

2017 Sport Canada Research Initiative Conference

Plenary Presentations

- Laura Misener** *Leveraging Parasport Events for Sustainable Participation*
- Nancy Spencer-Cavaliere** *Inclusion in the Field(s) of Dreams?*
- Hope Bilinski** *Rural children and their communities leading the way toward the enhancement of sports and recreation: The findings*
- Jess Dixon** *Exploring Developmental Factors for Overcoming Relative Age Effects in Ice Hockey*
- Guylaine Demers** *LGBT-Phobia in Sport*
- Jay Johnson** *Two Steps Forward, One Step Back: Changing? The Culture of Sport Hazing in the 21st Century*
- Catherine Sabiston** *Body-related emotional experiences in sport among adolescent girls: Participation outcomes over time*



Social Sciences and Humanities
Research Council of Canada

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Canada



Leveraging Paraspport Events for Sustainable Participation

Laura Misener



David Legg



**Gayle McPherson
David McGillivray**



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Context

- **UN Convention on the Rights of Persons with a Disability:** “persons with a disability should have the right to participate on an equal basis in community life including *recreational, leisure and sporting activities*” (UN, 2009)



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Paralympic Legacies



- **Accessible infrastructure**
- Development of sport **structures / organizations**
- **Attitudinal changes** in the perception of the position and the capabilities of persons with an impairment
- **Opportunities** for people with an impairment to become fully integrated



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Legacy, Impact, and Leverage...

“Events and the opportunities they present are merely the seed capital; what hosts do with that capital is the key to realizing sustainable longer-term legacies” (O’Brien, 2006: p. 258)

LEGACY → **LEVERAGE**

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Disability Studies Lens

- How are people included/excluded, to what extent sites of power and privilege reproduce norms of ability
 - Policies
 - Infrastructure
 - Attitudes
 - Representation

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Research Aim & Objectives

Research Aim:

- ✧ To examine how the hosting of different forms of sport events for persons with a disability are being leveraged to create opportunities for community participation, and influence community attitudes towards disability

Research Objectives:

- ✧ Compare and contrast **social legacy tactics, strategies, and programmes**
- ✧ Analyze spectator, volunteer, and community members' **attitudes** and awareness of disability

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Glasgow 2014 & Parapan Am Games 2015

- July 23-Aug 3, 2014
- Glasgow, Scotland
- 5 parasports, 22 parasport medal events
- Parasport athletes integrated
- Legacy planning as *a general process*



- Aug 7 – Aug 14, 2015
- Toronto, Canada
- 15 parasport events
- Para-athletes separated by time and space
- Legacy planning *separate* for Pan and Parapan Games



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Type of Evidence	E.g. Glasgow 2014	E.g. ParaPan Am Games 2015
Documentation	Bid Documents Glasgow City Council/Scottish Legacy Framework	Bid Documents Social Capital Strategy Evaluation Reports
Physical Artifacts	Media Reports Marketing and Promotional Materials (Brochures, posters)	Media Reports Marketing and Promotional Materials (Brochures, posters)
Direct Observation	Observation of Glasgow 2014 parasport sport events	Observations of Toronto 2015 Parapan sport events
Semi-structured Interviews	19 Strategic interviews (OC, policy, disability sport)	24 Strategic interview (OC, policy, legacy group, disability sport)
Targeted Interviews: On-site Surveys w/ volunteers & spectators	Scale of Attitudes towards Disabled Persons Glasgow Household Survey	Scale of Attitudes towards Disabled Persons

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Results

GLASGOW 2014

- ❖ Integrated OC
- ❖ Integrated messaging – lack of highlighting
- ❖ Broad legacy objectives – planning and resources?
- ❖ Local parasport objectives missing

TORONTO 2015

- ❖ Integrated OC
- ❖ Integrated messaging – distinctive para-messaging
- ❖ Broad and specific legacy objectives – strategic, but resource deficient?
- ❖ Locality central

POLICY OBJECTIVES \neq STRATEGIES

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G2014: Accessibility & Opportunity

- ❖ Games venue accessibility exemplary
- ❖ London 2012 effect??



☒ Sports Development Priorities



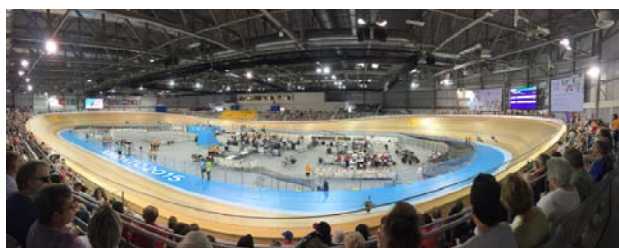
- ❖ NO strategic processes
- ❖ Strategies Lacking disability focus

We liquidate and wrap up the company in just a year's time. We do enable it (legacy), we do support it, we do feed the beast (CEO, G2014)

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Public Expectations...

“Leaving the Velodrome, I descend a ramp to an existing road, where the join looks insignificant but stops me dead. Elsewhere, gravel scattered on paving jams my computerised push rims and my chair has a tantrum” (Melanie Reid
Quote from Sunday Times)



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TO2015

- ❖ Emphasized quality and quantity of sporting competition (Rio qualification)
- ❖ Facility audits (ADO Policy)
- ❖ Accessibility advisory council and integration

“Everything we are about is diversity and inclusion from all perspectives” (CEO, TO2015)

- ❖ Geographic reach and municipal *ownership*
- ❖ Targeting strategic agenda



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Public Expectations...

