6th International Conference on Qualitative Research in Sport and Exercise

June 6th-8th | 2018
Vancouver, Canada

The University of British Columbia
School of Kinesiology

QRSE
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Welcome to the University of British Columbia and the 6th International Conference on Qualitative Research in Sport and Exercise

It is with great pleasure that I welcome you all to the 6th International Conference on Qualitative Research in Sport and Exercise. This is the first time this event has been hosted in North America and it is thrilling to see so many past delegates joining us again and also to welcome many new faces. Once again, this conference promises to showcase research from diverse disciplines including sport and exercise psychology, the sociology of sport, coaching, pedagogy, history, anthropology, sport management and health promotion.

We are delighted that Professors Virginia Braun, Brett Smith and Andy Miah accepted our invitations to give keynotes. Braun’s talk will explore how the past can (and should) inform our present research practice, Smith will discuss what is needed so that qualitative research reaches its full potential, and Miah will provide a forward-looking perspective on the changing landscape of sport and mobile digitality. Collectively, these scholars will speak to the past, present and future of qualitative research in sport and exercise. Each was chosen for their strong record as thought-leaders in our fields and for their ongoing commitment to pushing us forward while making sure our foundations are strong.

This year’s Conference Committee has kept many of the elements that have made QRSE popular in the past. Back on the program is the ‘5-minute challenge’ where delegates are tasked with presenting complex ideas in a concise format. We are also very pleased to once again offer workshops. Facilitated by leaders in their respective fields, these workshops offer a rare occasion for emerging and established scholars to explore new methods or develop their existing practice. We have also added a few new initiatives to this year’s conference, including the Early Career Researcher Award. This award, sponsored by the journal *Qualitative Research in Sport, Exercise and Health* and Routledge/Taylor & Francis recognizes the truly excellent and exciting work being done by an academic who completed their doctoral work in the past 5 years. As a member of the selection committee, I can attest that we were overwhelmed by the quality of the applications and the richness and diversity of the work being done. The future of qualitative research in sport and exercise is bright.

Another priority of the Committee was to showcase research being done with Indigenous communities and informed by Indigenous ways of knowing. The University of British Columbia is located on the traditional, ancestral and unceded territory of the Musqueam people. Long before it was a university campus, this land was a place where people gathered to learn, share knowledge and build community. With QRSE 2018, we hope to continue that tradition. At the Conference Opening on the evening of June 6th, conference delegates will visit the First Nations Longhouse and have an opportunity to learn more about the history of this place and its people. In addition, a workshop and various sessions throughout the conference will highlight work done by and with Indigenous communities.

We would like to thank the School of Kinesiology for hosting this conference and the Faculty of Education for their financial support. We are also very grateful for the funding received from the Social Sciences and Humanities Research Council of Canada. Finally, we are grateful to you, the delegates, for sharing your work and joining us in what promises to be a celebration of qualitative research in sport and exercise. Enjoy the conference and your stay in Vancouver!

Dr. Andrea Bundon
University of British Columbia
Conference Chair
Organizing Committee

Dr. Michael Atkinson  
University of Toronto

Dr. Erica Bennett  
University of British Columbia

Dr. Francesca Cavallerio  
Anglia Ruskin University

Jesse Couture  
University of British Columbia

Dr. Melissa Day  
University of Chichester

Nikolaus Dean  
University of British Columbia

Dr. Kerry McGannon  
Laurentian University

Dr. Cathy Mills  
Douglas College

Dr. Moss Norman  
University of British Columbia
Organizing Committee

Negin Riazi
University of British Columbia

Dr. Matthew Smith
University of Chichester

Dr. Ross Wadey
St. Mary’s University

Dr. Gavin Weedon
Nottingham Trent University

Dr. Toni Williams
Leeds Beckett University

Dr. Brian Wilson
University of British Columbia

**QRSE Twitter**
We will be tweeting throughout the conference. Please follow us at @QRSE2018 and use the hashtag #QRSE2018. Twitter can also be accessed through the conference app.

Follow: @QRSE2018
Hashtag: #QRSE2018
Conference Information

Presentation Information

Oral presentations: Each presenter has 15 minutes to present. Sessions are full and time limits will be strictly enforced by the session chair. The chair will decide if questions will follow each presenter or be held at the end of the session. Each room is equipped with a Windows computer, a projector/screen and a lapel or handheld microphone. Please upload your presentation to the computer before the start of your session to assist us in keeping on schedule. An IT technician will be available all day - if you need assistance ask at the Registration Desk.

Poster presentations: Posters should be 23.4 x 33.1 inches (A1 size) and can be landscape or portrait orientation. Posterboards will be set up starting 8:30am on Day 1 in CPA Hall and you can hang your poster immediately when you arrive. The 'official' poster session will take place from 11:30am to 12:30pm on Day 1 - we ask that all presenters/first authors stay next to their poster during this time.

Symposiums: Each group presenting in a symposium is asked to appoint a 'discussant' (this could be the symposium organizer or another individual) to chair the session and led the discussion. Speak with the organizer of your session to decide how the time will be split between presenters, the format for the session, etc.

Live captioning of all keynote talks will be available. To access the live captioning stream, please bring your own wifi-enabled device (tablet, phone, laptop). A link to captioning will be sent out in advance of the conference.

We request that all presenters use the microphone provided. If you are using any video in your presentations, please consider using captions. If visuals (photos, images, graphs) are an important part of your presentation, please verbally describe the content. These measures go a long way to ensuring that your work is accessible to diverse audience members.

Registration

Wednesday 6th-Friday 8th (8:00-14:30)
Conference registration will take place in CPA Hall (Henry Angus Building). The registration table will be staffed from 8:00-14:30 each day. Here, conference attendees can pick up their conference packages and receive information about the conference.
Conference App
Conference delegates have the option of downloading the Guidebook from either the Google Play store or the iTunes store. Each conference delegate will receive an email invitation to access the app, which includes the passphrase to access the QRSE 2018 guide. Please download the app only once, to one device (cellphone, tablet, or laptop).

The app includes:
- **General Information:** Duration of conference and key locations
- **Schedule:** Information on (day, time, RM#) on keynotes, sessions and workshops
- **My Schedule:** Create a personalized schedule of sessions and events you want to attend
- **Twitter:** Read the @QRSE2018 twitter feed and link your own account
- **Speakers:** See who is presenting at the conference and read their abstracts
- **Photo Album:** Upload photos of speakers, events, sessions and beautiful UBC
- **Messaging:** Chat with other attendees

Wifi Connection
UBC has several options for wifi access including the 'UBC Visitor' network (no password or registration required). You can also connect to ‘Eduroam’ if you have an account.

Conference Events
Conference Opening
*Wednesday, June 6th (16:00-20:00)*
Join us at the First Nations Long House as we open the QRSE 2018 conference. The event will start with a welcoming and blessing, followed by a keynote talk by Virginia Braun and a performance by The Dancers of Damelahamid (Coastal First Nation dance group). Refreshments will be served.

Early Career Researcher Award Presentation
*Thursday, June 7th (11:35-12:30)*
Sponsored by Routledge/Taylor & Francis, and the journal Qualitative Research in Sport, Exercise and Health, we are pleased to announce the recipient of the *Qualitative Research in Sport and Exercise Early Career Researcher Award*. The award will be bestowed upon an early career scholar “in recognition of their significant scholarly contributions to qualitative research within the sport and exercise sciences.” The recipient will give a 30-minute presentation summarizing his/her qualitative research activity for the years preceding the award. This award presentation will take place before lunch at the Ponderosa Ballroom.
Five Minute Challenge
Thursday, June 7th (18:30-21:30)
There’s only one rule... when the clock ticks over, and the 5 minutes have passed, the bell sounds and your time is up! The 5 Minute Challenge will kick-off at the Conference Banquet with a second session Friday at noon. After successes at conferences around the world, including at QRSE 2016, the 5 minute challenge is a must see!

Conference Banquet
Thursday, June 7th (18:30-21:30)
The conference banquet will take place at Sage Bistro. Banquet tickets were included in the conference registration. Attendees must have RSVP’d; unfortunately, there are no additional banquet tickets available. Wine will be served with the meal and additional beverages can be purchased at the cash bar.
Sage Bistro: http://sage.ubc.ca

Conference Closing
Friday, June 8th (17:20-17:45)
Join us as we close the 2018 QRSE conference.

Refreshments | Dinners
All breaks will include coffee, tea, water, fruit and baked goods. Lunches will include water, juice and sandwiches or salads. The reception on June 6th will be catered by Cedar Feast House Catering — a local social enterprise that merges traditional Aboriginal cuisine with modern French, German, Italian, Indian, Chinese, Greek and more. The banquet on June 7th will be held at Sage Bistro, which features local West Coast cuisine.
Cedar Feast House Catering: http://www.cedarfeasthouse.ca

Graduate Students
Grad Student Social
Wednesday, June 6th (20:15) at Koerner’s Pub
There will be a Grad Student Social on Wednesday, June 6th, beginning at 20:15. All graduate students (and undergrads, if applicable!) are encouraged to come to Koerner’s Pub, located at 6371 Crescent Road (on UBC campus – about a 5-minute walk from the First Nations Long House where the Opening Reception will be held). Please note, this will be an informal social, you are encouraged to come and go throughout the night. Come for a drink, a bite to eat, stay as long as you like. Relax, reflect, and unwind with colleagues and friends you haven’t met yet. Koerner’s Pub has a full menu, so food will be available to order, but this is not included in conference fees. A section of the pub has been reserved for us. Koerner’s Pub: http://koerners.ca
Self-guided Sunset Tour of Stanley Park

*Friday, June 8th (17:30) at Stanley Park*

The conference is slated to wrap up at 17:30 and, since it will be a Friday night, in June, in Vancouver, we thought it would be a great opportunity to explore the city in the (early) summer. We’re planning to arrange an *easy* self-guided sunset cycle tour of Stanley Park (it was voted the most beautiful park in the world by Trip Advisor!).

Following the conference, those interested would make their way downtown and meet at Yes Cycle, 12km from UBC and easily accessible by public transit or by taxi. There, we would rent our bikes and helmets (safety first, folks!) and embark on a leisurely tour along the outside perimeter of the park. Beginning in Coal Harbour, we would cruise along the seawall, under Lion’s Gate bridge and around to English Bay, with plenty of opportunities to stop for photos along the way. The total distance is 12km and we anticipate we’ll be out for about an hour. Again, we want to emphasize this will not be a ‘serious’ bike ride but, rather a fun social way to take in some sights. Following the ride, we’ll be downtown where dining and drinking options are many.
Key Locations

To assist with wayfinding, the UBC app is available in the Apple App store and in Google Play store.
Henry Angus Building Details

Henry Angus—Main Floor

Henry Angus—Second Floor
Henry Angus—Third Floor

Henry Angus—Basement
Directions to Campus from Airport

Taxi Service From Airport:
Taxi services charge a flat rate (approximately $35-40) from the airport to UBC.

