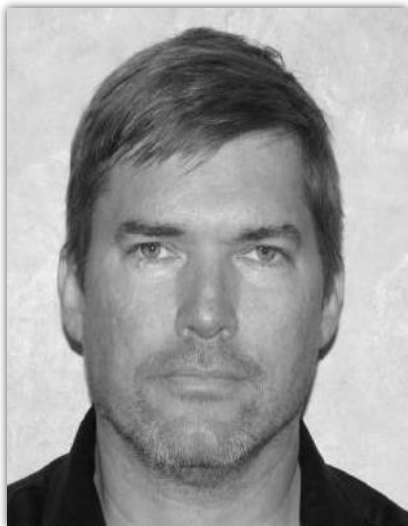
David Legg (Co-I)

Mount Royal University

Gayle McPherson (Co-I)

University of West Scotland

**Social Bonding and Identity Expression in a Sexual
Minority-focused Sport Group:
Protective Factors Against Internalized Homophobia**



**The Role of Sexual Minority Sport
Group Involvement in Counteracting
Minority Stress**

Dr. Steven E. Mock, University of Waterloo

Factors Affecting Retention of Experienced Sport Coaches



Work environments are critical to job satisfaction and coach retention, and our research is leading to a better understanding of how to create a positive work environment for a coach.

Dr. Ian Reade

University of Alberta

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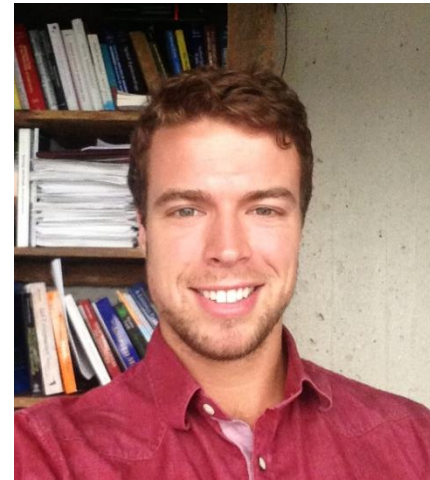
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Preliminary findings from the Successful experiences of Overweight children in Sport (SOS) project: Perceptions shaping the youth sport experience

- To ensure sport can positively impact children of all body weights, there is a need to understand the social context that may shape the recreational sport.
- Preliminary analyses examine how parents and children view children's abilities in sport, and how children view potential teammates based on weight.



Presenter: Shea M. Balish

Laurene Rehman, Dalhousie University

Sporting and Recreational Events in Rural Canada



Kyle Rich

Western University

I will focus on understanding the complex nexus of factors that produce the socio-cultural significance of small and medium-scale sporting and recreation events in rural Canadian communities.

Rwandan girls' perspectives on their lived experiences of physical education and sport: Challenges and solutions to sport participation in secondary schools



Lysanne Rivard, McGill University

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Understanding and improving body-related self-conscious emotions in adolescent girls' sport

Given the inherently social and evaluative nature of the sport environment, body-related self-conscious emotions (shame, guilt, envy, and pride) may be relevant factors associated with the quality of young girls' sport participation experiences



Dr. Catherine Sabiston
University of Toronto



Presenter: Jennifer Brunet, PhD

Leveraging Sport Events for Participation: An Action Research Approach



Dr. Marijke Taks
University of Windsor

Phase 3 – Action Research/Implementation

Workshops with 3 sports; Chose two sports to work with (Athletics and Gymnastics) for the ICG
Developed plans for leveraging

Athletics (single club)

- Created Action Plan
- Implemented minimal pre-event tactics
- During event tactic – flyer
- Primary Constraint: Capacity – human resources

Gymnastics (multi-club)

- Initial Enthusiasm
- One club pre-event tactics
- No implementation during event
- Primary Constraint: Cooperation between clubs

“Should I stay or should I go?”

The relationship between team cohesion and intention to return in youth sport



Players who perceived higher cohesion expressed greater intentions to return to the team the following season; however, different patterns of cohesion emerged for those playing on recreational versus competitive teams

Jocelyn D. Ulvick, University of Saskatchewan

Kevin S. Spink

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

This research program is aimed at understanding patterns of engagement in older adults, its role in sustaining function, and the reasons why engagement changes with increasing age with the goal of influencing policy and activity programming guidelines for Canadian seniors.



Patti L. Weir, University of Windsor

Sport Participation for Youth with Intellectual Disabilities (SPY-ID)



Jonathan Weiss, York University

Managing Sport Events to Maximize Positive Impacts

A study of how small-to-medium sized sport events can be managed to build sense of community, facilitate tourism activity, create unique spectator experiences, and ultimately create more sport opportunities in a community



Laura Wood (PI), University of Windsor
Ryan Snelgrove, Marijke Taks

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Lifetime Retrospectives on Running

Mark E. Havitz

Department of Recreation and Leisure Studies
University of Waterloo

Objectives and Method

Origins of identity as runners?

Do EI and PC influence development of activity, program, product, and service provider loyalties over time?

Do social worlds and place attachment moderate the relationships between EI and loyalty in these contexts?

Does running bridge to other physical activities in athletes' post-university lives?

To what extent are EI and PC with running gendered?

What social, psychological and health-related benefits and negative impacts are associated with running over a lifetime?

262 Surveys

38 Interviews (48 people)

Retrospective Method

Origins

Sustaining/intensifying involvements



Achieving identity

Making commitments

Accomplishing activities

Developing relationships

Experiencing emotionality

Internalizing perspectives

Achieving linguistic fluency

Subcultural collective events

Foregoing alternatives

Initial involvements

Seekership

Recruitment

Closure

Instrumentality

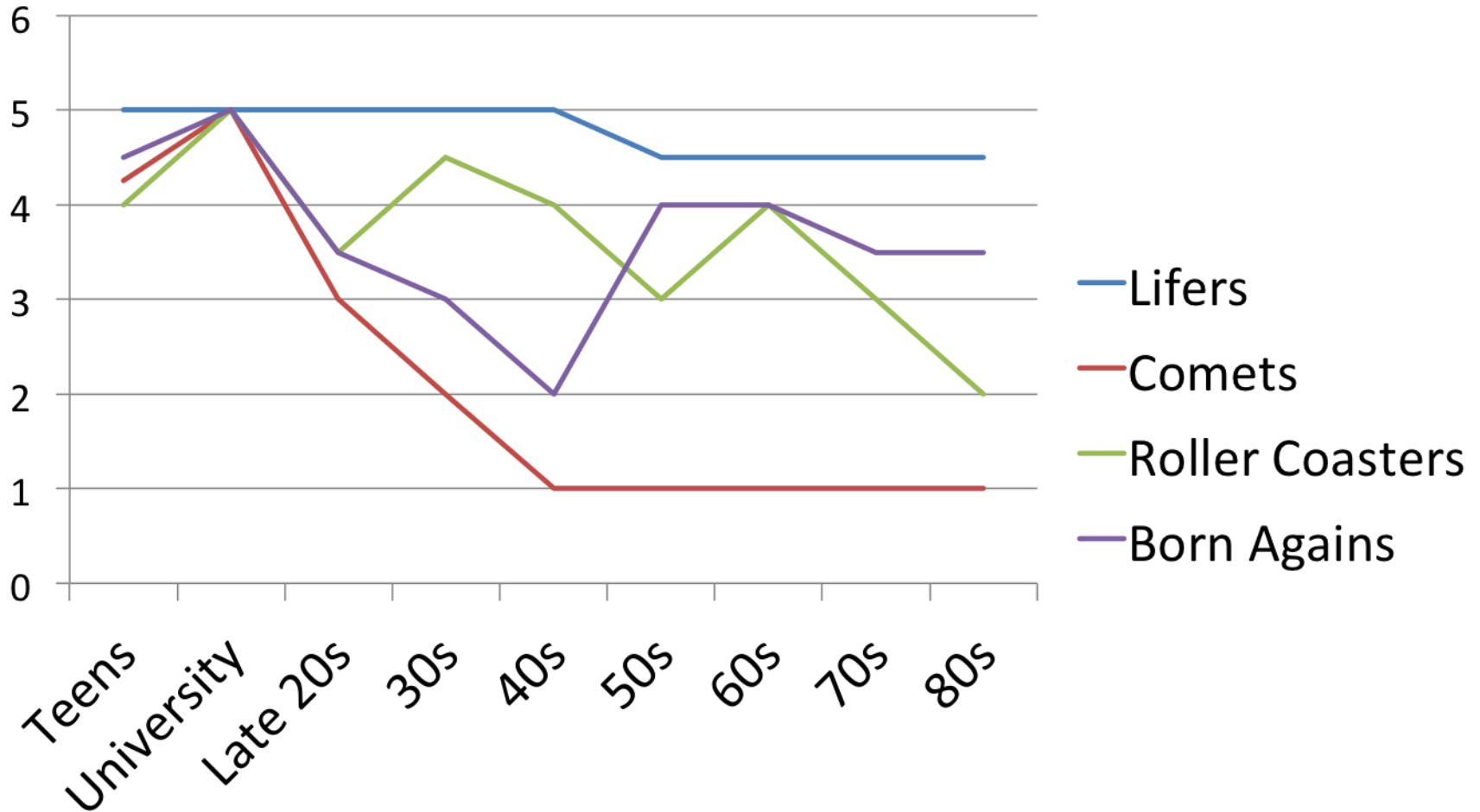
Inadvertency

Managing
reservations

Psychological Continuum Model (PCM):