“Where do I find out about these sports”

- *Missed Opportunity – lack of information onsite for referrals*

“Can you explain to us what is happening”

- *Stage Parasport Spectatorship*



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Scale of Attitudes towards Disabled Persons

G2014

- N Pre Vol = 2,628
- N Post-Vol = 1,824
- N Spectator = 784

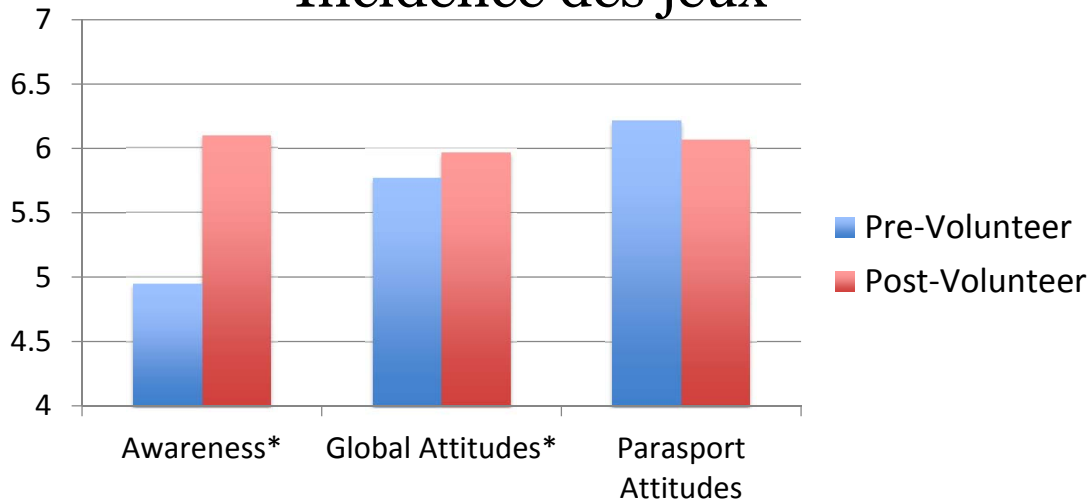
TO2015

- N Pre Vol = 2,896
- N Post Vol = 1,331
- N Spectator = 1,062

BEHAVIOUR?

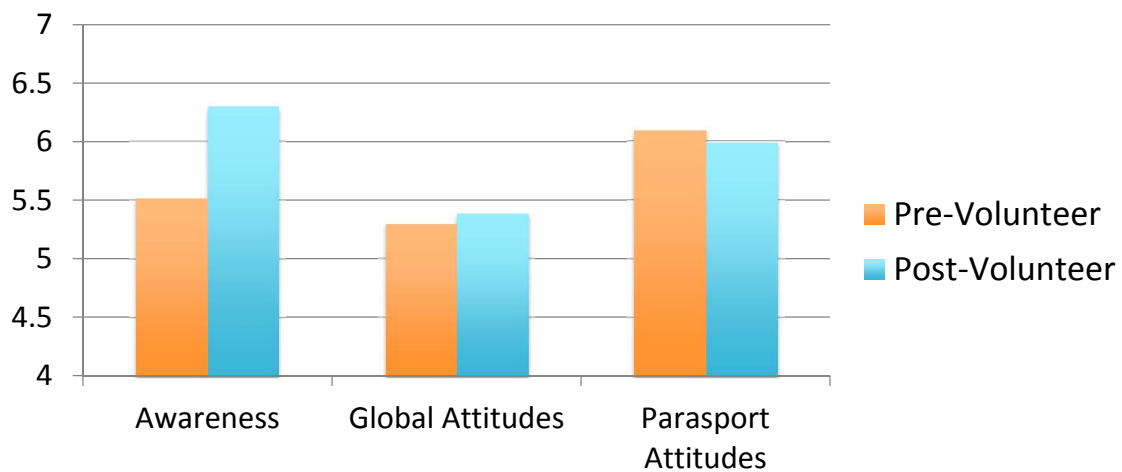
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Résultats sur les bénévoles aux JC – Incidence des jeux



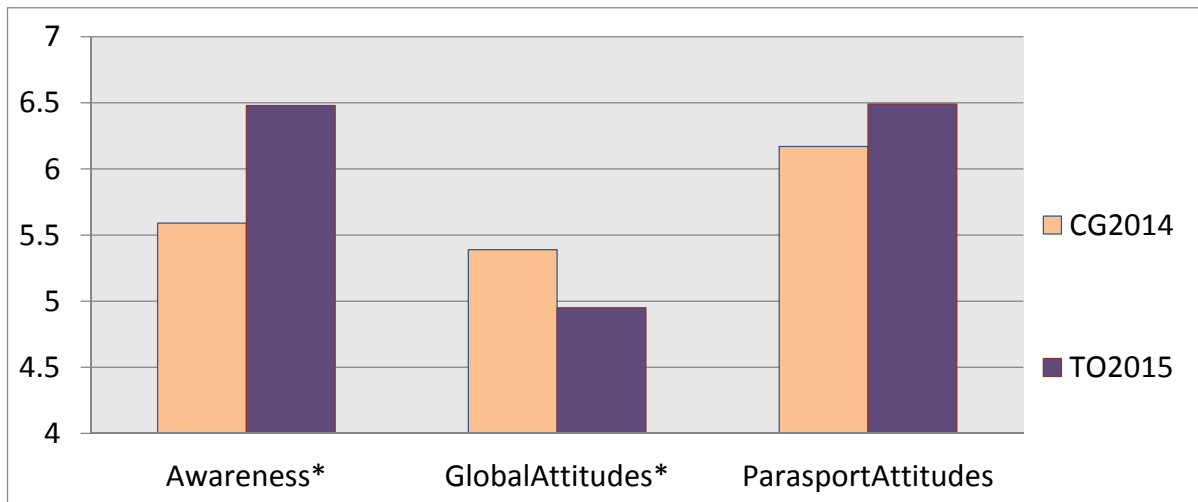
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TO2015 Volunteer Results – Impact of the Games