For those of you staying on campus, here are the addresses:

West Coast Suites at UBC | 5961 Student Union Blvd, Vancouver, BC | (p) 604-822-1000
Website: http://suitesatubc.com

Ponderosa Suites at UBC | 2075 West Mall, Vancouver, BC | (p) 866-500-4938
Website: http://suitesatubc.com

Public Transit From Airport:
Take the Canada Line Skytrain heading northbound toward Waterfront station, get off at the Broadway/City Hall Station and transfer to a #99 B-line UBC-bound bus. The final stop is the UBC North Bus Loop and you’ll need to walk from there to your accommodation. You will need a 2-zone bus ticket and you will also need to pay the Canada Line YVR AddFare ($5.00). You can buy your ticket from a ticket vending machine at the Airport station using cash, debit or credit. Hold on to the ticket for your bus transfer. This route will take about an hour depending on traffic. Google Maps’ ‘Direction’ function is very helpful when navigating public transit around Vancouver.
**Campus Information**

**Transportation | Parking**

**Public Transit:** Bus fare costs $2.85 (cash) for one zone. Day passes can be purchased in cash for $11.20, whereas Day passes can be purchased for $10.00 in advance from either a London Drugs or a Shopper’s Drug Mart. Passes work on Skytrains, City Buses and the Sea-Bus. Trip planning is available at: [https://www.translink.ca](https://www.translink.ca)

**Parking:**

Hourly Parade Rates For 2017-2018 (Monday to Friday)

<table>
<thead>
<tr>
<th></th>
<th>6am-5pm</th>
<th>$1.75 per half hour</th>
<th>$16.00 max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peak</td>
<td>6am-5pm</td>
<td>$1.75 per half hour</td>
<td>$16.00 max</td>
</tr>
<tr>
<td>Non-Peak</td>
<td>5pm- Midnight</td>
<td>$1.75 per half hour ($0.75 for Thunderbird Parkade)</td>
<td>$8.00 max</td>
</tr>
<tr>
<td>Overnight</td>
<td>Midnight to 6am</td>
<td>$0.50 per half hour</td>
<td>$3.00 max</td>
</tr>
</tbody>
</table>

More Parking Information: [https://parking.ubc.ca](https://parking.ubc.ca)

**Taxi Services**

**Yellowcab | 604-681-1111**

**Blacktop | 604-731-1111**

**MacClure Cabs | 604-831-1111**

**Vancouver Taxi | 604-871-1111**

**Zoro | Is a taxi hailing app for Vancouver cabs** [http://zoroapp.com](http://zoroapp.com)

**Campus Security**

Campus Security embraces the University's values by promoting a safe, secure, caring and welcoming environment to all the campus community. Campus Security provides 24/7 security services including security patrols, security dispatch and alarm response, access control, investigations, threat assessment & management, event security, crime prevention initiatives, community outreach and security technology.

**UBC Campus Security | Telephone: 604 822 2222**

More Information: [security.ubc.ca](http://security.ubc.ca)
**Abstract:** Within (post) positivist empiricist "science," your research and knowledge trajectory in exorable forwards-focused... The implicit idea that newer is better—improved—knowledge infects wider social science scholarship, too. In contrast, various indigenous knowledge frameworks, such as in New Zealand, conceptualise the past and the future as impossibly interconnected. The future cannot -- and should not -- meaningfully be separated from where we have come from. The past grounds us, and provides the platform for moving forward. In this talk, I propose that for qualitative research innovation and practice, looking backwards is vital for moving forwards in a robust yet innovative way. Drawing on a number of research experiences, I will highlight some of the challenges and opportunities that face us as a methodological community. I will argue that qualitative research remains better understood as a conceptual rather than mechanical practice, and connection to values is a vital part of good practice.

**Dr. Virginia Braun:** is a Professor in the School of Psychology at The University of Auckland, New Zealand. A feminist and critical psychologist, her empirical research explores gender, bodies, sex/sexuality and health, and she has published extensively in these areas. She is also co-author of the award-winning textbook *Successful Qualitative Research: A Practical Guide for Beginners*, and of co-editor of *Collecting Qualitative Data: A practical guide to textual, media and virtual techniques* (2013), as well as numerous other methodological works. Notably, with Victoria Clarke, she developed an approach to thematic analysis, which has become one of the most widely used qualitative methods in the social and health sciences.
Abstract: Qualitative inquiry is now widely recognized as a strong and necessary contributor to sport and exercise research. We must not however rest on our laurels when it comes to conducting qualitative research. The aim of this keynote is to offer directions for how we can further improve qualitative research and maximize its full potential. First the perils of the "McDonaldization" of qualitative research and recent trends to reinvent the methodological wheel are highlighted. Next, how commonly used qualitative methods, like interviewing and a thematic analysis, are implemented in current research is critically examined. Recommendations for improving the implementation of these methods are then offered. Finally, various possibilities for producing rich, rigorous and resilient qualitative research are identified. These include: the application of innovative methods; the clear documentation of how methods can be successfully applied; how qualitative research can produce generalizable results; and how knowledge translation, social change, and impact can be realized.

Dr. Brett Smith is a Senior Professor and Director of Research in the School of Sport, Exercise and Rehabilitation Sciences at the University of Birmingham, UK. His research focuses on disability, sport and physical activity. In addition to over 170 publications, Dr. Smith has given over 25 keynotes and 150 invited talks. He is founder of the journal Qualitative Research in Sport, Exercise and Health, Associate Editor of 2 international journals, and serves on 7 editorial boards. He has published 7 books, including the Routledge Handbook of Qualitative Research in Sport and Exercise (2016).
Keynote Speaker

Andy Miah
Friday, June 8th
12:45-14:00

Sport 2.0: Biodigital design, e-sport, mixed reality and fan engagement

Abstract: Though many scholars in different fields have documented the advent of the digital age, none of them foresaw the manner in which mobile digitality would become a central part of how our lives would become played out in 'cyberspace.' Yet in each iteration of this research subject, one can identify persistent aspirations, the most prominent of which operate around themes of power and identity. This talk discusses five crucial considerations when thinking about the future of qualitative sport and exercise research: the landscape of what counts as sport and exercise is changing, the rise of e-Sport, the implications of virtual and augmented reality, the emerging technological infrastructure around sports, and the process of gamification of sport.

Dr. Andy Miah holds a Chair in Science Communication and Future Media in the School of Environment and Life Sciences at the University of Salford, UK. He is also Global Director for the Centre for Policy and Emerging Technologies, a Fellow of the Institute for Ethics and Emerging Technologies (USA), and on the Advisory Board to the Museum of Science and Industry, Manchester. His research discusses the intersections of art, ethics, technology, and culture and he has published broadly on the subject of emerging technologies, particularly in relation to human enhancement. He has published over 150 academic articles in refereed journals, books, magazines, and national media press on the subjects of cybertecture, medicine, technology, and sport, and is often invited to speak about philosophical and ethical issues concerning technology in society. He has appeared on BBC’s Newsnight, ABC’s The 7:30 Review, and CBC’s The Hour. He has also published essays for the Huffington Post, the Washington Post, the Guardian, and The Times. His most recently published book is Sport 2.0: Transforming Sports for a Digital World (2017).
Workshops

Wednesday June 6th
8:30-9:45

ETHNOGRAPHIC CREATIVE NONFICTION (F. Cavallerio) (RM#296)
An ethnographic creative nonfiction (CNF) is a creative analytical practice that presents research findings through a story, drawing on literary techniques. As a genre, CNF offers researchers, lecturers, and practitioners with the opportunity to share research showing rather than telling theory, in a way that captivates the reader and has the potential to reach different audiences. This workshop focuses on the 'what', 'why' and 'how' of a CNF. Specifically, workshop participants will be provided with information about what an ethnographic creative nonfiction actually is and looks like. Information will also be provided on why it is beneficial to use CNF as a way to represent research findings. Finally, workshop participants will be accompanied through the process of writing an ethnographic creative nonfiction, with reflections on the lessons learned on this journey. (Max 15 participants).

META-SYNTHESIS IN SPORT AND EXERCISE (T. Williams) (RM#291)
A meta-synthesis involves the systematic review and synthesis of qualitative research to reveal new knowledge concerning a specific research topic. This workshop will first explore what a meta-synthesis is and why a meta-synthesis might be conducted. It will briefly detail the variety of methods available to synthesise qualitative research and critically explore the similarities and differences between them. Next, to understand how to conduct a meta-synthesis, the workshop will involve interactive tasks to provide working examples of two methods: thematic synthesis and meta-study. To enhance this understanding, critical reflections concerning the decisions made at each stage of the process of conducting a meta-synthesis will be discussed. (Max 30 participants).

NARRATIVE ETHNOGRAPHY (M. Atkinson) (RM#235)
Narrative methods and methodologies are increasingly popular in sport, exercise and health research. As a result, there has been a mushrooming of styles and forms of narrative research. Largely under explored is, however, narrative ethnography. Narrative ethnography is a modality of research in which stories, discourses, symbols, and other representational signs are studied in radically situated life worlds and articulated through enfleshed experiences. More specially, it accounts for how stories, bodies, and contexts meet to create meanings, possibilities, choices, and perceptions for/by people. In this workshop, we review the theoretical and methodological underpinnings of narrative ethnography and discuss how such a methodology might be used to study the vast complexity of phenomenological experience in sport, exercise and health settings. (Max 40 participants).
Thursday June 7th
8:30-9:45

INDIGENOUS METHODOLOGIES AND RESEARCH IN SPORT AND EXERCISE
(S. Johnson & D. Louis) (RM# Ponderosa Ballroom)
This workshop is designed to introduce an Indigenous paradigm to researchers trained in Western methodologies. Its story-telling and videography format is intended to expose researchers to a SSHRC funded Musqueam canoe revitalization research project that resulted in the first canoe carved in Musqueam in more than 30 years. The socio-political, cultural and ethical dimensions of Indigenous ways of knowing, being and doing will examine how Indigenous research methodologies, protocols and practices both converge with and diverge from Western methodological traditions. Particular attention will be paid to how an Indigenous research paradigm can open up culturally- and place-specific understandings of Indigenous sport, exercise, physical activity, and human movement more broadly. (Max 100 participants).