Awareness → Attraction → Attachment → Allegiance

Profiles by Decade



Models

Age Stability hypothesis supported

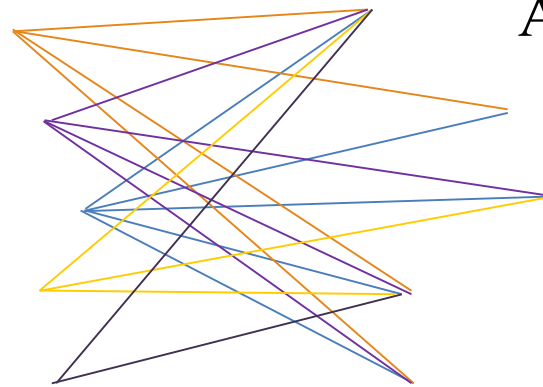
Current attraction

Identity affirmation

Centrality to lifestyle

Social involvement

Identity expression



Average days run per week

Length of average run

Typical running pace

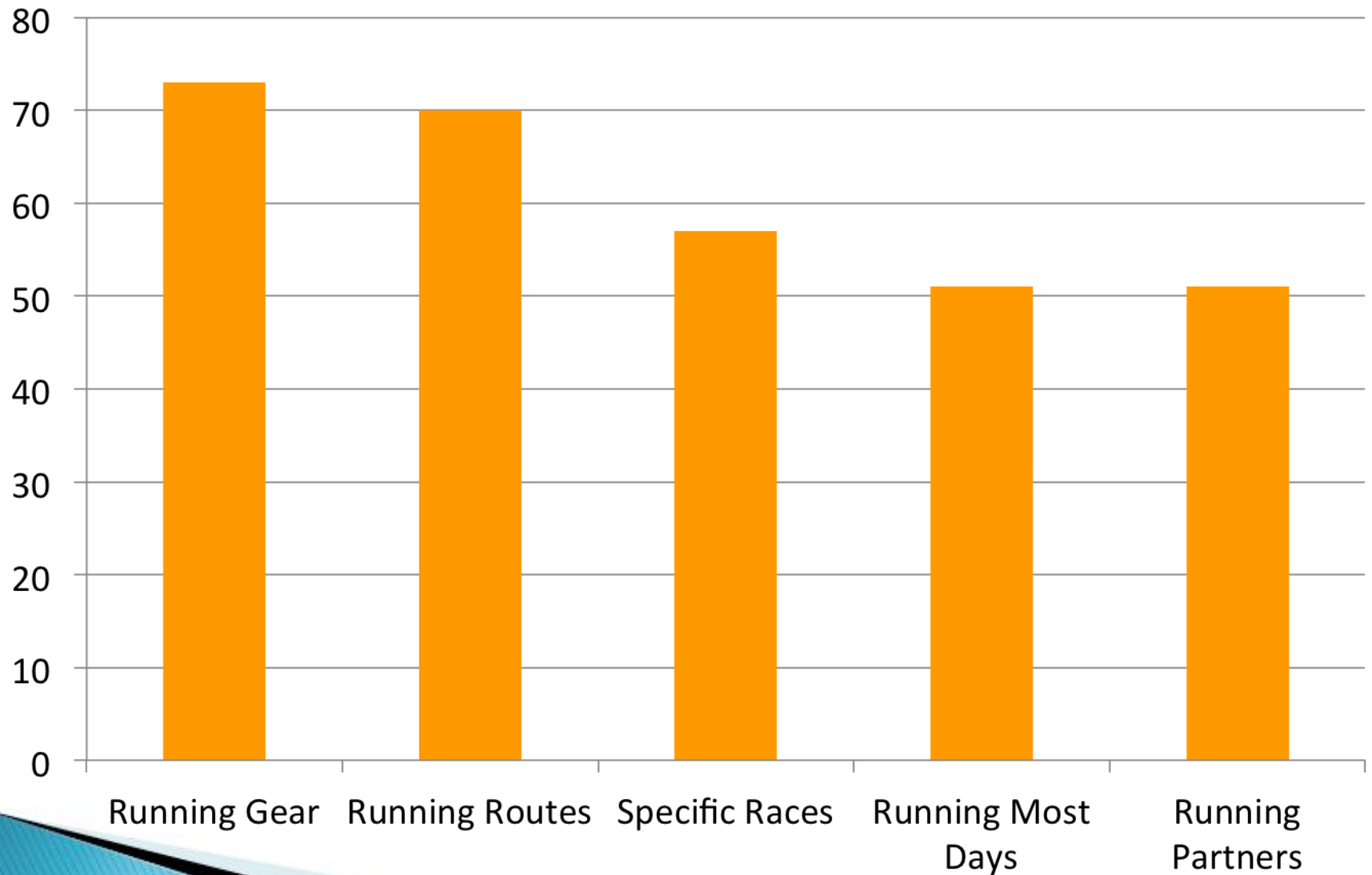
Competitions in past year

Overall health perception

Ego Involvement → Resistance → Loyalty

Models

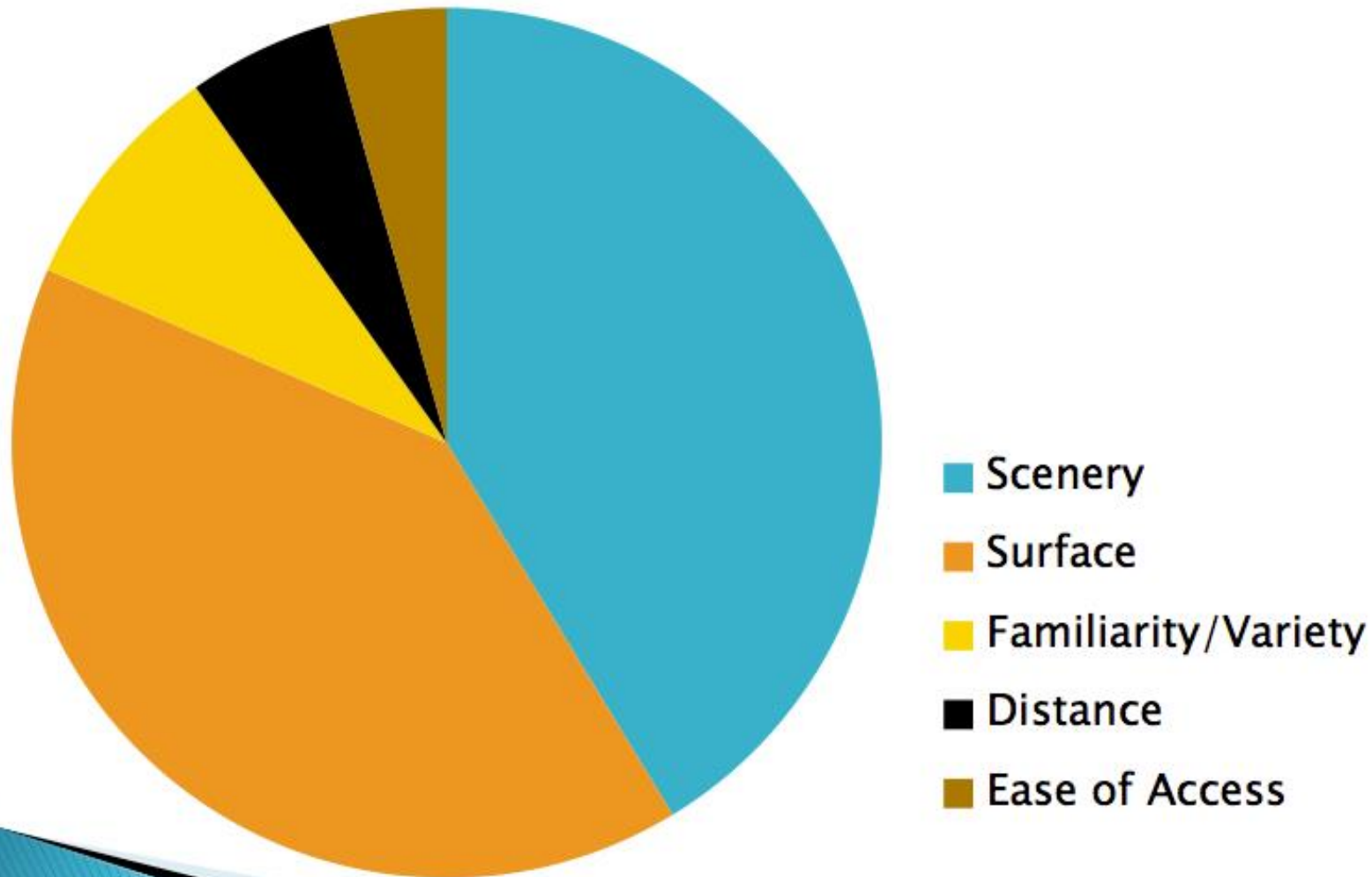
To What Things are Avid Runners Loyal?