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Spectator Results

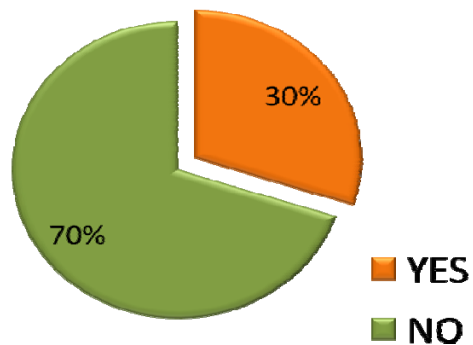


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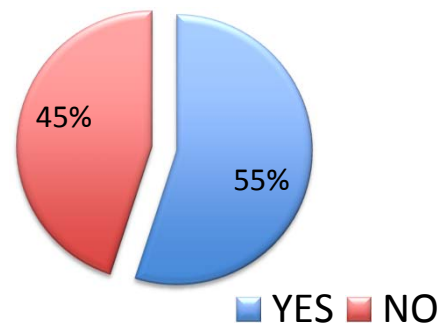
Impact of the Games (Spectators)

Has the EVENT changed your attitude towards disability?

CG2014



TO2015



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What does this tell us...?

- Initial enthusiasm for legacy **but small steps can make a BIG change**
- Events can impact attitudes but extent unclear
- Investment in ‘everyday’ barriers to sustained community participation: **Pathways, coaching, transport, pricing, equipment**

1. Capacity building and system integration
2. Communities should drive the agenda for parasport development



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And what next...?

- ❖ “What happens after the circus leaves town...”
- ❖ Requirement for sanctioning bodies to build social legacy objectives (& KPIs) into host city contract
- ❖ Information...



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Canada



Leveraging Parasport Events for Sustainable Participation

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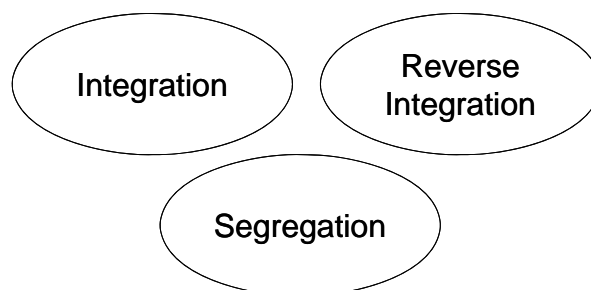
Inclusion in the Field(s) of Dreams?

Nancy Spencer-Cavaliere, Phd
 Lisa Tink, Phd Student
 Kirsti VanDornick, MA Student

Faculty of Physical Education and Recreation
 University of Alberta
 Edmonton, Canada

Funded by SCRI, SSHRC

Current state of sport for people with impairments in Canada



Does segregation perpetuate inequity?

(Fay & Wolff, 2009)

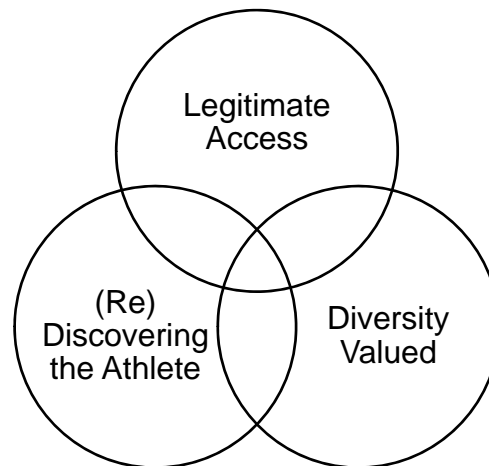
Purpose

To examine the experiences and perspectives of athletes with impairments in sport training programs occurring in segregated and integrated sport settings.

Method

- Case Study and Interpretive Description
- Athletes from two training programs
- Reflexive journaling, Observations, field and reflective notes, interviews

Findings



Discussion and Implications

- Non-integrated settings can afford inclusion
- Challenging the binary of segregation and integration
- Equity among and valuing of different sport pathways

FACULTY OF PHYSICAL EDUCATION AND RECREATION



UNIVERSITY OF
ALBERTA

Where the Art and Science of Human Movement come Alive!

Thank you

ncavalie@ualberta.ca



Rural children and their communities leading the way toward the enhancement of sports and recreation: The findings

Hope Bilinski, University of Saskatchewan, Tara-Leigh McHugh, University of Alberta, Ulrich Teucher, University of Saskatchewan

Background

- Community partnership  ↔ 
- Funding: SSHRC → Sport Participation Research Initiative (SPRI)
- Rural perspective
 - Social benefits of sport participation
 - Sport participation
- Children and their communities as partners

Purpose/Objectives

Purpose: To engage rural preadolescent children in the development of research questions that are relevant and meaningful to exploring their participation and commitment to sport and other recreational activities

Objectives:

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

Methods

All data collected through focus group interviews

Interview 1

A group of children for the purposes of developing research questions, methods of recruitment, approaches to knowledge dissemination

Meet with SK Sport

Interview 2

Groups of 6-8 children for the purposes of gaining an understanding of children's experience in sport

Interview 3

Following analysis of data, confirmation of findings with the group of 6-8 children