WORKING IN THE SPORT SECTOR: OPPORTUNITIES FOR QUALITATIVE RESEARCHERS (C. Pentifallo Gadd) (RM# Ponderosa Ballroom)
The Canadian sport sector faces a number of complex and dynamic challenges related to declining participation, and specifically related to the underrepresentation of those from marginalized populations. viaSport British Columbia was created as a legacy organization of the 2010 Olympic and Paralympic Winter Games, and is tasked by the provincial government to be the lead agency responsible for promoting and developing amateur sport in British Columbia. As a not-for-profit organisation committed to championing change at a systemic level, viaSport has turned to research practices to inform and amplify their work. Leaders from viaSport’s Innovation and Impact team will speak to how they see research as a primary tool for accelerating social impact within the sport sector, strategies for embedding research expertise within social change organisations, and examples of how connecting research to practice can lead to positive change. (Max 100 participants).
DOING A CONFESSIONAL TALE IN SPORT AND EXERCISE (R. Wadey) (RM#296)
This workshop addresses the process of doing a confessional tale. For some time now, qualitative researchers from sport and exercise sciences have communicated their results through realist tales (i.e., experiential authority, the participant's point of view, and interpretive omnipotence; Van Maanen, 1988). Yet, while this form of representation has been beneficial in foregrounding research findings, the voice of the researcher about what happened during the fieldwork is absent. To generate a more reflexive stance towards the process of qualitative research, scholars need to consider the use of confessional tales. Researchers should reflect on the methodological and ethical perils of their research experience, which have significant pedagogical value for neophyte qualitative researchers and illustrate how to nurture the participant-researcher relationship. Drawing from my own experiences of research with various populations (e.g., youth athletes, military personnel, injured populations) in various contexts (e.g., hospitals, competitive venues, airports), the aim of this workshop is to enable others to write their own confessional tales. (*Max 30 participants*).

DEVELOPING RIGOR IN QUALITATIVE RESEARCH (B. Smith) (RM# 291)
Qualitative research has grown within sport and exercise studies and is now widely conducted. The purpose of this workshop is to discuss three commonly used ways to demonstrate rigor when conducting or judging qualitative research. These are the method of member checking, the method of inter-rater reliability, and the notion of universal criteria. Problems with each method will be highlighted and discussed. Throughout the discussion of each method and universal criteria more suitable possibilities for conducting rigorous qualitative research will be offered. This workshop is intended to support journal editors and peer reviewers explore how rigor is developed and judged, rather than perpetuating the problems with how it has been commonly evaluated in the past. (*Max 30 participants*).
Places to Eat and Visit at UBC
These are just some of the many options available on campus. Find more using the app.

Restaurants
The Point Grill | 2205 Lower Mall, Vancouver
Gallery Patio & Lounge | 6133 University Blvd 4th floor, Vancouver
Koerner's Pub | 6371 Crescent Rd, Vancouver
Mahony and Sons | 5990 University Blvd, Vancouver
Pacific Poke | 2366 Main Mall, Vancouver
Jamjar Canteen | 6035 University Blvd, Vancouver
Virtuous Pie | UBC Wesbrook Village, 3339 Shrum Lane, Vancouver
Tacomio | 6025 University Blvd, Vancouver

Cafes
Great Dane Coffee | 6011 Walter Gage Rd, Vancouver
Blue Chip Cafe | 6133 University Blvd #1302, Vancouver
Loafe Cafe | 6163 University Blvd, Vancouver
JJ Bean Coffee Roasters | 6005 University Blvd, Vancouver
Rain of Shine Ice Cream | 6001 University Blvd, Vancouver

Grocery Stores
Grocery Checkout Fresh Market | 6133 University Blvd, Vancouver
Save-On-Foods | 5945 Berton Ave, Vancouver, BC
Granville Island Produce @ University | 5767 Dalhousie Rd, Vancouver

Visit website to find out what is open on campus: http://www.food.ubc.ca/places-to-eat/

Things to check out at UBC
Museum of Anthropology | 6393 NW Marine Dr, Vancouver
Botanical Gardens | 6804 SW Marine Dr, Vancouver
Pacific Spirit Park | 5495 Chancellor Blvd, Vancouver
Nitobe Memorial Gardens | 1895 Lower Mall, Vancouver
UBC Aquatic Center | 6000 Student Union Blvd, Vancouver
Beaty Biodiversity Museum | 2212 Main Mall, Vancouver
Morris and Helen Belkin Art Gallery | 1825 Main Mall, Vancouver
UBC Rose Garden | 6301 Crescent Rd, Vancouver
Wreck Beach | Beach located along SW Marine Drive (Clothing optional!)
Places to Eat in Vancouver

Here are a few of our favourite local places for food, drink, and sightseeing.

**Restaurants**

Nicli Antica | (Pizza) 62 E Cordova St, Vancouver
Tacofino | (Tacos) 15 W Cordova St, Vancouver
East is East | (Diverse Eastern Menu) 3035 W Broadway, Vancouver
Nuba | (Lebanese Food) 3116 W Broadway, Vancouver
The Oakwood | (Canadian Bistro) 2741 W 4th Ave, Vancouver
Green Leaf | (Sushi) 3416 W Broadway, Vancouver
Romer's Burgers | (Burgers) 1873 W 4th Ave, Vancouver
Nook | (Italian Food) 1525 Yew St, Vancouver
Ramen Danbo | (Ramen) 1833 W 4th Ave, Vancouver
The Hoke Poke | (Poke) 1834 W 4th Ave, Vancouver
Anh and Chi | (Vietnamese Food) 3388 Main St, Vancouver
Fable | (Pacific North West Food) 1944 W 4th Ave, Vancouver

**Restaurants Vegan | Gluten Free**

The Naam | 2724 W 4th Ave, Vancouver
MeeT | 12 Water St, Vancouver
The Acorn | 3995 Main St, Vancouver
Dharma Kitchen | 3667 W Broadway, Vancouver

**Cafes**

Platform 7 Coffee | 2300 W Broadway, Vancouver
49th Parallel Coffee Roasters | 2198 W 4th Ave, Vancouver
Cartems Donuts | 3040 W Broadway, Vancouver
Aphrodite’s Organic Pie Shop | 3605 W 4th Ave, Vancouver
Musette Caffe | 1325 Burrard St, Vancouver

**Pubs**

Steamworks | 375 Water St, Vancouver
Craft Beer Market | 85 W 1st Ave, Vancouver
Alibi Room | 157 Alexander St, Vancouver
Darby’s Public House | 2001 Macdonald St, Vancouver
Local Public Eatery | 2210 Cornwall Ave, Vancouver
Things to Do in Vancouver

**Sights, Tours and Events**
Granville Island/ Public Market | 1669 Johnston Street, Vancouver
Richmond Night Market | 8351 River Rd, Richmond
Lonsdale Quay | 123 Carrie Cates Ct, North Vancouver
Vancouver Foodie Tours | 1592 Johnston Street, Vancouver
Vancouver Aquarium | 845 Avison Way, Vancouver
Bard on the Beach (Shakespeare Festival) | 1695 Whyte Ave, Vancouver
Vancouver Art Gallery | 750 Hornby St, Vancouver

**Outdoors**
Stanley Park | Vancouver, BC V6G 1Z4
Grouse Grind (Hike or Gondola Ride) | 6400 Nancy Greene Way, North Vancouver
Capilano Suspension Bridge Park | 3735 Capilano Rd, North Vancouver
Lynn Canyon | 3690 Park Rd, North Vancouver
Queen Elizabeth Park | 4600 Cambie St, Vancouver
Visit Vancouver Seawall | Runs around English Bay in Stanley Park and around False Creek

**Beaches**
Jericho Beach | 3941 Point Grey Rd, Vancouver
Spanish Banks | 4707 Marine Drive NW, Point Grey, Vancouver
Kitsilano Beach | Located on Cornwall Ave at the north end of Yew St.
English Bay | West End Residential Neighbourhood

*Kayak, boat and paddleboard rentals available at beaches.

For more tourist information please visit: [https://www.tourismvancouver.com](https://www.tourismvancouver.com)

**Sport Events**
June 8th
Winnipeg Blue Bombers VS BC Lions (CFL- Football) | BC Place Stadium @9:30pm

June 9th
Orlando City SC VS Vancouver Whitecaps (MLS- Soccer) | BC Place Stadium @4:00pm
## Conference Schedule