With J. Manzo (in progress)

Loyalties

Top Five Route Attributes

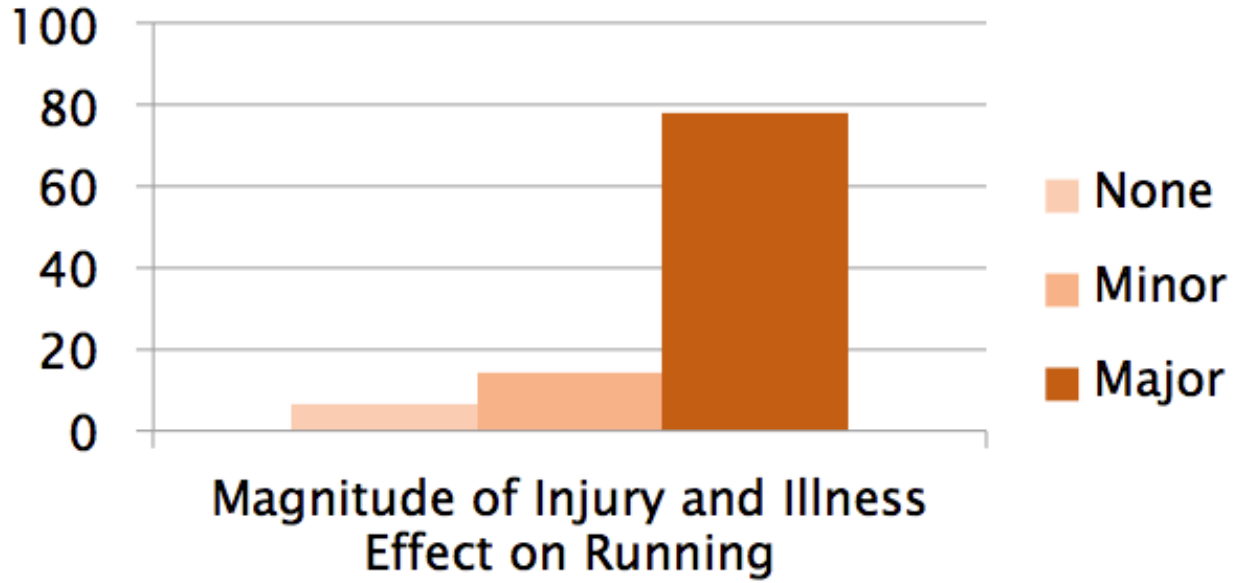
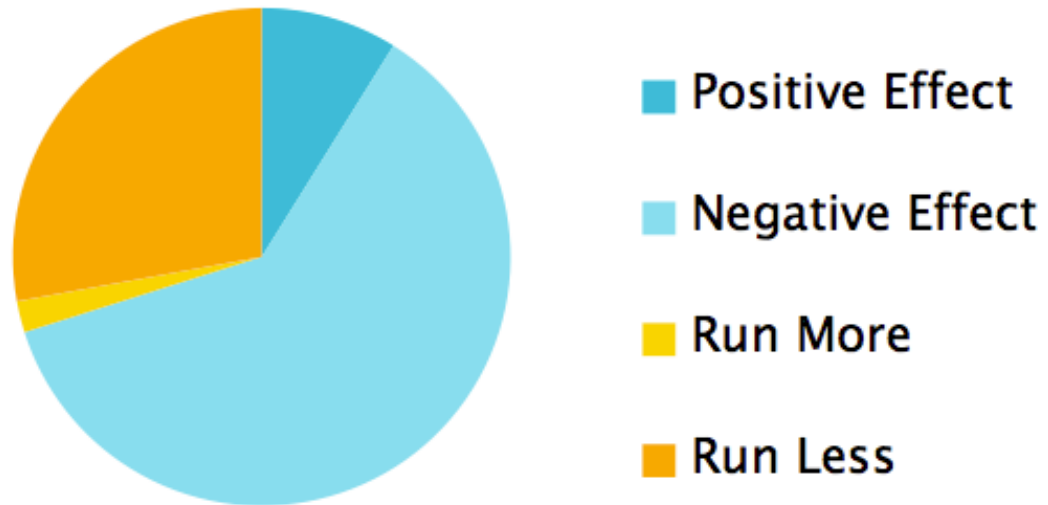


With J. Manzo (in progress)

Life Events

- Graduation
- Marriage
- First Child
- Employment Change
- Household Move
- Injury or Illness

Qualitative and Quantitative Effect of Injury and Illness



History

Havitz & Zemper (2013). “Worked out in infinite detail” - Lauren P. Brown and the nationalization of intercollegiate cross country. *MHR*

Havitz (2012). Running Uphill but With Prevailing Wind – Title IX and Women’s Cross Country. *NASSH*

Havitz & Geelhoed (2011). “Hurry Back!” Insider Perspectives on Karl A. Schlademan’s Post-WWII Cross Country Coaching Dynasty. *NASSH*

“You Remember Every Step of Every Race” - The Improbable Story of Tasmania’s First Olympic Medalist, David Lean

Karl’s Canucks - “When the ‘All-Americans’ were mostly Canadians”

One Hundred Years Running on the Banks of the Red Cedar



Research Team

Graduate Research Assistants

Ryan Snelgrove (2009-2011)

Tristin Vogel (2013)

Wade Wilson (2011-2012)

Undergraduate Research Assistants

Victoria Bambrick (2009-2010)

Mari Covell (2009-2010)

Matt Davidson (2009-2010)

Brad Mannell (2010-2011)

Julia Manzo (2011-2012)

Wing Ka Tsang (2011-2012)

Technical Support

Jason Lindo, Strategic Research Innovations

Financial and in-kind support provided by SCRI, UW Faculty of Applied Health Sciences, MSU Finish Line Club.