Meet with SK Sport

Findings

Interview 1 - Question development phase

Four areas were identified:

- 1) Motivation
- 2) Feelings
- 3) Balance
- 4) Pathway to Participation

Interview 2 – Understanding children’s experience



Potential strategies:

- Cost of activities
- Demands of activities
- Competition vs recreational activities
- Opportunities to 'try it'
- Recruitment materials – for children by children

Limitations

- Small sample size
- Rural setting only
- Self selection of participants

Conclusions

- Children are active productive participants in the research process
- The four factors of influence in participation are ***motivation, feelings, balance in activities, and pathway to participation***
- Engage the community, including children, in exploring strategies that enhance children's experience and engagement in sport



Exploring Developmental Factors for Overcoming Relative Age Effects in Ice Hockey



Jess C. Dixon, Sean M. Horton, Patricia L. Weir (University of Windsor)
Joe Baker (York University)
Stephen P. Cobley (The University of Sydney)

Relative Age Effects in sport

- Relative Age Effects (RAEs) are developmental advantages experienced by those born in the initial months of the year relative to an age-defined cut-off date (Barnsley et al., 1985).

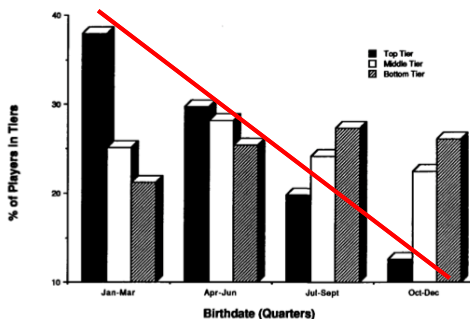
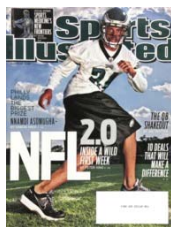
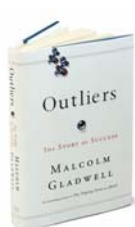
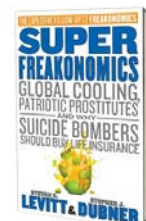


FIGURE 2
Relationship between birthdates and hockey tier.



Relative Age Effects in education

- Relatively younger students tend to experience:

Lower

- **Grades** (Bedard & Dhuey, 2006; Cobley et al., 2009; Smith, 2009)
- **Attendance rates** (Cobley et al., 2009)
- **Selection to gifted programs** (Cobley et al., 2009)
- **Leadership roles & experience** (Dhuey & Lipscomb, 2008)
- **Likelihood of pursuing a university education** (Bedard & Dhuey, 2006)
- **Self-esteem** (Thompson et al., 2004)

Higher

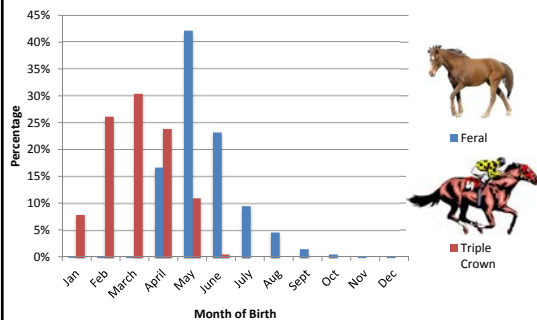
- **Need for learning support** (Cobley et al., 2009)
- **(Mis)Diagnosis of ADHD** (Elder, 2010; Evans et al., 2010)
- **Suicide rates** (Thompson et al., 1999)

Source: Alphonso (2017)

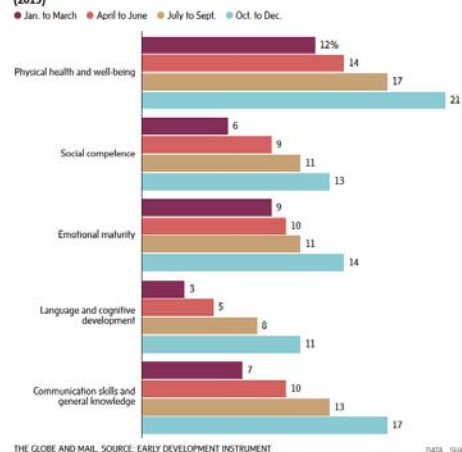
Relative Age Effects in education

tdsb

Toronto District School Board



Percentage of TDSB senior kindergarteners who scored below the 10th percentile of the provincial distribution on all Early Development Instrument domains, by month of birth (2015)



Source: Alphonso (2017)

Our Study...

- Investigated the accumulated advantage of RAEs among Canadian male adolescent ice hockey players at different competitive levels in hopes of:
 - a) assessing the leadership behaviours and other developmental outcomes among hockey players within the context of RAEs, and;
 - b) comparing the attributes of relatively younger and older hockey players.



Our Methods...