<table>
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<th>Time</th>
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<tr>
<td>8:30-9:45</td>
<td><strong>Workshop 1:</strong> Ethnographic creative nonfiction (F. Cavallerio) (RM 296)</td>
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<td><strong>Workshop 2:</strong> Metasynthesis in sport and exercise (T. Williams) (RM 291)</td>
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<td><strong>Workshop 3:</strong> Narrative ethnography (M. Atkinson) (RM 235)</td>
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<td>9:45 – 10:00</td>
<td>Break - Coffee (CPA Hall)</td>
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<td>10:00-11:30</td>
<td><strong>Symposium A:</strong> Re-visioning qualitative research in sport, exercise, and health (RM 334)</td>
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<td>Ethnographies of sport (RM 235)</td>
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<td>Youth sport #1 (RM 237)</td>
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<td>Disability, sport, and physical activity (RM 296)</td>
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<td>Health and physical activity promotion (RM 291)</td>
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<td>11:30-12:30</td>
<td><strong>Poster Session (11:30 – 12:30) and Lunch (12:00)</strong> (CPA Hall)</td>
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<td>12:45-14:15</td>
<td><strong>Coaching practice #1 (RM 235)</strong></td>
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<td>Women's experiences in sport (RM 237)</td>
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<td>Using theory (RM 291)</td>
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<td>Methodological challenges and considerations (RM 334)</td>
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<td>14:15-14:30</td>
<td>Break - Coffee (CPA Hall)</td>
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<td>14:30-16:00</td>
<td><strong>Symposium B:</strong> Qualitative research is flourishing in Sport and exercise psychology(?): Critical dialogues from a narrative synthesis of 8 years of qualitative research from leading journals in the field (RM 334)</td>
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<td><strong>Symposium C:</strong> Understanding the coach educator (RM 291)</td>
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<td>Understanding experiences of sport and exercise (RM 235)</td>
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<td>Power and Policy (RM 237)</td>
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<td>Digital qualitative research in sport and health (RM 296)</td>
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<td>16:00 -16:15</td>
<td>Relocate to First Nations House of Learning</td>
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<td>16:15-16:45</td>
<td>Conference Opening including welcome and blessing by Musqueam Nation Elder Larry Grant</td>
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<td>16:45 - 18:00</td>
<td><strong>Keynote:</strong> Virginia Braun: Looking backwards to look forwards: Conceptualisations for qualitative practice</td>
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<td>18:00 - 18:45</td>
<td>Performance by The Dancers of Damelahamid (Coastal First Nation dance group)</td>
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<td>18:45-20:00</td>
<td>Reception</td>
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<td>20:00</td>
<td>Graduate Student Networking Event (Koerner’s Pub)</td>
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<td>8:30-9:45</td>
<td><strong>Workshop 4</strong>: Indigenous methodologies and research in sport and exercise (S. Johnson &amp; D. Louis) (Ponderosa Ballroom)</td>
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<td>9:45 – 10:00</td>
<td><strong>Break - Coffee (CPA Hall)</strong></td>
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<td>10:00-11:30</td>
<td><strong>Symposium D</strong>: Re-visioning qualitative research in sport, exercise, and health (#2) (RM 334)</td>
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<td>11:35 – 12:30</td>
<td>Early Career Researcher Award (Ponderosa Ballroom)</td>
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<td>12:30-13:15</td>
<td><strong>Lunch (Ponderosa Ballroom)</strong></td>
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<td>13:15- 14:25</td>
<td><strong>Keynote</strong>: Brett Smith: Soul searching questions about qualitative research in the sport and exercise sciences (RM 098)</td>
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<td>14:25 - 14:40</td>
<td><strong>Break - Coffee (CPA Hall)</strong></td>
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<td>16:15-17:45</td>
<td><strong>Panel 1</strong>: Promoting good scholarship as editors and peer-reviewers (Moderator: K. McGannon) (RM 098)</td>
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<tr>
<td>17:45-18:45</td>
<td>(QRSEH Editorial Board Meeting) (location TBD)</td>
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<td>18:30-21:30</td>
<td>Conference Dinner &amp; 5 Minute Challenge Kick Off (Sage Bistro)</td>
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| 8:30-9:45    | **Workshop 6:** Doing a confessional tale in sport and exercise (R. Wadey) (RM 296)  
**Workshop 7:** Developing rigor in qualitative research (B. Smith) (RM 291) |
| 9:45 – 10:00 | Break - Coffee (CPA Hall)                                                |
| 10:00-11:30  | **Symposium G:** Revisioning qualitative research in sport, exercise, and health (#3) (RM 334)  
Coaching practice #3 (RM 235)  
Sport for development (RM 237)  
Mental health and sport (RM 291) |
| 11:30 – 12:45| **5 Minute Challenge Continued and Lunch (12:00) (CPA Hall)**             |
| 12:45 - 14:00| **Keynote:** Andy Miah: Sport 2.0: Biodigital design, e-sport, mixed reality and fan engagement (RM 098) |
| 14:00 - 14:15| Break - Coffee (CPA Hall)                                                |
| 14:15 - 15:45| **Symposium H:** Research and reflexivity: working towards rigor in qualitative research (RM 334)  
Disability, sport, and physical activity (RM 235)  
Experiences in physical activity (RM 237)  
Panel 2: Graduate student panel (Moderator: M. Giardina) (RM 098) |
| 15:50 - 17:20| **Symposium I:** A critical appraisal of qualitative research on sport, exercise, and health interventions: Current trends and future directions (RM 334)  
Creative methods #2 (RM 235)  
Mental health, sport, and exercise #2 (RM 237)  
Gender, embodiment, and sport (RM 291)  
Research with 'vulnerable' communities (RM 296) |
| 17:20-17:45 | Conference Closing (RM 098)                                              |
Re-visioning research ethics for qualitative research in sport and exercise
Michele K. Donnelly, Kent State University;

When conducting research, ethics must be an integral part of every project; from its inception, throughout the execution, and continuing through the dissemination of the findings and analysis. Born out of scandals such as the Nazi experiments during WWII, the Tuskegee Syphilis Study, Milgram’s deceptions of experimental subjects, and other shocking examples throughout the 1960s and 1970s, the 1980s and 1990s witnessed an explosion of “professional codes of ethics” and “extensions of the IRB apparatus”, which were “credited by their advocates with curbing outrageous abuses” (see Christians, 2000). Yet as Denzin and Giardina (2007), among others, point out, these efforts have been farmed in terms of biomedical models of research, i.e., “IRBs, informed consent, value-neutral conceptions of the human subject, and utilitarian theories of risk and benefits” (pp. 19-20). Rather than imagining and approaching research ethics – and particularly the formal institutional ethics review process – as a barrier to the actual conduct of research, qualitative researchers should instead embrace the consideration, discussion, and statement of research ethics in all of our work. More explicit discussion and writing about the specific issues encountered by qualitative researchers of sport, exercise, and health benefits all researchers, as well as all research participants. In particular, we need to consider – and challenge – the biomedical model of research ethics that frames research participants as powerless (in need of, at times, paternalistic-level protections) and researchers as all-powerful. Importantly, this is not the case in many of our sport, exercise, and health-based research settings, or for most researchers with institutional homes in the social sciences, i.e., it does not accurately represent many of our actual research relationships.

Two-plus-two is five: Mixed methods madness
Kass Gibson, University of St. Mark and St. John;

Using more than one method of data collection and/or analysis in empirical research is an intuitive, practical, and longstanding response to the varied demands of research. Therefore, growing interest and calls for mixed methods research is not new, nor actually clear on what mixed methods is, or the benefits of mixed methods research. The purpose of this presentation is to reflect on the growth of mixed methods research in sport, physical activity, and health to facilitate critical examination of whether the utility of mixed methods research extends beyond cynical responses to funding calls and trite inter-disciplinarity. In doing so, I challenge the qualitative research community to develop a standard of numeracy equal to its epistemological and ontological clarity. Paradoxically I also argue that for mixed methods research to be a worthwhile venture the total must be greater the sum of its parts; said differently, two-plus-two should equal five.

Re-visioning rigor in qualitative research: Fashion, fads and ways forward
Kerry McGannon, Laurentian University; Brett Smith, University of Birmingham;

Within a rapidly expanding and flourishing qualitative research landscape in the sport and exercise sciences, engaging with contemporary literature concerning the latest thoughts and developments can be challenging. The purpose of this presentation is to discuss one contemporary development garnering recent attention--the theme of ‘rigor in qualitative research’ – and what such developments can mean for quality and rigor in qualitative research presently and in the future. Grounded in the arguments detailed within
contemporary literature, plus inspired by Dunnette’s (1966) critique of fads, fashion and folderol in psychology research, we highlight recent writings concerning how ‘rigor’ in qualitative research is developed and judged. These developments include universal criteria/criteriological approaches of Tracy (2010) and APA Publications and Communications Board Task Force Report (2018) on recommendations for standards of rigor in qualitative research and relativist approaches advocating fluid (re)thinking concerning rigor beyond set-in-stone criteria/check lists (e.g., Phoenix & Orr, 2017; Smith, 2018; Smith & McGannon, 2017). After outlining these contemporary views of rigor, examples from a narrative meta-synthesis of qualitative research in the sport and exercise sciences are woven into the discussion, to explore the following questions: what is rigor in qualitative research? How is qualitative research moving forward within sport and exercise research in light of contemporary meanings of rigor? Are we producing innovative qualitative research or more of the same? We conclude with some modest thoughts based on the foregoing, opening up our talk to what is hoped will be an interactive discussion with the audience.

**Ethnographies of sport**

Chair: Matt Smith

**Hi-JAB, cross and hook: An auto-ethnography of a Muslim woman’s experience in a fighter’s gym**

Asma Khalil, University of Toronto; Katherine Tamminen, University of Toronto;

Sport can be a complicated and contentious site for many Muslim women, who are facing oppressive forces that aim to define what they should wear, how they should behave and which spaces their bodies can occupy (Benn et al. 2011; Ahmad, 2011). This is particularly relevant for Muslim women who wear the hijab to adhere to Islamic values of modesty but are participating in dominant/Western sport settings, which often stress the high visibility of female bodies (Benn & Ahmad, 2006; Amara, 2013). The purpose of this presentation is to describe ongoing, auto-ethnographic account of my experiences as a hijabi athlete training in a Muay Thai gym in Scarborough, Ontario. Auto-ethnographies aim to connect personal, life experiences to larger cultural, political and social processes (Ellis, 2008). This methodology was a particularly valuable approach for studying this topic as it allowed me to use an ethnographic lens to explore sociocultural aspects of a Muay Thai gym and dominant sport culture, while also focusing inward and examining my personal reflections as a Muslim woman in this environment. Data collection includes audio-diaries, observations and reflexive journaling. Analysis of this data highlighted various challenges, regarding dress and social support, as well as processes of identity negotiation and self-representation within my religio-cultural community and the sport community that occurred as I navigated a sporting culture and space that was foreign to me.

**Running away from the taskscape: Ultramarathon as ‘dark ecology’**

Jim Cherrington, Sheffield Hallam University; Jack Black, Sheffield Hallam University;

This article examines the relationship between ultramarathon running and nature, with specific reference to the discursive, embodied, spatial and temporal aspects of the sport. In contrast to existing accounts, we problematise the notion that runners ‘use’ nature for escape and/or competition, whilst questioning the aesthetic-causal relationships often evinced within these accounts. Drawing on reflections from a collaborative autoethnography, we argue that ultramarathon running is better understood through a ‘dark’ ecological sensibility (Morton 2007, 2010, 2016), characterised by moments of pain, melancholia and the macabre. In these moments, participants begin to appreciate the immense power of nature, whilst being humbled by the fragile and unstable foundations of human experience. As such, this article
contributes fresh new insights into the human-nature complex that seek to move analyses beyond the binary limitations imposed by realist and idealist approaches.