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François Trudeau

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Factors in adopting and implementing Long-Term Athlete Development (2014)

- **TRUDEAU, F., *Université du Québec à Trois-Rivières***
- **BEAUDOIN, C., *University of Ottawa***
- **LAJOIE, C., LAURENCELLE, L., *Université du Québec à Trois-Rivières***
- **Addition to the team during the project: Callary, B., Cape Breton University**

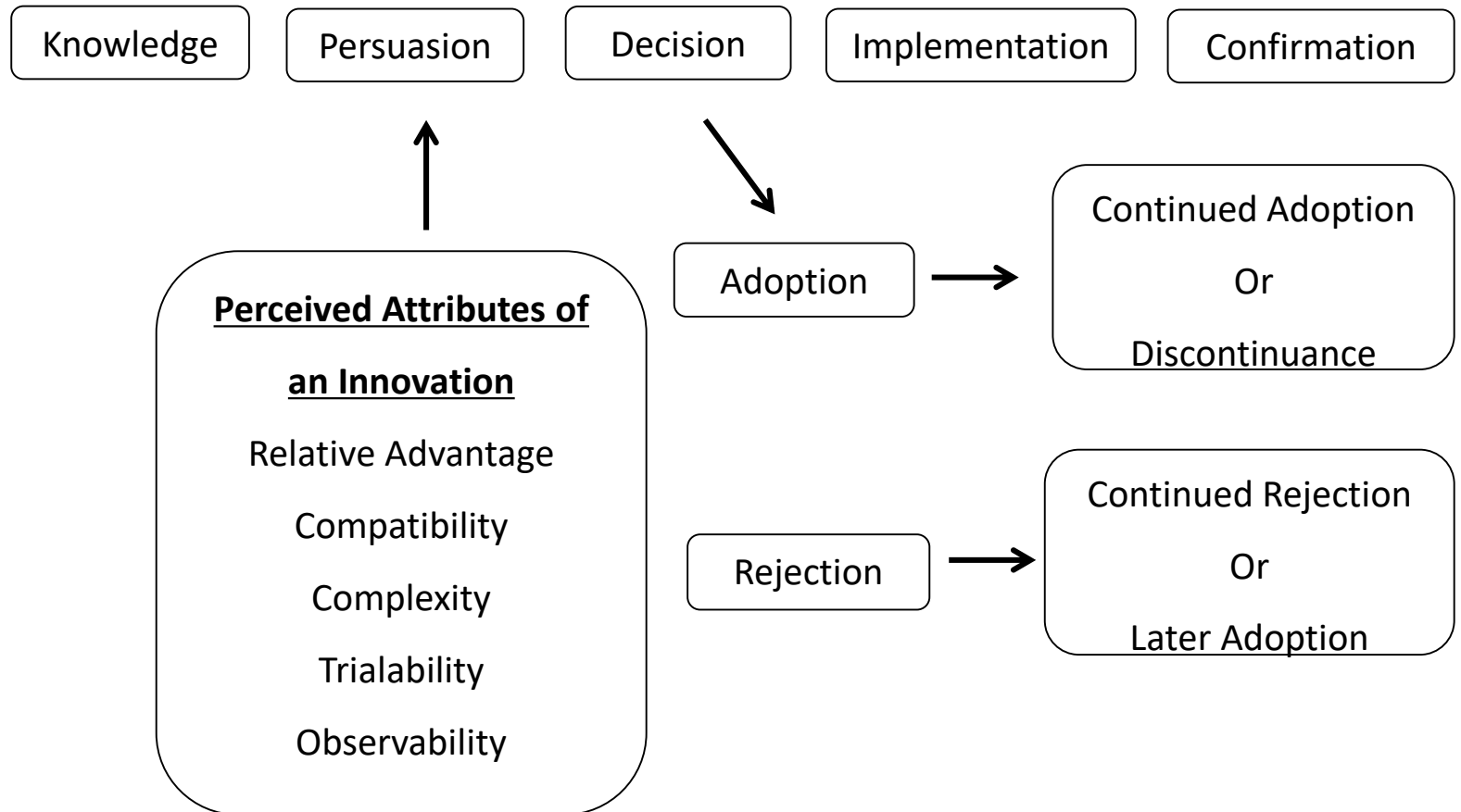
Context

- Integration of LTAD into the Canadian Sport Policy in 2005
- More than 60 sports organizations have had to change and adapt LTAD to the specific needs of their sport and their athletes.
- LTAD can be considered as a social innovation

Coaches and LTAD

- Coaches may be the principal actors for implementing LTAD in the sport system
- How do they adopt it (or not)?
- How do they implement it (or not) in their coaching practice?

Theoretical framework: Rogers' (2003) *Diffusion of Innovations*



Rogers' Innovation-Decision Process (2003)

Two parts of the project

- Qualitative analysis of the LTAD adoption and implementation process.
- Questionnaire survey (~450 Canadian coaches) to identify the determinants of the adoption of LTAD by coaches

Research methods

- Interviews
- **Adoption:** 14 coaches (5 females, 9 males) (aged 40.6 ± 14.5 yrs; 16 ± 8.8 yrs of coaching experience): track and field, baseball, gymnastics, figure skating, cross country skiing, soccer, and triathlon
- **Implementation:** 10 coaches (2 females, 8 males) aged between 38 and 55 years old; an average of 20 years of experience in coaching: soccer (n=5), cross-country skiing (n=4), rugby (n=2), artistic gymnastics and trampoline, baseball, ice hockey, and wrestling.

Principal results for the Adoption

- Coaches uphold the vision and general principles of LTAD,
- The principal barrier to adoption is the perception of a «mismatch between LTAD (long-term vision) and the system of sports funding (short-term vision)».

Principal Results for the Implementation:

- Two patterns in the implementation of LTAD:
- **1)** coaches who use information only related to their athletes' stages of development:
 - Barriers= lack of information in the particular stage, a lack of understanding of the other stages, and trouble identifying the developmental stage of their athletes
- **2)** Coaches who use LTAD as an overarching vision of their athlete's development
 - Barriers= lack of support for the implementation of the model; lack of evidence-based research; complexity of the model viewed in its entirety; the difficulty in getting an involvement from all sportspersons in implementing the LTAD model's



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Krista Chandler

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Imagery Use in Children's Leisure Time Physical Activities

Krista Chandler

University of Windsor

- Michelle Guerrero
- Celina Shirazipour
- Eric Nadalin

Craig Hall

Western University

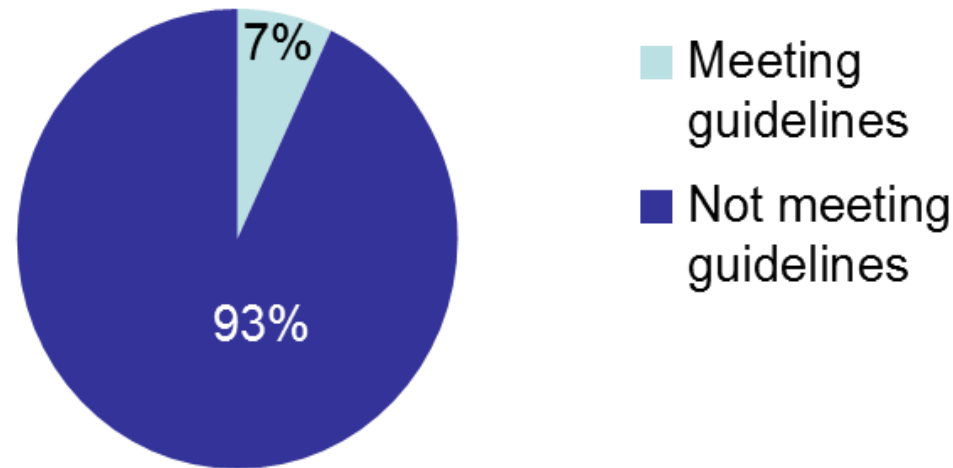
- Danielle Tobin
- Lisa Cooke

“Work consists of whatever a body is obliged to do. Play consists of whatever a body is not obliged to do.” –Mark Twain



What we know:

Guidelines: 60 mins/day



- **Challenge:** To identify effective strategies that motivate children to increase their physical activity (PA)



Active Play:

- Unstructured PA that takes place in a child's free time (Veitch et al., 2008)
- Active play is a promising, accessible, and cost-effective avenue that children can accumulate their daily PA (AHKC, 2012)



What we don't know:

- If children use imagery during their active play?
- If so, can we increase levels of active play with an imagery intervention?