- Surveyed male ice hockey players from across Ontario:
 - Demographics, including date of birth
 - Leadership Scale for Sport (LSS) (Chelladurai & Saleh, 1980)
 - Youth Experience Survey for Sport (YES-S) (MacDonald et al., 2012)
- Data analyses:
 - Athletes grouped into quartiles (i.e., Jan-Mar = Q1; Apr-Jun = Q2...) and competitive levels (i.e., travel vs. house league)
 - Chi-square goodness of fit tests to determine evidence of RAEs
 - MANOVA tests to assess differences across quartiles on the LSS and YES-S

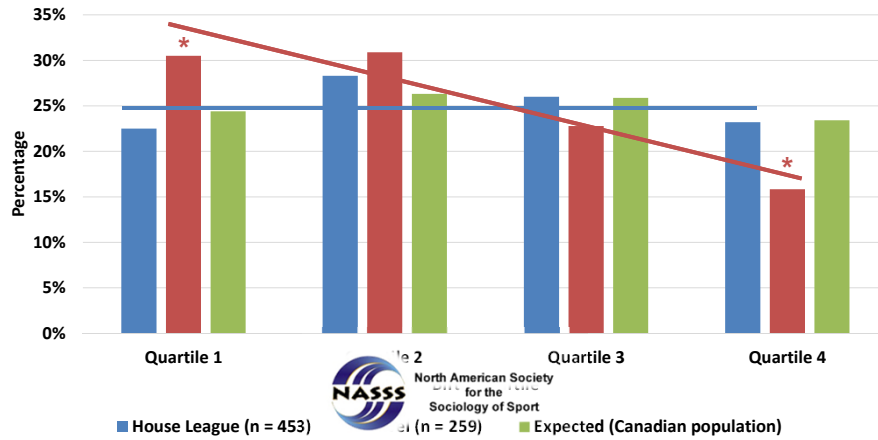




Our Results...



Figure 1. Chi-Square Results



Notes: * = $p < .05$; $\chi^2 = 13.318$, $df = 3$; $p = .004$

Discussion

- Leadership behaviours and other developmental outcomes were not influenced by relative age or competitive level
- These null results are worthy of celebration!
- Future research:



Questions,
Comments?



University of Windsor

September 19, 2017

 Social Sciences and Humanities Research Council of Canada  Conseil de recherches en sciences humaines du Canada  Canadian Heritage  Patrimoine canadien

LGBT-PHOBIA IN SPORT



Is it getting better?

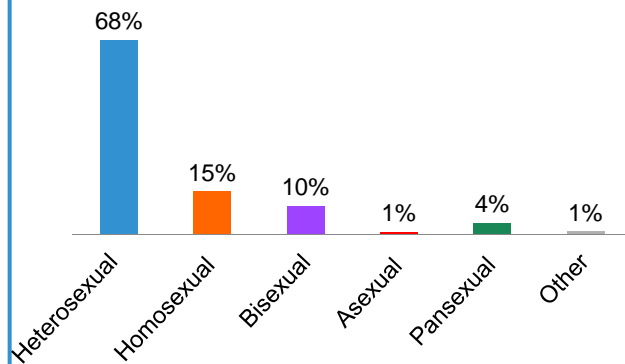
Guylaine Demers and Camille Michon, Université Laval

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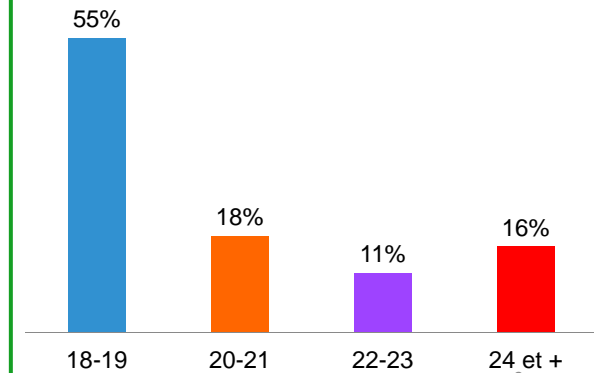
Demographic Data

1008 respondents → ♀ 71,86% ♂ 27,94% ♂♀ 0,20%

Sexual Orientation

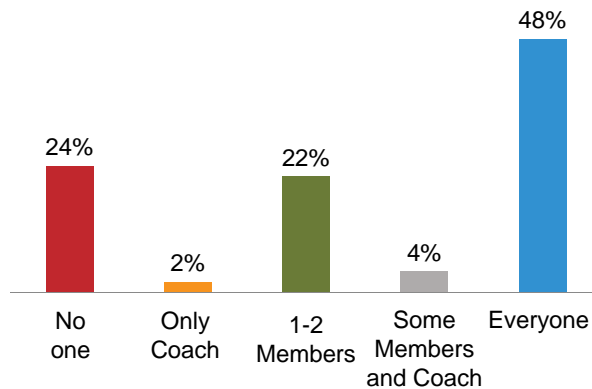


Age

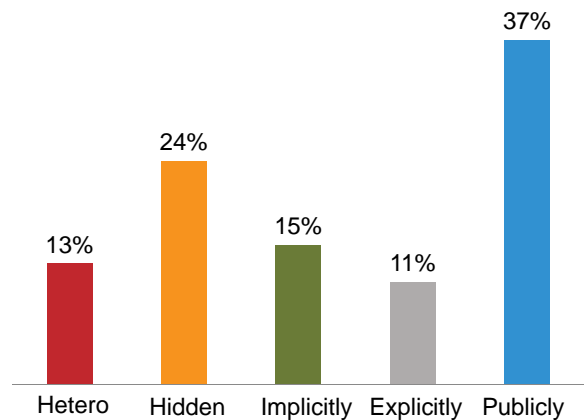


Sexual Orientation Expression

Who knows my sexual orientation

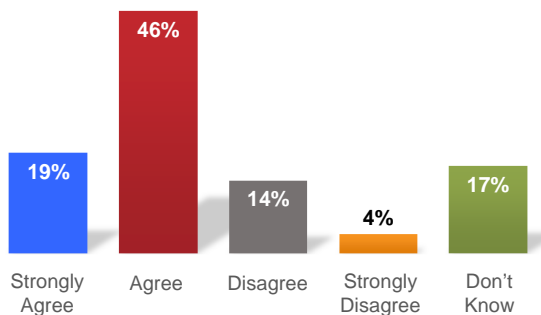


How I express my sexual orientation

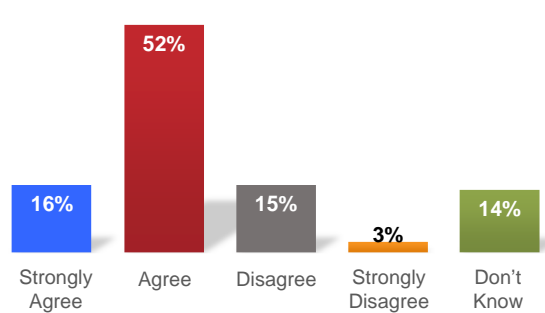


Where LGBT-PHOBIA is more common

LGBT-phobia is most common in **typically masculine sports** than in typically feminine sports