**Researching families in urban skateboarding: A collective ethnographic approach to exploring San Francisco Bay Area skate parks**
Matthew Atencio, CSU East Bay; Missy Wright, CSU East Bay; Becky Beal, CSU East Bay; ZâNean D. McClain, CSU East Bay;

This paper illustrates the usage of a collective ethnographic approach to conduct a 3.5-year qualitative study underpinning a new book, Moving Boarders: The Changing Landscape of Urban Youth Sports (University of Arkansas Press, 2018). We conducted 56 interviews and/or focus groups with parents (n= 25), children (n= 18), and community leaders (n= 13) associated with skate park organizations and programs. Jan Wright (2006) contends that contemporary qualitative research should account for the belief that research subjectivities and “truths” are socially constructed and power-laden. Thus, micro-level sports research requires scholars to be reflexive about their own backgrounds and assumptions, as they impact the data collection and analysis processes. We therefore examine how four researchers in our study flexibly drew upon certain academic and personal backgrounds to ascertain how families and communities navigated four urban skate parks. Firstly, none of the study’s researchers had skateboarding experience, and were outsiders to this culture, coming instead from more traditional sports backgrounds. And, then, while we teach together and hold similar critical views about sports in our society, our unique academic journeys and sub-disciplines meant that our conceptual lenses diverged. Collective ethnographic research thus raises questions about how data are generated, approached, and represented through one study of skateboarding phenomena that actually incorporates both similar and dissimilar influences, methodologies, and theories. We conclude that using multiple researchers to explain youth action sports culture is an intricate undertaking; collective ethnography involves the blending of researchers’ diverse subjectivities, experiences, and roles over several phases.

**Leaving the comfort zone: Utilizing institutional ethnography in sport for development research**
Mitchell McSweeney, York University; Nicolien van Luijk, University of Ottawa;

This paper examines the promise of institutional ethnography (IE) as a methodological and theoretical approach in sport for development research. Dorothy Smith, a feminist sociologist, developed IE as an alternative method of inquiry to the dominant forms practiced in sociology. Research that utilizes IE is particularly focused on the underpinning processes involved in establishing ruling relations, spaces of privilege and marginalization — and offers researchers a method that has transformative potential. IE is used to inform critique of institutional structures, and in doing so attempts to unpack them from a marginalized standpoint to understand what role these ruling institutions play in their everyday worlds (Smith, 2005). Other sport for development researchers have argued for a move from the dominant positivist approaches in sport for development research to more community-centred and transformative approaches (Darnell & Dao, 2017; Hartmann & Kwauk, 2011; Nicholls, Giles & Sethna, 2010). We would like to propose the use of IE as a methodological approach that can complement these community-centred, transformative approaches. In this paper we discuss the potential uses of IE in sport for development research and compare and contrast it to other similar methodological approaches. Highlighting the process and benefits of conducting research using an institutional approach may open up the way that qualitative researchers within sport approach methodology and builds on new ways to analyze particular social contexts while acknowledging the broader socio-cultural, political, and institutional
setting that research and people’s daily lives take place in (Smith, 2005). [also included references at end]

Youth sport #1

Chair: Camilla Knight

The experiences of being a talented youth athlete: Lessons for parents
Sam Elliott, SHAPE Research Centre - Flinders University; Murray Drummond, SHAPE Research Centre, Flinders University; Camilla Knight, Swansea University;

Involvement in organized sport can be highly demanding for young athletes who encounter many difficult situations and stressors. This can be exacerbated among youth athletes who have been recruited into talent-identification youth sport programs. Given that there are a range of negative consequences that can result when talent-identified (TI) youth athletes are unable to cope with the stressors they encounter, additional support is therefore necessary. Parents are uniquely situated to assist in this regard, but they are not always equipped to provide optimal levels of support. Therefore, the aim of this study was to understand the experiences of being a TI youth athlete and present the findings as “lessons” for parents seeking to enhance their involvement in TI youth sport settings. This article reports on qualitative data collected from the 1st year of a 3-year longitudinal study involving TI youth athletes from South Australia. Fifty male athletes (Mage = 14.6 years) participated in focus groups to hear their experiences of being a TI youth athlete and understand what difficulties they want their parents to know. From the thematic analysis, 3 major themes were identified from the focus groups with TI youth athletes: (a) difficulties with being talented, (b) negotiating the future, and (c) playing for improvement. From the findings, a number of lessons for parents and youth sport organizations are offered to assist the transmission of knowledge to an applied setting.

Influences on parental involvement in youth sport
Steffan R. Berrow, Swansea University; Camilla J. Knight, Swansea University; Joanne Hudson, Swansea University;

Parents play a key role in youth sport; however, the exact nature of their involvement will largely be dictated by a range of influencing factors. Unfortunately, little research has sought to examine those factors. The current study aimed to uncover influences on parental involvement in sport and understand their impact on parents’ involvement. Fourteen parents participated in semi-structured interviews that were analyzed using inductive thematic analysis. Generally, parents found it difficult to identify factors that influenced their involvement. However, while discussing their experiences, parents inadvertently alluded to factors that shaped their involvement. Themes included parents’ beliefs and values, parents’ relationships with others, and the sport culture. Parents indicated that their belief in the purpose of youth sport (e.g., enjoyment), and the values they wanted to impart to children (e.g., commitment) guided their involvement. Parents also mentioned specific relationships which shaped their involvement. For example, the coach-parent relationship was suggested to influence parents’ conversations with their children, while relationships between parents were proposed to influence the degree of their involvement in the sport club. Parents also indicated that a club culture that encouraged parental involvement increased their likelihood of being proactively involved. Meanwhile, parents noted that the strong sport culture within their localities promoted their involvement within their sport clubs. Taken together, results demonstrate that parents are influenced by a number of proximal and distal factors. Understanding factors that influence parents and the impact they have on their involvement may result in better support for parents in their youth sport involvement.
Parenthood, childhood and organized youth sport in rural and small-town British Columbia: The importance of place-based research
Dominique Falls, Douglas College;

In this presentation, I explore how parenthood and childhood are enacted within the context of organized youth sport in one rural and small-town British Columbian region. I draw on ethnographic research conducted between 2012 and 2015 to capture the lived experiences of over a hundred, young people, parents, and sport administrators. Studies of organized youth sport, childhood, and parenthood have primarily emphasized the experiences of (sub)urban dwellers. This has resulted in a dearth of knowledge on the spatialized processes which inform experiences of organized youth sport in rural and small towns. What my research reveals is that while principles of modern parenting and childhood are now part of the dominant cultural narrative, children and parents enact this narrative in conflicting, nuanced, and place-based ways. Here, I present four patterns of parenthood and childhood vis-à-vis sport which emerged over the course of the research: (1) pursuing the dream of sporting success, (2) making organized youth sport work, (3) opting out of organized youth sport, and (4) being pushed out of organized youth sport. I argue that parents’ and children’s relationship to place, access to resources, and commitment to varying narratives and discourses on childhood and parenthood drive child-rearing practices in relation to organized youth sport. This research reveals the agency of rural residents and draws attention to the futility of representing rural people as solely “passive recipients” of hegemonic culture.

Disability, sport, and physical activity #1

Chair: Toni Williams

Improving access to physical activity information for disabled people through knowledge translation.
Eva Jaarsma, University of Birmingham; Damian Haslett, University of Birmingham; Brett Smith, University of Birmingham;

Disabled people are amongst the most inactive people in the community. To better understand why so many disabled people are physically inactive, researchers have looked at what barriers of physical activity disabled people have experienced. One barrier is lack of access to information about physical activities. Even though lack of access to information has been frequently documented only a few studies have focused on how to overcome these difficulties. This paper addresses this knowledge gap. To do so we have used the following principles of knowledge translation (KT): who are the target audience, who are the messengers, what is the message, how is the message delivered and how effective is the implementation. We conducted 94 interviews to address these KT principles. Data was analysed using a thematic analysis. Participants stated that (health) professionals, peers and key persons within (disability) organisations were trustworthy messengers, but were concerned with the fragility of information distribution when key persons would leave organisations. A popular delivery method was internet and social media, even though both have their limitations. Another delivery method identified was receiving information through a network. However the complexity of promoting physical activities suggests a combination of delivery methods would be preferred. Professionals should critically evaluate their current procedures to promote physical activities, to ensure the right audience is targeted with the right message. They should consider expanding their network by also including housing associations, social workers and GPs as potential messengers. Finally professionals should use a combination of resources to promote physical activities.
"We know who is a cheat and who is not. But what can you do?": Athletes’ perspectives on classification in visually impaired sport
Ben Powis, Southampton Solent University; Jess Macbeth, University of Central Lancashire;

Classification in disability sport, an issue mired in controversy, is currently facing unprecedented levels of public scrutiny. Evidence presented at the recent Digital, Culture, Media and Sport select committee in the UK revealed claims of athletes exaggerating their impairment in order to gain an unfair advantage. Whilst the International Paralympic Committee (IPC) continues to defend international and national classification systems and processes (IPC, 2017), other stakeholders suggest they are not fit for purpose. This is not just a Paralympic issue; the controversy of classification pervades disability sport at all levels. Using an embodied approach to disability sport this paper reveals how classification is experienced and regarded by visually impaired football and cricket players. The paper presents findings from two qualitative research projects: one with the England Cricket Team between 2014-2016 and one with both grassroots and elite footballers in 2017. Our research reveals significant commonalities in the players’ experiences of classification, including: visual impairment classes as social identifiers; a lack of faith in a classification system which does not adequately capture the diverse and unstable nature of visual impairment; suspicion and rumour about players misrepresenting their impairment to gain an advantage. The experiences of these visually impaired athletes adds an important perspective and original contribution to the current literature on classification which, until now, has focussed entirely on the Paralympic context.

Inclusive sporting business: From parasport to an increasingly utopian ‘sport for all’
David Howe, Loughborough University; Carla Filomena Silva, Nottingham Trent University;

For two generations disability rights advocates have highlighted the need for people with disabilities to be included in society without restriction of any kind. Within the world of sport this principle of inclusion has also been gaining momentum and contemporary national and international sport policy highlight its importance. Today social inclusion and the principles of universal design are lofty goals that are championed by the disability sport industry and they are celebrated for it. However, we will suggest the disability sport industry has both championed inclusion on the one hand and used its rhetoric to feather its own nest on the other. Rather than inclusion we will argue that society needs to celebrate difference within sport. Because of the calling card of inclusion disability discrimination or rather ableism is still seen as insignificant compared to issue of racism and homophobia where large public platforms of awareness are now the norm. This paper highlights how abnormal imperfect sensuous bodies of Paralympians and the lives they lead, can be seen as the focus for gathering ethnographic data on the queerness of the social world. We will critical examine inclusion within sport to highlight how it is being used as a tool to enhance segregation. By examining the trope of inclusion and unpacking the rhetoric around it we might realise the dream of ‘sport for all’ that is advocated in sports policies but seldom found in practice.
Health and physical activity promotion

Chair: Negin Riazi

Carrot or Stick? A Sociocultural analysis of Carrot Rewards in the era of “new” public health
Laura Neil, Wilfrid Laurier University;

This research paper examines the ways in which m-Health applications function as political technologies for the production and normalization of healthy citizenry. My research poses several questions: to what extent are contemporary methods of health promotion merely new manifestations of nineteenth and twentieth century practices? What issues have arisen and what issues have disappeared with the use of m-Health applications? And what is at stake with the use of m-Health technologies for public health promotion, as they assist in the construction of identity, with its attendant freedoms and limitations? Drawing from Foucauldian (1975 & 1977) discourse analysis – especially as taken up later by scholars such as Deborah Lupton (1995a & b, 2006, 2012, 2013) – my project draws attention to the various subjectivities produced through Canadian m-Health application, Carrot Rewards. I extend Lupton’s (2012) notion of the “digitally engaged patient” to argue that Carrot Rewards simultaneously positions users as “digitally engaged,” “digitally empowered” and “digitally enslaved” patients. Further, this research paper aims to make visible the ways in which concepts such as health, the body, and fitness are being defined, promoted and regulated within Canadian health care initiatives. As m-Health technologies are in their infancy, my research uncovers potential inequalities inherent to their use as a national public health communications technology.