Study 1

- Participants: 104 children (7-14 yrs)
- Design: 23 focus groups
- Double Layer Design: Allowing for age & gender
- Findings:

Autonomy



Competence



Relatedness



Study 2

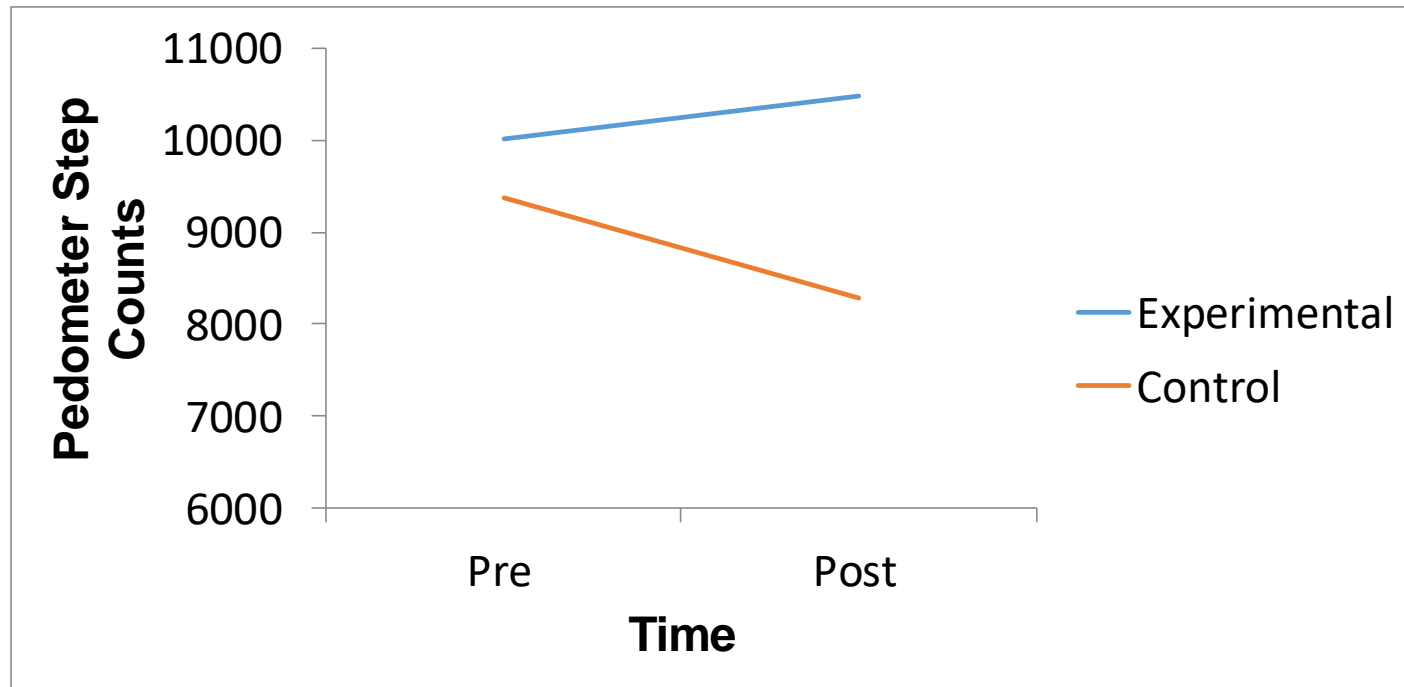
- Development of the CAPIQ
- PCA:
 - Participants: 302 children (7-14 yrs)
- CFA:
 - Participants: 252 children (7-14 yrs)

Subscale	Mean	SD	α
Capability	3.30	1.02	($\alpha = .82$)
Social	3.76	.81	($\alpha = .73$)
Fun	4.27	.82	($\alpha = .82$)



Study 3

- Participants: 59 children (9-12 yrs)
- Design: Randomized controlled
- Findings: Significant time X group effect ($p = .045$)



Implications and FD

- Do children use active play imagery? **Yes!**
- Can imagery increase levels of PA? **Maybe...**
- Future research:
 - Longer imagery interventions (8 wks vs 4 wks)
 - Tailor imagery types to desired outcomes
 - Implement interventions in school physical education settings





Discussion

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Lunch, Poster Walk, Networking

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Workshop: Sport Canada Programming and Research Implications

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2013 SCRI Conference Sport Canada Workshop

Dan Smith, Director, Policy and Planning, Sport Canada



Purpose of workshop

- To familiarize sport researchers with Sport Canada's policies, programs and related objectives and challenges; and
- To provide Sport Canada insights to inform decision-making in key policy/program areas going forward.

CSP Policy context

1. Canadian Sport Policy 2012

- Government and non-government stakeholders
- Broad, comprehensive policy vision for sport participation in all contexts
- Contribution to goals by stakeholder mandate vs. responsibility for all goals

Sport Canada contribution

- Policy leadership / support across all CSP goals
 - E.g. Policies for Aboriginal Persons, Persons with a Disability and Girls and Women
- Major program focus on high performance and competitive sport goals
 - E.g. Excellence Strategy, LTAD
- Minor program focus on physical literacy and intro to sport goal
 - E.g. Jump Start, ParticipACTION

Sport Canada research needs

- Relevant to all CSP 2012 stakeholders (SPRI)
- Relevant to Sport Canada programs (SC workshop)
- 2013 areas of focus:
 - Strengthening Paralympic sport development pathways
 - Improving the sport development impacts of hosting



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Paralympic Pathways

What are the program considerations for effective Paralympic pathways for:

- Athlete-participant development
- High performance development



What's the need?

- **Generally static participation rates**
- **Canadian results at Paralympic Games**
 - Steady but vulnerable at Winter Games
 - Rapidly declining at Summer Games



What do we mean when we talk about:

Paralympic sports

Table
Tennis

On the Paralympic Games program

Wheelchair Tennis

Wheelchair
Fencing

Athletics Goalball Nordic Ski Archery Sitting Volleyball Shooting

Rowing Triathlon Cycling Equestrian Alpine Canoe-Kayak

Sledge Hockey Swimming Boccia Wheelchair Rugby Powerlifting

Athlete-participants with...

Wheelchair
Basketball Wheelchair
Curling

Permanent disability

Classifiable – disability type & degree for the sport

What do we mean when we talk about:

pathways

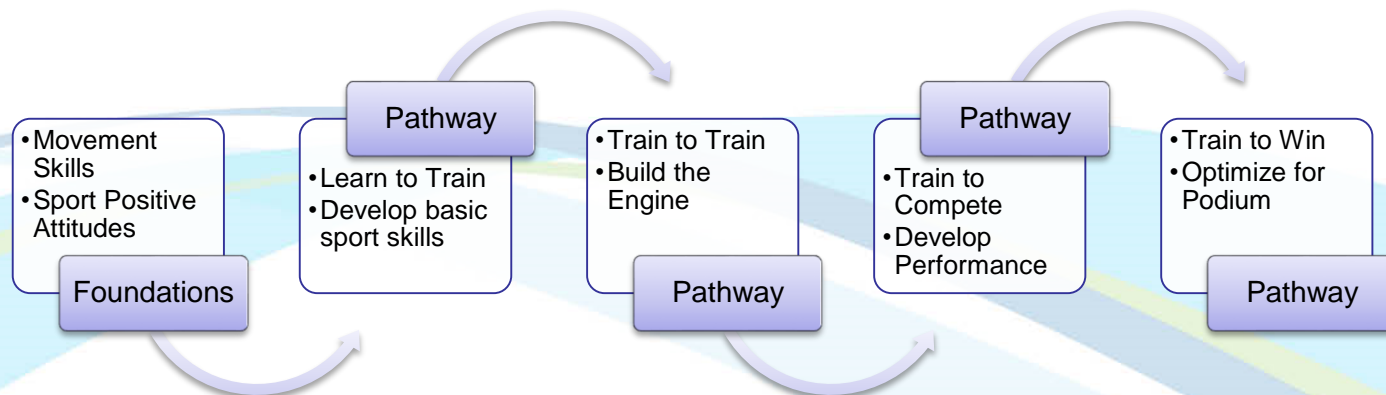
Skill progression

Program sequence

Competition sequence

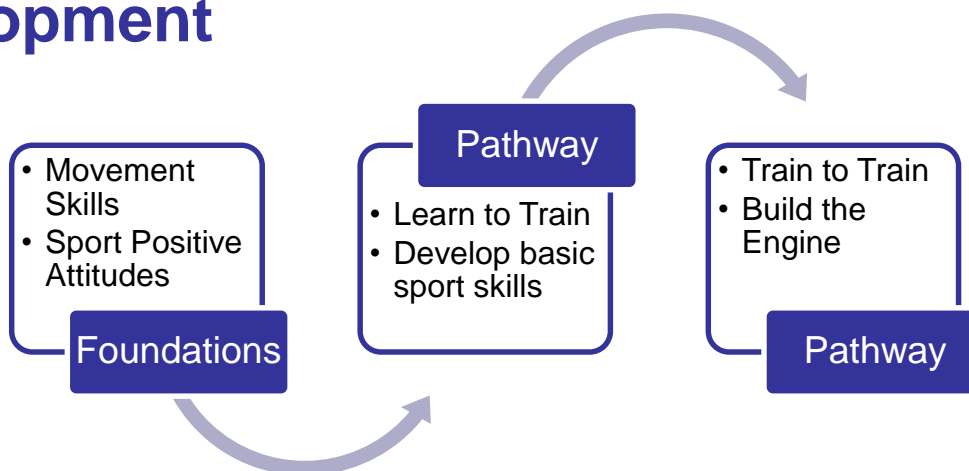
Appropriately periodized

Based on Sport Development Framework & Long Term Athlete Development



Pathways for

athlete-participant development



Supporting early stage development

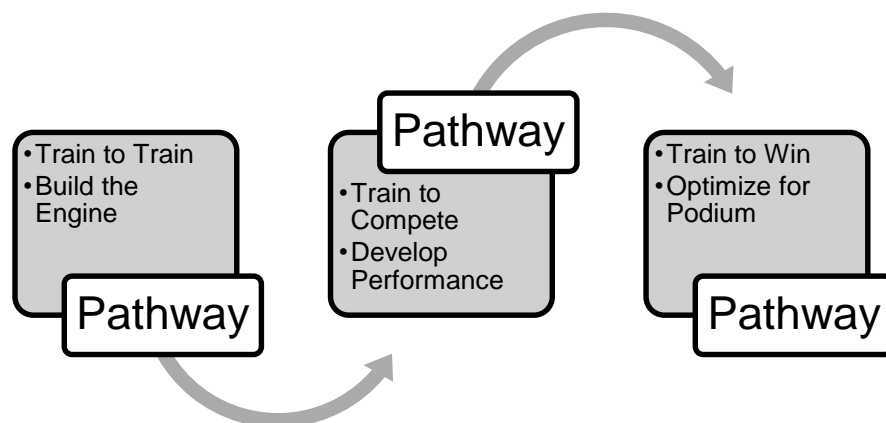
Effective engagement

Develop skills and attributes for progression

Sustainable & connects to other programs

Pathways for

high performance
development



Supporting competitive development

Retains and directs

Develop skills and attributes for progression

Cutting edge and sustainable

Sport Canada Approaches

Athlete-participant development

- **Sport Support Program**
 - National framework, P/TSO or club delivered
 - May be NSO or 'other' led
 - Additional activity supported via P/T bilateral agreements

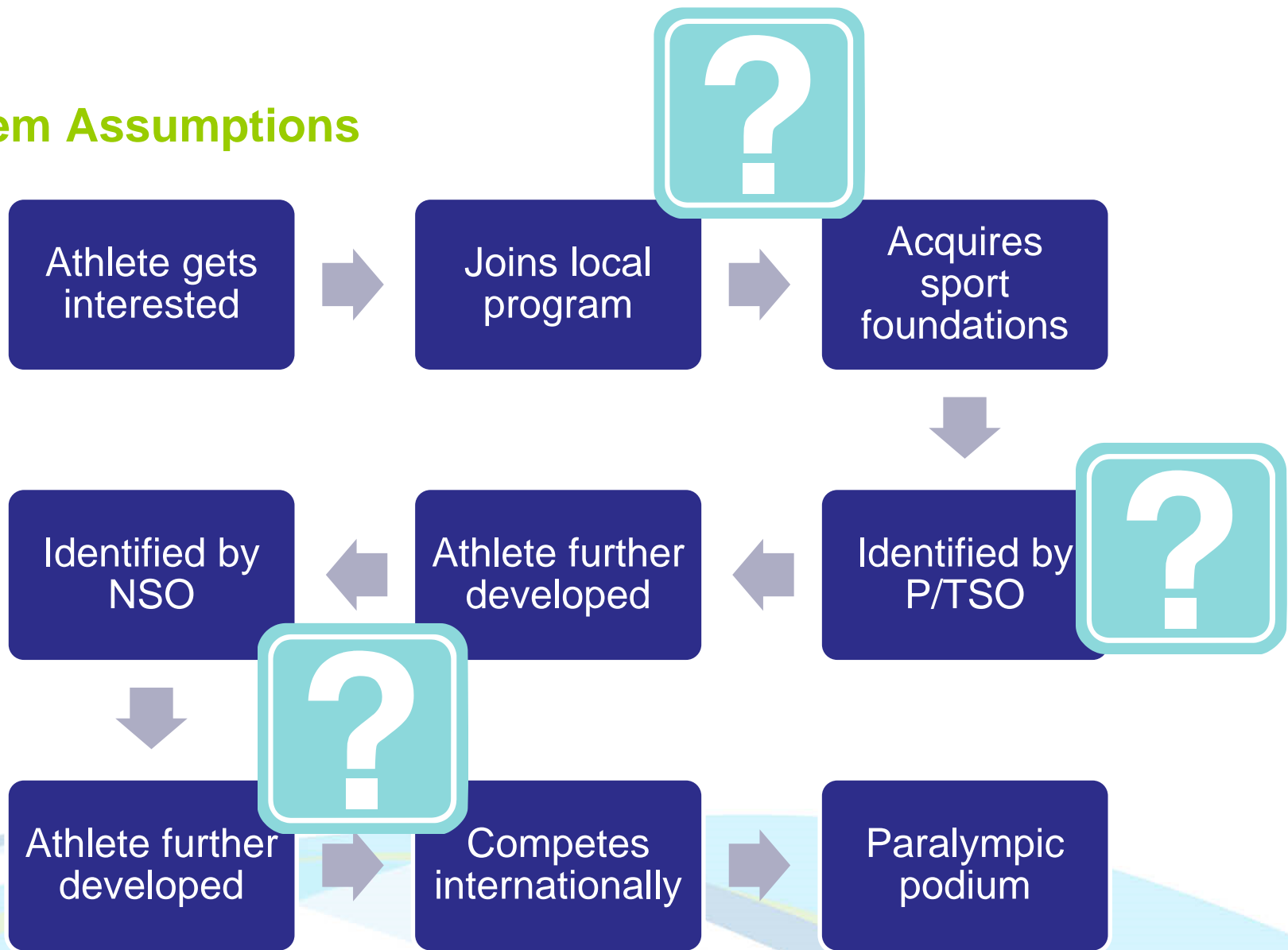
Which to fund?

High performance development

- **Athlete Assistance Program**
- **Hosting Program**
- **Sport Support Program**
 - Typically NSO-directed
 - National Team
 - National Development Teams

Which have best ROI?

System Assumptions



What are the issues?

Athlete-participant development

- Where do they come from?
- How to keep them engaged?
- How to adapt for basic skill mastery of diverse participants in a single program?
- Considerations for congenital and acquired disability?
- How to direct participants into appropriate sports/programs?

High Performance development

- Where do they come from?
- How to develop high performance and basic skills simultaneously?
- How to adapt training techniques for disability type while ensuring prehabilitation, well-rounded athlete etc.?

Current Research Availability: Athlete-participant development

What's available

- **Discussion of barriers**
- **Value/benefits**
- **Inclusion/integration discussions**
- **Physical education, recreation, health promotion contexts**

What's missing

- **Applied, practitioner-oriented (what do I need to do?)**
 - To develop skills
 - To create or increase engagement
 - To “pre-habilitate”
 - To direct “talent”