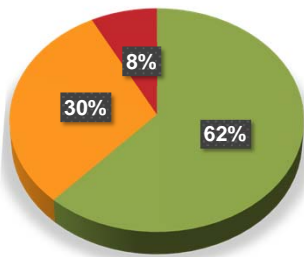


LGBT-phobia is more common in **secondary school** sports than at the college or university level



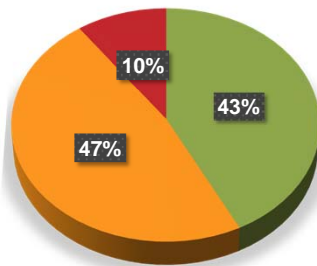
Experiences with LGBT-PHOBIA

Heterosexual Athletes



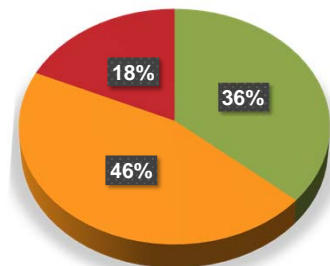
- Rarely
- Sometimes
- Often

LGB Athletes



- Rarely
- Sometimes
- Often

Transgender Athletes

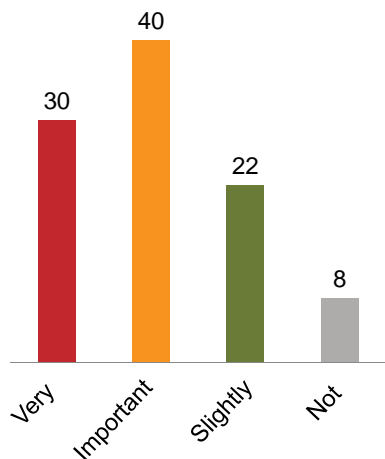


- Rarely
- Sometimes
- Often

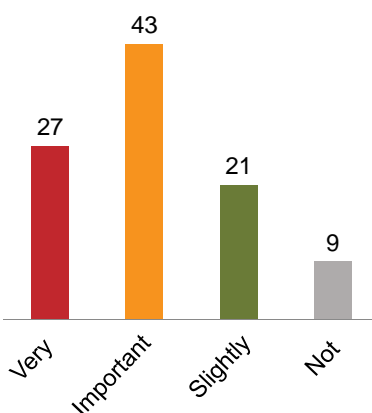
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What Explains LGBT-PHOBIA

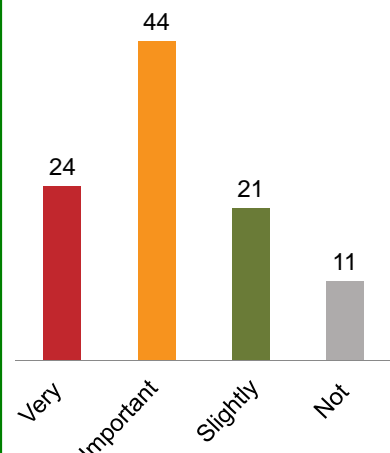
Social Media



Teammates' Attitudes

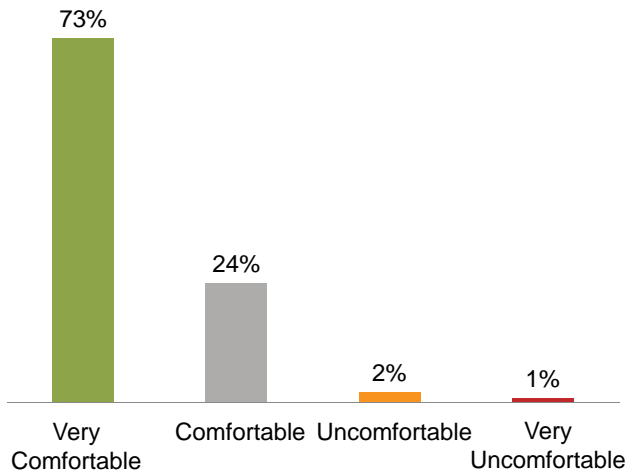


Sport Played



Comfort Level With LGBT Athletes

Heterosexual



Situation that causes the most discomfort

Having to change and/or shower in the same dressing room

7

How to Make Sports More Inclusive

- School, coach and parent awareness needs to be raised very early for LGBT-phobia to be taken seriously in sporting environments.
- National sports organizations must adopt and promote clear anti-homophobia and LGBT-inclusion policies for all amateur and professional athletes.
- More heterosexual athletes have to publicly speak out and denounce LGBT-phobia in sports.

8

THANK YOU



Guylaine.demers@fse.ulaval.ca

9

*Two Steps Forward, One Step Back:
Changing? The Culture of Sport Hazing in
the 21st Century*

Jay Johnson, Ph.D.