Situating Strava: Self-tracking, surveillance, and the consumption of community
Jesse Couture, The University of British Columbia;

A growing number of sociologists of sport are taking interest in ‘digital health technologies’ (Millington, 2016) such as digital self-tracking tools, ‘smart’ devices, and a seemingly ever-expanding catalogue of health and fitness apps designed to put user’s health ‘in their own hands’. In this paper, I seek to contribute to this conversation by engaging with Strava – a popular GPS-based self-tracking tool and “social network for athletes” (Strava, 2017) – and specifically, by discussing how we might think about the types of surveillance that Strava encourages and enables. Previous research has drawn attention to the ways that online social networks facilitate surveillance in previously unimaginable ways and this has led to critiques about the extent to which users are (un)aware of who can see the information shared on these networks. Drawing on Andrejevic’s (2005) concept of lateral surveillance and Albrechtslund’s (2008) notion of participatory surveillance, I suggest that the surveillance made possible by Strava is similar to but also distinct from other popular online social networks since users are encouraged to share data with the wider Strava community and since both the sharing and the surveillance made possible by the platform are framed as fun, as empowering, and as community-building. I conclude by making a call for further sustained empirical studies of Strava that explores whether and how the sharing and social surveillance of biometric data might influence user’s participation in physical activity and also their perceptions of health and fitness.

Community PLAYS: University partnerships, physical literacy and youth sports
Jacob J Bustad, Towson University;

Based on research demonstrating the associations between physical activity and child and youth development (Janssen & LeBlanc, 2010), there has been a recent increase in
Enacting community sport policy for health: A case study of Active Blues
Tom Duffell, Edge Hill University; David Haycock, Edge Hill University; Andy Smith, Edge Hill University;

This paper examines aspects of the enactment of Sport England’s community sport policy for health, Get Healthy, Get Active(GHGA), via a case study of Active Blues – a community-focused project which enables currently inactive men aged 35-50-years-old to become physically active at least once per week through sport. In particular, we draw upon data generated by semi-structured interviews and focus groups with 67 men from Active Blues to discuss whether government is able to achieve their sport participation and health policy goals through GHGA. From the perspective of figurational sociology, it considers: (i) how men were recruited to, and retained in, Active Blues; (ii) the role of coaches and project partners in encouraging men to become active; and (iii) how the convergence of the sport and public health policy sectors, and associated power relationships, have resulted in numerous unintended consequences which generate significant constraints upon those responsible for enacting government sport policy.

Wednesday 12:45-14:15
Coaching practice #1

Chair: Ross Wadey

Identifying ambitious coaching core practices through a Delphi study
Julie McCleery, University of Washington; Jennifer Lee Hoffman, University of Washington;

The field of coach education has struggled to find a comprehensive way to identify the complex knowledge and skills coaches, across sport, need to effectively lead and teach (Lyle, 2002; Cushion, 2007; Cote & Gilbert, 2009). The purposes of this presentation are to explain the Delphi study model and illustrate how we applied this approach to a study that informs coach education. This presentation explains how our study uses the concepts of ambitious teaching and core practices, from teacher education, to extend these approaches to coach education. Ambitious teaching embodies the belief that all children, regardless of race, gender, or class are capable of engaging with intellectually rigorous subject matter content (McDonald, et al., 2013; Windschitl, et al., 2012; Fogo, 2014), and core practices are the “instructional strategies, routines, and moves teachers enact” (Fogo, 2014, p. 152) in service of ambitious teaching. This study maps those notions onto Cote and Gilbert’s approach to
coaching effectiveness, asking “what core practices do expert coaches engage in to produce athlete outcomes across the domains of the 4cs - competence, confidence, connection, and character?” (Cote & Gilbert, 2009). In this presentation we explain how the Delphi (Clayton, 1997; Fogo, 2014) study model - a series of web-based surveys of 16 expert coaches - was used to develop coaching core practices. We also explain the 15 core practices in three categories: micro-pedagogical, macro-pedagogical, and holistic that emerged from the study. This presentation concludes with our recommendations for how to apply the Delphi study model in other sport and exercise research.

An examination of youth golf coaches’ life skills development and transfer coaching behaviours
Sara Kramers, University of Ottawa; Martin Camiré, University of Ottawa; Corliss Bean, The University of British Columbia;

Preliminary research (Bean & Forneris, 2016) indicates that coaches who explicitly coach life skills may foster more positive developmental outcomes than those who do not deliberately coach life skills. However, more research is needed to understand how implicit/explicit processes of life skills coaching are associated to positive developmental outcomes. Recently, Golf Canada partnered with researchers from the University of Ottawa to integrate a life skills curriculum into their existing national youth development program, Learn to Play. As this curriculum is new, it has yet to be adopted across Canada. Therefore, there are currently (a) coaches using the old curriculum without the inclusion of life skills (implicit process; n= 4) and (b) coaches using the new curriculum with the inclusion of life skills (explicit process;n= 9). Based on the presence of these two groups, the purpose of this study was to explore and compare youth golf coaches’ life skills development and transfer coaching behaviours within their programming. Thirteen coaches (Mage= 38) were interviewed before and after delivering Learn to Play. Further, coaches were each observed during three program sessions. The interviews and observation notes were subjected to thematic analysis (Braun et al., 2016) to identify the extent to which coaches were implicit/explicit in their coaching behaviours. Results suggest that coaching life skills is a complex process that appears to be less of a dichotomy and more of a continuum of implicitness/explicitness. Results are discussed based on a new life skills continuum model developed by the research team.

Required knowledges for decision-making: The sources of a competitively successful endurance running coach
Marshall J. Milbrath, Benedictine University; Scott Douglas, University of Northern Colorado;

It is understood that several knowledge typologies exist as part of the coaching process; scientific, sport-specific, and pedagogical knowledges have emerged as particularly important knowledge sources. Prior literature has converged on these typologies through investigation of decision-making schematics and through direct inquiry of sport coaches. However, while past investigations have included heterogeneous coaching populations, the understanding of mediating knowledges in sport-specific contexts is less clear. Additionally, the investigation of coaching knowledges has been limited solely to the explicit and implicit viewpoints of coaches through interview studies and has yet to be investigated through observation of the coaching process itself. This qualitative case study examined the contributing knowledges to the coaching process of a competitively successful endurance running coach. Observations of the coach were conducted over a four-day field visit. Interviews with the participant coach, assistant coaches, and select athletes provided additional trustworthiness and depth to the findings. Findings revealed that scientific, sport-specific, and pedagogical knowledges all contributed to the participant’s coaching process as well as circumstantial knowledge of the coach’s particular setting. This presentation will highlight how the identified knowledge typologies emerged as integral parts of the coaching process. Furthermore, this presentation
will highlight the need to examine this topic through collectivistic case studies in order to investigate the transferability of these knowledge types between endurance running coaching contexts. In application, further understanding of mediating knowledges for the coaching of endurance runners may aid coaching education efforts by highlighting content areas that should be prioritized in coaching education curricula.

**Understanding coach learning: Theory, epistemology, method**
Robert Townsend, Loughborough University; Chris Cushion, Loughborough University;

In coaching there is an emerging discourse of coach learning, positioning concepts such as coach education, coach development and learning as synonymous with effective practice. Typically, research into ‘learning’ tends to rely on ‘snapshots’ of practice, characterised by a prevalence of self-report data, ‘drive-by’ interviews (Smith & Sparkes, 2016) and reductive conceptualizations of ‘learning’ often framed by ‘constructivism’ (Townsend, 2017). In this research, we offer some ways forward for researchers interested in coach development, by considering learning, epistemology and methodology as crucial to an understanding of the complexity of learning. In this sense, we argue that in situ methodologies hold much promise in coaching in order capture the complexity of learning as generated through social practice. We argue for the use of ethnographic methods to situate the practices, rhetoric and ideologies of coaching in context. Such a perspective – we argue – enables a view of learning that considers its temporal nature, the power relations that mediate knowledge production, and the ways in which ‘learning’ is operationalized in practice. To illustrate, we draw on field experiences conducted over two years in elite disability sport, and deconstruct coach learning through a Bourdieusian lens. In so doing, we highlight the way that unstructured engagement in coaching fields acts as a source and mechanism for learning, the ideologies that guide coaches practices, and the mechanisms that frame learning according to the logic of reproduction. Findings reveal how - in practice – learning is less an epistemological concept, than it is symbolic, referring to the way coaches internalize knowledge that is valued in certain contexts.

**What are you thinking? Examining the Think Aloud protocol as a reflective practice tool.**
Amy Whitehead, Liverpool John Moores University;

This paper will introduce the concept of Think Aloud protocol as a reflective practice tool to aid the processes of thinking about thinking, within both athlete and coaches. Think Aloud is simply the process of verbalising any thoughts that come to mind. Through previous research Whitehead et al, (2016) has been able to demonstrate how asking coaches to Think Aloud, promotes their ability to reflect in action and become more aware of the decisions and coaching practice. The 5-minute challenge will present further work about how the coach and athlete can use this method in tandem to facilitate both coach and athlete development.