Current Research Availability: High performance development

What's available

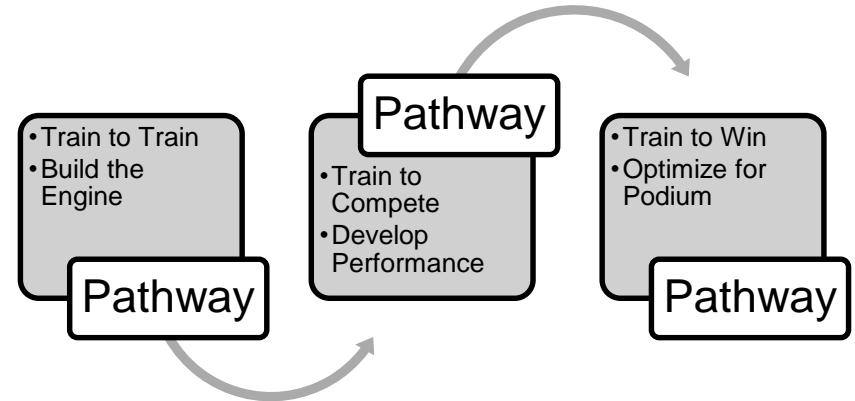
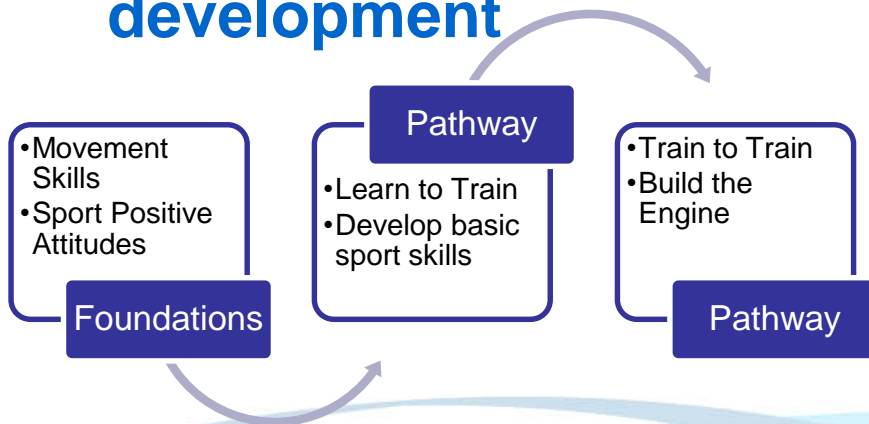
- **Overview studies**
 - i.e. sport medical interventions at Paralympic Games
- **Spirit of inquiry**
 - i.e. sociological dimensions; identity & high performing athletes
- **Specific studies**
 - e.g. VO_2 max of paraplegics, running gait of T37 athletes

What's missing

- **Applied, practitioner-oriented (what do I need to do?)**
 - Training approaches
 - Modifications for disability
 - Training certain types or effects of disability
 - Equipment considerations
 - Manage (overuse) injury

The questions

- **What are the program considerations for effective Paralympic pathways for athlete-participant development**



- **What are the program considerations for effective Paralympic pathways for high performance development**



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Hosting Program Programme d'accueil



Legislative & Policy Framework

- **Federal Policy for Hosting International Sport Events (2008)**
 - Provides the basis for the federal decision-making process with respect to the contributions made under the Sport Canada Hosting Program
- **Strategic Framework for Hosting International Sport Events in Canada (2004)**
 - Serves as a mechanism for governments and the Canadian sport community to work together in the process of bidding for and hosting of international sport events in Canada

Hosting Program Overview

- **Provides financial support for international sport events and the Canada Games**
- **Program's objectives are to:**
 - to strengthen the sport excellence and sport development impacts
 - to increase access and equity for designated under-represented groups
 - to strengthen the associated economic, social, cultural and community benefits
- **Sport Canada's role**
 - Manage application and agreements
 - Manage and coordinate the GoC's involvement in the event

Components

1. **International Single Sport Events (ISSE):**
 - Tier I (small): Canada to host at least 30 a year, presently set at a maximum of \$250K federal support per event managed within designated funding envelope
 - Tier II (large): Canada to host no more than 1 every 2 years (e.g. World Aquatics Championships, World Athletics Championships)
2. **International Major Multisport Games (IMMG):**
 - Canada to host no more than 2 major multisport games every 10 years (Olympics/Paralympics, Commonwealth Games, Pan American Games)
3. **International Multisport Games for Aboriginal peoples and persons with a disability (IMGAPPD):**
 - linked to government priorities: events for Aboriginal Peoples and Persons with a disability
4. **Canada Games**
 - Held every 2 years alternating between winter and summer on a rotational basis

Hosting Stakeholders

- Sport Canada
- Other Federal Departments (Essential Federal Services)
- Provinces and Territories
- Municipalities
- National Sport Organizations/Multi-Sport Organizations
- Host Societies
- International Federations

Information Requested from Bid or Host Committees

- Business Plan
- Legacy Plan
- Report on Planned Activities and Results, including:
 - Number of Participating Countries
 - Number of Canadian athletes directly qualifying for Olympic or Paralympic Games
 - Number of quota spots acquired for Olympic or Paralympic Games
 - Number of involved volunteers in the event
 - Number of involved staff in the event
 - Number of new venues available for athletes development and for hosting competitions
 - Number of improved venues available for athletes development and for hosting competitions
 - Number of cultural events staged in conjunction with the sport event
 - Number of participating carded Canadian athletes
 - Number of participating non-Canadian athletes

Sport Canada Programming and Research Implications Répercussions des programmes et des activités de recherche de Sport Canada

Workshop Discussion 1 / Discussion d'atelier 1: Paralympic Pathways / Parcours paralympique

What, in your view, are useful approaches for addressing knowledge gaps and making informed program decisions?
À votre avis, quelles seraient des stratégies efficaces pour faire connaître les éléments qui sont méconnus et prendre des décisions judicieuses touchant les programmes?



Plenary Presentations

Nick Holt

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A Sport-Based Critical Hours Program for Low-Income Youth

Nicholas L. Holt & Tara-Leigh McHugh

Student Co-researchers: Lisa Tink, Bethan Kingsley, Angela Coppola, Kacey Neely, Ryan McDonald

Faculty of Physical Education and Recreation
University of Alberta

Why Do This Research?

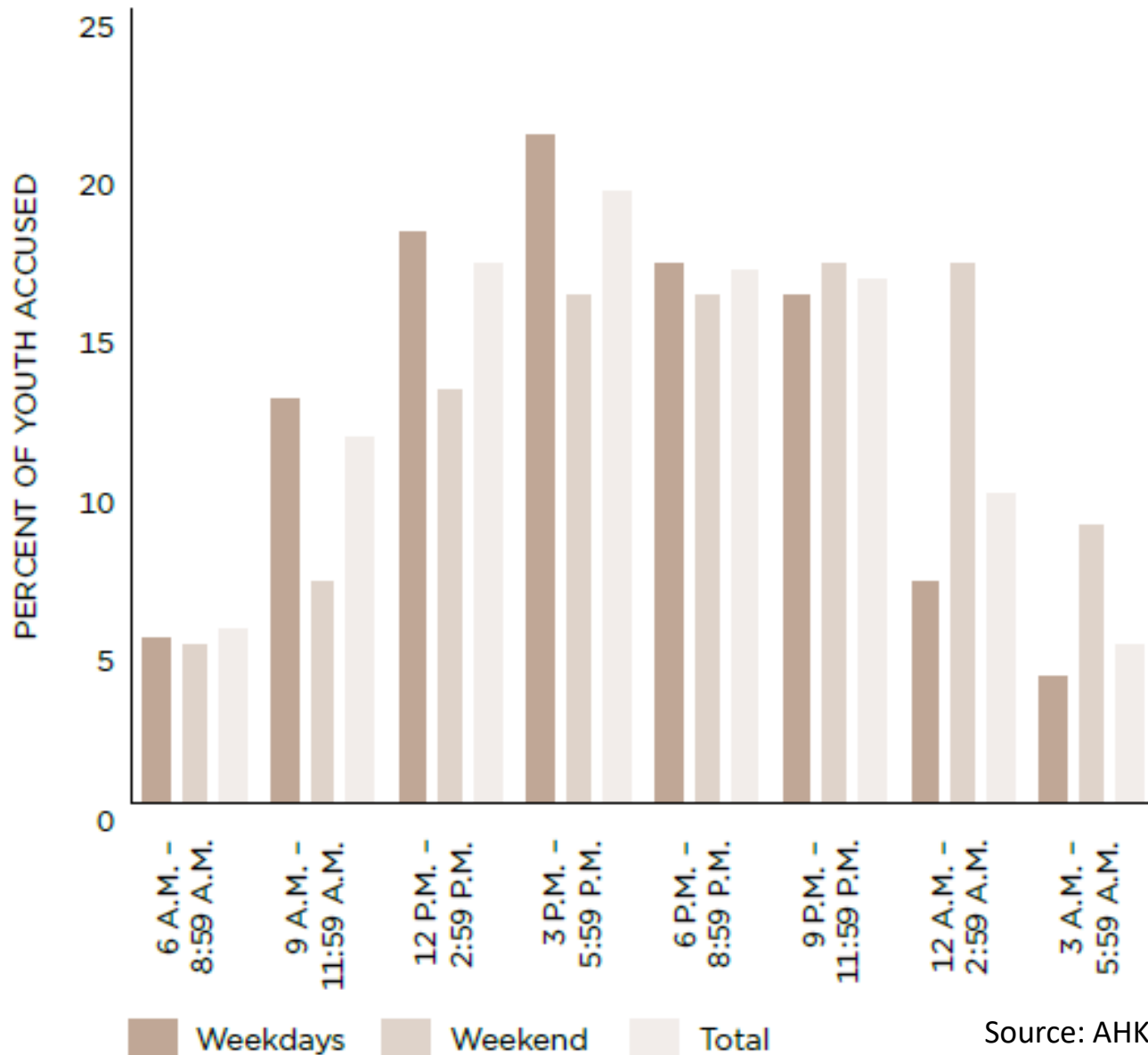
- Benefits/barriers associated with participation in **organized** sport for children from low-income families (Holt et al., 2011, 2012, 2013).
- CFTC does not benefit low-income families (Spence et al., 2012).
- After-school period is crucial... “Critical Hours”