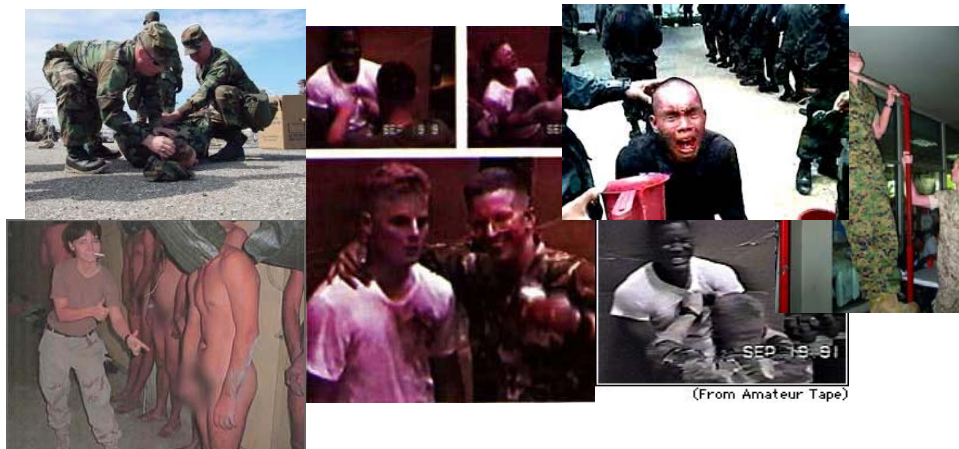
Overview

- Introduction
- What is hazing?
- Current study
- Future directions-cultural change

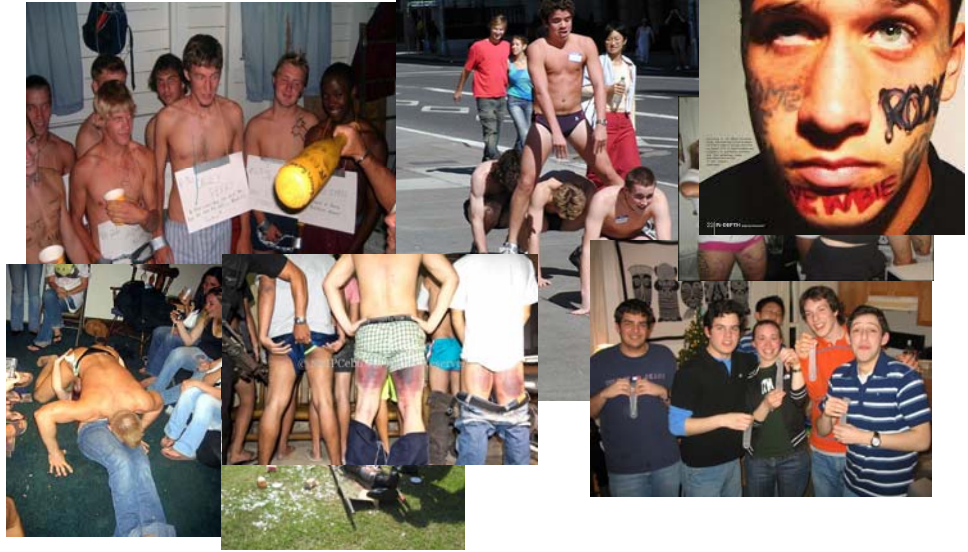
What do the Military, fraternities, schools and sport teams all have in common?

- Hazing is defined as any humiliating or dangerous activity expected of you to join a group, regardless of your willingness to participate.
- Lifelong process starting as young as 12
- 60% of high school students report being hazed
- Half of those will be initiated before they are 13
- ***Sport context 80% hazed, only 20% positive (Hoover, 1999)

THE MILITARY



SPORT



Recent Hazing

- Laurentian basketball team-hazing infractions
- Sayreville New Jersey-high school football sexualized hazing
- Dalhousie, suspended its mens rugby team
- Dalhousie suspended its womens hockey team
- Neepawa Natives junior hockey team, RCMP investigation, suspensions, firings, season ended
- St. Thomas University-death of Andrew Bartlett-volleyball

Current National Study

- Social Sciences and Humanities Research Council (SSHRC)
- 3 year Insight Grant-Sport Participation Research Initiative
- Gender, race, sexuality and violence in sport hazing in the Canadian Interuniversity Sport (CIS)
- All male and female sports in the CIS

Methods-Quantitative

- **Stage One:** The survey component of data collection includes web-based surveys of student athletes at Canadian universities.
- The population of CIS student athletes includes 52 institutions and 21 sports with men and women combined (www.universitysport.ca).

Survey Results:

Contacting CIS Athletic Directors, Coaches & Athletes

- The “Gate Keeper” Effect
- Comprehensive list of all CIS sporting
- Contacting Athletic Directors them forward survey on to their student athletes
- little to no response
- Coaches slightly higher response
- approximately 1000 online survey responses

Results

- 54% stated involved in hazing*****
- Lack of response & hesitation may indicate a common attitude about hazing practices
- Nuanced understanding not to speak of hazing
 - Language
 - Welcoming/team party
 - Rookie party

Cont...

- Online responses seem to be different from in-person casual conversations regarding the topic – discrepancy on what ‘hazing’ really means
- Lack of involvement from coaches
- Little understanding of policy-ramifications of hazing
- Little being done by Administration regarding hazing education

Stage 2 Results-Qualitative

- follow-up interviews with:
 - student athletes
 - with coaching staff
 - athletic administrators
- (sample institutions from each of the four CIS regions).