**Women’s experiences in sport**
Chair: Courtney Szto

**Reflections on the complexities of studying football wives from the Canadian Football League**
Deana Simonetto, Wilfrid Laurier University;

Ethnographers have a tradition of sharing stories from the field, attuned to the interactional, situational, and ever-changing dynamics of fieldwork. Rather than listing the dos and don’ts of social research, they often share the problems they encounter, mistakes made, and lessons learned. This paper is a reflection on a study conducted on the Canadian Football League
The CFL, like all professional sports leagues, is a going concern dependent on the ongoing activities and contributions of various organizations and people with diverse vested interests and concerns (i.e., the league, teams, managers, coaches, players, reporters). Coupled by the fact the CFL it is a relatively small social world of nine teams where “everyone knows everyone,” this made the research process complex and tricky requiring many negotiations on the part of the researcher. This paper discusses three concerns faced in the research process: (1) managing others’ interest, (b) maintaining the confidentiality of women attached to public figures, (c) dealing with sensitive information. I conclude by highlighting how these negotiations provided substantial insight and analysis into the social world of the CFL.

Sexism all around: Career experiences of female swimming coaches
Jessica Siegele, University of Tennessee; Natalie Welch, University of Tennessee;

Female coaches are widely underrepresented in National Collegiate Athletic Association (NCAA). Before the inception of Title IX, female coaches led 90% of women’s collegiate athletic teams. Currently, women coach just 40% of women’s teams. The statistics are particularly sobering in the sport of swimming and diving. At the NCAA Division I level, approximately 18% of women’s teams are coached by women. Men’s and women’s swimming programs are often combined, leaving few positions which are disproportionately occupied by men. For the current study, a qualitative research design was implemented to understand the career experiences of female swimming coaches at the NCAA Division I level. Twenty-one female swimming coaches were interviewed. The research participants held titles of head coach, assistant coach, and associate head coach. Three themes were generated from data analysis. “Sexism All Around” was the most robust theme, as the women discussed a variety of sources of sexism. The participants experienced sexist behaviors by their administration, their peer coaches, the athletes they coach, and parents of their athletes. The participants explained that as female coaches they are assumed to be less competent, they are held back if they have children or are pregnant, and they are more limited in opportunities than their male counterparts.

The coach’s journal: Experiences of black female assistant coaches in NCAA division I women’s basketball
Leslie K Larsen, California State University, Sacramento; Leslee A Fisher, University of Tennessee; Lauren Moret, University of Tennessee;

Within sport psychology research, the experiences of Black female coaches are often reduced to statistics (Bruening, 2005). One way to move beyond statistics and highlight the lived experiences of these coaches is through the use of non-traditional representations of qualitative research. However, as qualitative researchers and authors, we are often asked to defend our approach when we choose to step outside of the constraints of the standard format of a peer-reviewed journal article (Huntley et al., 2014; Parker, 2004). Consequently, we dedicate a large portion of the article explaining our approach instead of presenting findings in ways that best represent the experiences of the participants (Huntley et al., 2014). Within this paper, we attempt to drop our defenses and reliance on the “standard format” and highlight the words of Black female assistant coaches in NCAA Division I women’s basketball through the use of a composite first person narrative. A composite first person narrative involves interpretation by the researcher that brings order and meaningfulness to participant data (Kramp, 2004; Wertz et al., 2011). This powerful method also can allow for the target audience of coaches and sport administrators to personally relate to the themes, imagine the described events in a personal way, and gain a new understanding of the phenomenon being investigated (Todres, 2007, 2008). In this presentation, research findings will be presented as a composite first person narrative in the epistolary form of a coach’s journal; this format
Building the unbreakable self: Women’s experiences leading to high drive for muscularity
Christian Edwards, University of Worcester; Gyozo Molnar, University of Worcester; David Tod, Liverpool John Moores University;

Studies on the drive for muscularity (DFM) have primarily been quantitative and focused on men. Little is known about women’s experiences leading to high levels of desire for muscle. Our aim was to explore the stories of women with high DFM and unpack the socio-cultural and personal factors leading to their DFM. In-depth life-history interviews and multiple in-the-field conversations were undertaken with 11 female bodybuilders and weight trainers (Mean age=31.67, SD=6.73, years) scoring ≥ 3 on the Drive for Muscularity Scale (Mean=4.17, SD=0.84). Interviews were transcribed verbatim and analyzed using a thematic narrative analysis. Women’s stories focused on a set of early social interactions with significant others. In these interactions women were exposed to dominant social narratives of femininity and male hegemony. Women felt obliged to comply with contemporary corporeal gender norms, which were often reinforced by situations that emphasized their lack of compliance. Women’s narratives revealed that they initially developed strong desires to gain control over their own bodies and engaged in behaviors to conform their corporeal selves to cultural feminine ideal expectations. However, a range of activating events shattered women’s gendered ontological security. Consequently, they realized that adopting traditional feminine ideals left them fragile, and socially and emotionally vulnerable. Their realization led to the manifestation of DFM. Drawing on Goffman’s work, we reveal how women built a muscular, ‘unbreakable’ frontstage to conceal their frail backstage. Findings disclose the value of considering the ‘presentation of the self’ concept when extending knowledge on the DFM in women.

Using theory
Chair: Andrew Hammond

Through a different lens: Applying multiple theories in analyzing qualitative data on social support in sport for cancer survivors
Meghan McDonough, University of Calgary;

Substantive theory can provide a useful framework in qualitative research at stages such as developing research questions, framing initial coding, organizing thinking about higher-level themes or interpretations, and structuring findings (Sandelowski, 1998). Researchers often focus on one or a small subset of theories, acknowledging that using other frameworks would yield different results. The purpose of this research was to examine a qualitative dataset using multiple substantive theoretical lenses, and explore ways in which applying multiple perspectives expands knowledge and highlights tensions in the analyses. This study used qualitative data from a study examining social support in sport among 17 breast cancer survivors. Several phases of thematic analysis (Braun & Clarke, 2016) were conducted, each adopting different theoretical lenses including models of social support function and providers (e.g., Richman, Rosenfield, & Hardy 1993), posttraumatic growth (Tedeschi & Calhoun, 2004), and support for thriving and coping (Feeney & Collins, 2015). Initial coding varied in predictable ways informed by the focus of each theory (e.g., identifying supportive functions versus coping strategies). More substantive contributions emerged in synthesizing the findings across the theoretical approaches. This study provides a framework for incorporating multiple theories into thematic analysis to facilitate theoretical synthesis. It also provides an example of this synthesis in the area of social support in sport for cancer survivors, where prior research has adopted a range of perspectives. Implications of this
research include highlighting the potential for secondary analyses of qualitative datasets as new theories are introduced, and knowledge in an area evolves.

**Connecting narrative and materiality: A case study on exercise and disability**
Javier Monforte, University of Valencia; Brett Smith, University of Birmingham; Víctor Pérez-Samaniego, University of Valencia; José Devís-Devis, University of Valencia;

As part of the narrative turn, research has examined how specific narrative environments motivate individuals with disability to engage in exercise. However, much of this work has either neglected the materiality of these environments or considered it from an essentialist point of view. To rectify this situation we adopt a dualparadigmatic framework embracing narrative dialogism and new materialism. This creative approach incorporates people and their disability into the environment, which is seen as an assemblage of human and non-human entities, affects, things and cultural practices in dialogue with each other. The purpose of this oral paper is to put narrative and materiality in conversation as part of our engagement in the case study of Patrick, a man with cancer and spinal cord injury. We focus on three material-semiotic environments –the rehabilitation section of a hospital, the room of a house, and an adapted gym— as embedded subcases within the overall holistic case, and explore how they shaped Patrick’s relation with exercise and disability. Data considered in the study were collected using life-history interviews and participant produced images, and subject to diffractive analysis. Results illuminate how the material-semiotic agents and situated practices involved in the three environments were collectively responsible for, and collaboratively supporting the use of an ‘exercise is restitution’ story. To conclude, reflections and suggestions to enhance environmental possibilities are offered.

**Embodiment is ecological: The metabolic lives of whey protein powder**
Gavin Weedon, Nottingham Trent University; Samantha King, Queen’s University;

Once confined to the niche realm of bodybuilding, whey protein powder is now marketed and consumed as a health imperative for an array of body projects that span the gym, the kitchen table, and the geriatric clinic. Those working in sport, health and exercise sciences join marketers and health promoters in recommending the regular ingestion of protein rich supplements as a boost to a variety of bodily becomings, ranging from weight loss to bone densification, glossy hair to flawless skin, energy to satiety, and healthy pregnancy to active aging. Less commonly acknowledged, and scarcely researched, are the ecological costs of these body enhancement projects impelled by human wealth, corporeal desires, and dreams of immortality. In this paper, we experiment with a multi-species, materialist, political ecological approach for understanding the dynamic, regenerative capacities of whey protein. By following the conversion of excess whey effluent produced by dairy farms into a range of health supplements that fuel diverse body projects, and out again into sewage and irrigation systems, our aim is to explore the ecological implications of the mass consumption of protein-based supplements. On this circuitous journey we find that the ontology of whey shifts as it moves through the bodies that produce and metabolize it, placing demands on the biological, ecological and techno-scientific systems that it inhabits en route.

**Methodological challenges and considerations**
Chair: Camilla Knight

**Introducing a coach to an alternative coaching knowledge: An analysis of my experiences as a Foucauldian-informed coach developer**
Timothy Konoval, University of Alberta; Jim Denison, University of Alberta; Joseph Mills, St. Mary’s University;
It is well known that effective coach development programs are needed to broaden coaches’ knowledge and cultivate more progressive and innovative coaches. Coach development programs can follow different structures, and can be comprised of various coaching knowledges. Recently, a number of Foucauldian coaching researchers (e.g., Denison, Mills, & Konoval, 2015; Mills & Denison, 2013) have argued that Foucault’s knowledge can be useful in helping coaches gain a greater understanding of how power influences what they do. Specifically, research has shown that to be more effective coaches could problematize and change the unquestioned use of disciplinary techniques and instruments in their practices. However, since change is never an easy endeavor, Denison, Pringle, Cassidy and Hessian (2015) highlighted the importance of Foucauldian-informed coach developers collaborating with coaches to help them connect Foucault’s knowledge to their everyday practices. As a result, this paper aimed to understand what it might mean for a Foucauldian-informed coach developer to introduce and teach Foucault’s concepts to an endurance running coach. Specifically, the first author used a post-structuralist approach to examine his experiences—the tensions, struggles, contradictions, moments of resistance, opportunities, and possibilities—collaborating with a coach to assist him in learning how to coach with less reliance on disciplinary practices. Following a discussion of these results, we conclude with a number of recommendations for future Foucauldian-informed coach developers to design and deliver more effective collaborations with coaches.