Critical Window for Physical Activity

14 Minutes

- 6- to 19-year-olds in Canada accumulated an average of 14 minutes of **MVPA** between 3 and 6 pm (2008 Canadian Health Measures Survey)

Figure 3. Level of Youth Crime on Weekdays and Weekends, and at Various Times of Day, 2008 (Source: Adapted From Statistics Canada, Canadian Centre for Justice Statistics).



What Did We Do?

- 3+ years of research **to develop, implement, and evaluate sport based after school programs** for students in low-income areas of Edmonton.

How Did We Do It?

PROCESS

- Community involvement
- **After School Sport Kids program**
 - 35 children from gr. 2-3 from two schools
- Evaluation & Refinement
- **TRY-Sport Program**
 - 35 children from K-3 from two schools

KEY POINTS

- FUNdamentals
- 3 sports (volleyball, basketball, and soccer)
- 3 life skills (teamwork, confidence, leadership)
- Focus on intrinsic motivation

What Did We Find?

BENEFITS

- New opportunities
- Optimal challenges and adventures
- Fundamental movement and sport skills
- Teamwork
- Transfer to school and home

CHALLENGES

- Skill level, behavior, listening
- Leadership and confidence difficult to teach/learn

So What?

- We can (should) deliver useful programs during the critical hours.
- Engage community partners – principals, teachers, parents, and **children**.
- Flexible approach, minimal equipment, use existing resources.
- Transfer possible (especially sport skills and teamwork).

Published Articles

- **From this grant:**

- Holt, N. L., McHugh, T-L. F., Tink, L. N., Kingsley, B. C., Coppola, A. M., Neely, K. C., & McDonald, R. (in press). Developing sport based after school programs using a participatory action research approach. *Qualitative Research in Sport, Exercise and Health* [Published online June 26th 2013].
- Holt, N. L., McHugh, T-L. F., Coppola, A. M., & Neely, K. C. (in press). Chapter 13: Using critical incident reflection in qualitative research: Transferable skills for sport psychologists? In Z. Knowles, D. Gilbourne, B. Cropley, & L. Dugdill (Eds.), *Reflective practice in the sport and exercise sciences: Contemporary issues*. London: Routledge.

- **From other grants:**

- Holt, N. L., Kingsley, B. C., Tink, L. N., & Scherer, J. (2011). Benefits and challenges associated with sport participation by children and parents from low-income families. *Psychology of Sport and Exercise, 12*, 490-499.
- Holt, N. L., Sehn, Z. L., Spence, J. C., Newton, A., & Ball, G. D. C. (2012). Possibilities for positive youth development through physical education and sport programs at an inner city school. *Physical Education and Sport Pedagogy, 17*, 97-113.
- Holt, N. L., Scherer, J., & Koch, J. (2013). An ethnographic study of issues surrounding the provision of sport opportunities to young men from a western Canadian inner-city. *Psychology of Sport and Exercise, 14*, 538-548.
- Spence, J. C., Holt, N. L., Sprysak, C., Spencer-Cavaliere, N., & Caulfield, T. (2012). Non-refundable tax credits are an inequitable policy instrument for promoting physical activity among Canadian children. *Canadian Journal of Public Health, 103*, 175-177.



Plenary Presentations

Beverly Leipert

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

Dr. Beverly D. Leipert, Western University

Robyn Plunkett, PhD(c), Western University

Dr. Lynn Scruby, University of Manitoba

Dr. Donna Meagher-Stewart, Dalhousie University

Dr. Heather Mair, University of Waterloo

Dr. Kevin Wamsley, Western University



Graduate Research Assistants: Robyn Plunkett (Western University), Melanie Moore (Dalhousie University), Hazel Rona (University of Manitoba), Maggie Miller and Meghan Muldoon (University of Waterloo)

Funded by Sport Canada



Background

- More than 1 million Canadians curl every year (CCA, 2011)
- Curling is central to many rural communities
 - more than 28% of Canadian curlers live in communities with fewer than 10,000 people (CCA, 2008)
- Few health, recreation, or other resources exist in rural communities
- Rural people are less healthy and have shorter life expectancies compared to urban residents (CIHI, 2006; Romanow, 2004)



Why Rural Women?

- Rural communities are feminized aging communities
- Rural communities tend to favour men and boys in sports, and hockey, to the exclusion or minimizing of women and girls
- And yet, curling clubs are important places for women and girls



Purpose of the Study

- To explore the roles that sport and recreation clubs play as community, social, and health places for rural women
- To understand how sport activities and meanings differ for women across diverse rural communities
- To utilize photovoice with rural women and document their perspectives about health within the context of curling



The Research

- A national 3 year study in Manitoba, Ontario, Nova Scotia, and the Northwest Territories
- Feminist and social capital theoretical approaches (Seippel, 2006)
- Photovoice - developed for research with rural women; founded on feminist, critical consciousness, and PAR philosophies; facilitates inclusivity and empowerment (Wang & Burris, 1997)
- Rural definition: Populations living outside the commuting zone of urban centres with more than 10,000 inhabitants (du Plessis et al., 2002)



Participants

- 52 women and 3 girls, aged 12 to 75 years, from seven rural communities in Ontario, Manitoba, Nova Scotia and the Northwest Territories
- Location: 24 lived on a farm/acreage (5 to 30 km from town) and 28 lived in a town (300 to 5000 people)
- Education: Grade 7-8 (2 children, 1 adult), Grade 9-13 (1 adolescent, 19 adults), Post-secondary education (30)
- Curling experience: less than two years (10), 3-5 years (10), 6-10 years (6), 11-15 years (7), 16 or more years (18)



Method

- Camera orientation session, then 2 weeks for picture taking and log book recording, then focus groups or in-depth interviews to discuss photos
- Participants participated in analysis
- Several strategies used for analysis of photo, log book, and focus group data (Leipert & Smith, 2008; Oliffe et al., 2008; Wang & Burris, 1997)
- 955 photos taken; NVIVO used for data management

Findings



Facilitating Women's Health and Resiliency



Manitoba



Ontario

Developing Skills to Ensure Club Sustainability



Northwest
Territories



Manitoba

Building Social Connections



Ontario

Northwest
Territories

Strengthening Rural Communities



Ontario



Northwest Territories

Recommendations for Policy



Photo taken by K., 72 years old, Ontario

Recommendations for Enhanced Participation



Northwest Territories

Implications for Future Research



Last Words...



The background of the slide features a close-up, slightly blurred image of curling stones in various colors (blue, red, yellow) on a light-colored ice surface. A white curling broom is also visible, partially obscured by the stones. The overall lighting is bright and soft, creating a clean and professional aesthetic.

Selected References

Leipert, B., Leach, B., & Thurston, W. (2012). *Rural women's health*. Toronto, ON: University of Toronto Press.

Leipert, B., Plunkett, R., Mair, H., Meagher-Stewart, D., Scruby, L., & Wamsley, K. (2011). "I couldn't imagine my life without it!" Curling and health promotion: A photovoice study. *Canadian Journal of Nursing Research*, 43(1), 60-78.

Mair, H. (2009). Club life: Third place and shared leisure in rural Canada. *Leisure Sciences*, 31(5), pp. 450-465.



Discussion

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Concluding remarks

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