Results: Types of Hazing Reported

- Main type: drinking games - repeatedly seen as “just drinking”
- Eating/drinking vile substances
- Nudity parties
- Scavenger hunts mixed with drinking
- Haircuts, eyebrow shaving (body modification)

- Rookies completing daily tasks for veterans (hierarchy)

Results: Emerging Themes

- Expectation of a rookie night
- The common perception that “everyone was having fun”
- The option to say ‘no’ is there, but not often taken
- The use of words: “rookie party/initiation”=fun, positive while “hazing”=negative (therefore, 'hazing' is not often ascribed to such events)

Cont...

- Athletes reported coaches not wanting to hear about it
- Secrecy as part of the bonding experience
- Expectations & rules regarding hazing not clearly established to the knowledge of the athletes

Cont...

- Alternatives
 - the need for team opportunities to break down barriers, develop trust, communication
- - emphasis on mutual respect

- TEAM dynamics, rather than veteran/rookie hierarchy
 - ex: camping trips, potlucks, team practice structure

The Future

- Alternative Orientations-(johnson, 2017, 2016; johnson, Chin, 2015)

- Outdoor/adventure based programs camping, hiking, climbing, canoeing, ropes course and group games

- Outdoor education draws upon the philosophy and theory of experiential education and environmental education.

Types of Outdoor Activities

- Rope Courses

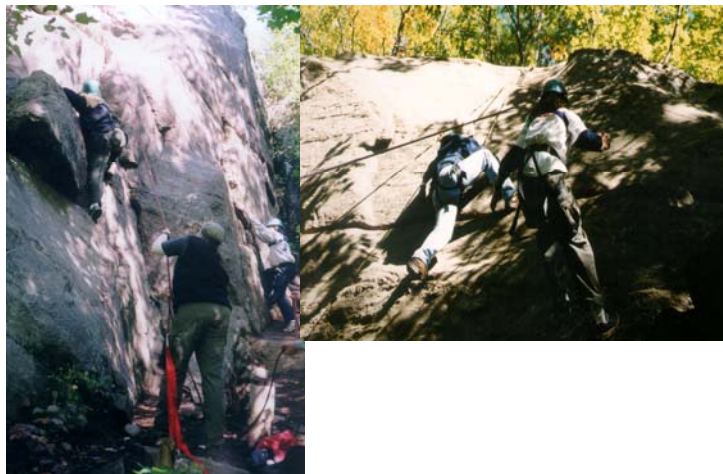


Climbing Tower





Coach Involvement



Creating “new” team environments from the orientations for:

- Developed by team
- Changing cultural matrix-shifting away from “hazing”
- Inclusivity
- Team building opportunities through structured activities
- Development of team communication
- Outdoor physical activities (new challenges)
- equalizes the playing field-non-group specific activities
- Relaxation, down time social interaction
- Competition removed
- Goal setting
- Group time, group focus
- Remove hierarchy

Conclusions

- Some change....not too much
- Still more dialogue, support, education and guidance needed
- Commitment to change the culture of hazing in sport

Thank you-Questions?



*Body-related emotional experiences in sport among adolescent girls:
Participation outcomes over time*

Catherine M. Sabiston, PhD.
*Canada Research Chair in Physical Activity & Mental Health
Professor, University of Toronto*



Sport Participation

- *Numerous physical, social, and emotional benefits*
- *Disengagement commonly occurs in adolescence*
- *Girls are 6x more likely to drop-out*
- *Mostly anecdotal evidence for body image factors*
- *Body-related self-conscious emotions may explain sport experiences*
 - *Guilt, shame, envy, embarrassment, pride*





Purpose

To assess body-related emotions (guilt, shame, envy, embarrassment, pride) among adolescent girls involved in sport, explore how the emotions change over time, and to test sport outcomes related to the emotions.

<https://vimeo.com/124934021>



Participants

- *Adolescent girls*
- *$M_{age} = 14 (\pm 1.5)$ years*
- *7.03 years of experience with sport*
 - *Soccer, hockey, softball, ...*
- *57% enrolled in at least two sports*

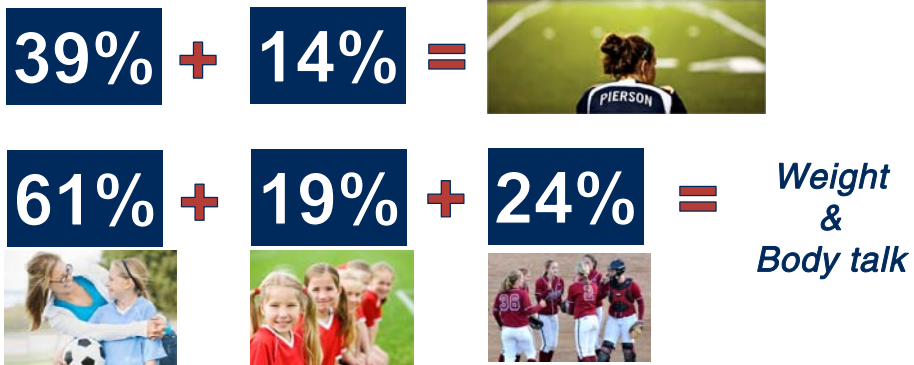




Procedures



Main Findings





Main Findings



Guilt
Shame
Envy
Embarrassment

Pride




Policy & Practice Implications

- *Reduce body talk and weigh commentary*
- *Education and information for parents, coaches, and teammates -> code of conduct?*
- *Programs aimed at self-compassion may be valuable*
- *Increase and sustain recreational sport experiences for adolescent girls*



Confidential



Thank you!