A mountain too high to climb: A case study of perceived barriers to application of research literature by teaching staff in Danish physical education teacher education
Annemari Munk Svendsen, University of Southern Denmark;

A larger study from 2014 concerned with knowledge construction in Danish Physical Education Teacher Education (PETE) showed that PETE teacher educators only to a limited degree integrate research literature in their classes (Svendsen & Svendsen, 2014; 2017). However, several researcher have emphasised that training student teachers to become competent readers and users of research literature is a central element in teacher education (Jyrhämä et al., 2008; Munthe & Rogne, 2015; Reis-Jorge, 2005). Thus it is relevant to investigate why teacher educators’ neglect using research literature in PETE. This presentation will give first-hand accounts of barriers to using research literature as experienced by a group of Danish teacher educators teaching PETE. The presentation is based on a case study of a course developed to qualify PETE teacher educators’ competences in the use of research literature. The empirical background includes six papers from the participants, detailed notes from the classes on the course and three follow-up Skype interviews. Bernstein’s concept of the pedagogic device is used to conceptually clarify different fields within the educational system and to identify major barriers in the mobilisation of research between the fields. Four main barriers and categories emerged from the analyses: (1) ‘We’re competing on time’, (2) ‘A separate approach’, (3) ‘It has to add value’ and (4) ‘It is hard to make it that academic’. The discussion addresses some general focus point, challenges and necessary questions for supporting the application of research in PETE.

Open science in sport and exercise psychology: Implications for qualitative inquiry
Katherine Tamminen, University of Toronto; Zoe Poucher, University of Toronto;

Open science practices including open access publications, study preregistration, and sharing methods and data are gaining acceptance in social sciences research and are increasingly required as a condition of funding or publication. These practices are promoted as strategies to improve the transparency and reproducibility of research findings in order to advance science and accumulate knowledge. However, these arguments for adopting open science practices may raise concerns for qualitative researchers, and these practices pose several challenges for qualitative researchers. The purpose of this presentation is to review the state
of open science practices within sport and exercise psychology, and to discuss the implications of open science practices for qualitative inquiry. We examined the extent to which researchers in sport and exercise psychology engaged in open science practices across 11 journals related to sport and exercise psychology. Open science practices have not been widely endorsed within sport and exercise psychology, and the most common approach to engaging in open science was publishing articles as open access. Some benefits of open science practices for qualitative inquiry may include transparent documentation of research processes, opportunities for collaborative and pluralistic analyses, access to data across multiple research sites and from difficult-to-access settings, and opportunities for teaching qualitative inquiry. However, there are specific challenges posed by open science practices, including issues of participant consent, confidentiality and anonymity, re-using qualitative data, and study preregistration. We address questions surrounding these topics and offer some suggestions for researchers regarding the use of open science practices in qualitative inquiry.

From memory work to collective biography: The performance of flesh and discourse in sport and exercise
Bryan C. Clift, University of Bath;

Memory Work, as inspired by the work of Frigga Haug and colleagues, represents a novel and quasi-established qualitative research method emerging in the 1980s. More recently, Collective Biography (Davies & Gannon, 2006) builds from the Memory Work of Haug and colleagues by drawing upon post-structural feminism. The aim of this presentation is to explore and examine Memory Work and Collective Biography as mechanisms for working with constructions of the self within sport and exercise. Both methodologies involve a collaborative process amongst participants/researchers seeking to learn about constructions of self. In Collective Biography, however, the written product serves as both the site of analysis and its representation, bringing forward questions about analyzing and representing the fleshiness of subjectivity. The Collective Biographical process focuses upon the body and language as constitutive sites of the production of subjectivity. To accomplish this, the process embraces a performative form of writing and representation. Analytically, doing so blurs distinctions between the real and the fictional, truth and truths, and flesh and discourse as writing, sharing, and discussing become ways of understanding and working with subjectivity. In this presentation I accomplish the following: offer an introduction to memory work and collective biography; provide a brief review of their critical engagement in sport and exercise; illustrate through performative writing the powerful nature of embodied discourse in relation to the contouring of and working with gendered subjectivities; and explicate, through my own work, how working with a family member paints the Collective Biographical process.

Wednesday 14:30-16:00
Symposium B: Qualitative Research is flourishing in sport and exercise psychology(?) Critical dialogues from a narrative synthesis of 8 years of qualitative research from leading journals in the field

Linking epistemology and methodology in sport and exercise psychology qualitative research: Trends and implications
Kerry R. McGannon, Laurentian University;

It has been suggested that qualitative researchers in sport and exercise psychology embrace issues of an epistemological nature to enhance quality and rigor in qualitative research (Culver, Glibert & Sparkes, 2012; Smith & McGannon, 2017; Sparkes & Smith). This presentation draws on examples from an updated narrative synthesis of 350 qualitative
research articles published between 2010-2017, across six leading sport and exercise psychology journals, to investigate how (or if) researchers addressed issues related to epistemology and methodology. Specifically, the degree to which researchers stated their epistemological foundations and made links between their epistemology, methodology, and methods will be outlined. These findings are contrasted with Culver et al.’s (2012) narrative synthesis of qualitative research in 3 journals which found post-positivist approaches were predominant, with only 13.7% of researchers taking an epistemological stance and 26.2% noting methodological approach. Methodologies discussed from the present analysis will include prevalent ones (e.g., grounded theory, interpretive phenomenology, thematic analysis) and emerging and/or less prevalent ones (e.g., discourse analysis, conversation analysis, narrative analysis) and epistemology stated (e.g., post-positivism, social constructionism, post-structuralism, interpretivism). The implications that result from research that is, and is not, epistemologically and methodologically grounded, are outlined. Positive implications will include openness to variation of what constitutes criticality and meaning within “interpretive” forms of research and expansion of topics in sport and exercise psychology. Problematic implications discussed will include the perpetuation of narrow and/or limited approaches to data collection, analysis, interpretation and representation and the marginalization of topics and/or approaches.

Reflections on the current state of qualitative research in sport and exercise psychology: An invitation to dialogue and future forming research
Brett Smith, University of Birmingham;

Recently we conducted a narrative synthesis of qualitative research published in six sport and exercise psychology journals between 2010-2017. The somewhat surprising results raised numerous questions about the state of qualitative research in sport and exercise psychology. These included questions about the various levels of growth of qualitative research across the different journals reviewed, and why might differences exist. The review also stimulated questions about the following: why do certain techniques dominate claims about trustworthiness and what might be made of this when thinking about the quality and sophistication of qualitative research in sport and exercise psychology?; there is talk about the expansion of qualitative methods but what does the empirical ‘reality’ - the actual use of different methods in journals - ‘reveal’ about the state of qualitative research in the field?; and, for example, why is sport and exercise psychology developing in certain ways in terms of epistemology and methodology and how might these ways impact on our work and academic lives? With such questions in mind, this presentation invites audience members to reflect on the previous two presentations and share their thoughts about the state of qualitative research. Rather than simply discussing what ‘is’ the state of qualitative research, the presentation also seeks to be future-forming by asking questions about what qualitative research could be in the field. It is hoped that by inviting audience members to co-create conversations the ‘presentation’ becomes a discursive-material space where critical insights and generative possibilities for change can emerge, flow, and disperse.

The state of qualitative research in sport and exercise psychology from 2010 to 2017: What do the numbers tell us?
Kelsey Kendellen, University of Ottawa; Christine A. Gonsalves, Laurentian University;

Most journals in sport and exercise psychology claim to encourage and publish original research employing both qualitative and quantitative methods, but is this really the case? Are journals publishing enough qualitative articles to actually justify their claims? Are some journals publishing more qualitative research than others? Having mapped out the landscape of the qualitative research in sport psychology journals in the 1990s (Culver, Gilbert, & Trudel, 2003) and 2000s (Culver, Gilbert, & Sparkes, 2012), this presentation takes the next step...
forward and identifies research trends in sport and exercise psychology within the current decade. More specifically, the presentation will highlight the descriptive findings (i.e., numerical/quantitative data) from a narrative synthesis of qualitative research published in six leading sport and exercise psychology journals from the years 2010 to 2017. To start, the distribution of qualitative, quantitative, and mixed-methods articles across the six journals as well as distribution trends within individual journals will be outlined. Next, the characteristics of the published qualitative studies (e.g., data collection techniques, sample size, strategies for validity/trustworthiness, and presentation of results) will be presented. Finally, the descriptive findings will be directly compared (when appropriate) to the analysis of qualitative sport psychology research conducted in previous decades to determine if qualitative research is indeed flourishing. Overall, the current findings offer a nuanced portrait of the state of qualitative research in sport and exercise psychology and set the stage for a critical and collaborative dialogue about opportunities for change within this field.

Symposium C: Understanding the coach educator

‘I can only go on my experiences’: Challenges in coach educators’ training and understandings of learning
Anna Stodter, Anglia Ruskin University; Christopher J. Cushion, Loughborough University;

Recent perspectives have underlined the need to investigate the social, relational, contextual and theoretical aspects of sport coaches’ learning, constituting increasingly sophisticated empirical approaches, especially in formal coach education (e.g. Townsend et al., 2017). Despite the centrality of coach educators to these settings, only a handful of studies have begun to touch upon the role they play in mediating quality learning, with some suggestions educators may be unaware of frameworks to guide effective practice (Lyle, 2007). Nevertheless, all pedagogical practice is underpinned by some often implicit framework of understanding (Nelson et al., 2016), and educators need support to model learning approaches (Armour, 2010). This research explored the learning frameworks taught to coach educators, as well as coach educators’ understandings of learning, using unstructured interviews in combination with participant observation of a generic coach educator training course. Three participant coach educators were also observed delivering coach education to elucidate how they used frameworks of learning in practice. In the absence of pertinent evidence-informed coach educator training course design and delivery, implicit ‘folk pedagogies’, based on participants’ experiences as coaches and coach educators, appeared to inform understandings and practices. The findings are discussed in relation to a contemporary theory of coaches’ learning processes (Stodter & Cushion, 2017), to highlight potential ways that coach educators could be more effectively supported.

Professional coach educators in-situ: A social analysis of practice
Chris Cushion, Loughborough University; Mark Griffiths, University of Birmingham; Kathleen Armour, University of Birmingham;

Professional coach educators are key to the success of coach education and play a crucial role in developing coaching practice. However, coach education research remains remarkably coach centric with little attention paid to the coach educator or the broader role of the socio-cultural context that frames the learning process. Four professional coach educators working for a Sport Governing Body in-situ with twenty-five professional clubs took part in interviews and focus groups over the course of a year. In addition, interviews were undertaken with nine academy managers and thirty-two coaches as well as observations in eight of the clubs. This paper focuses on the coach educators specifically and aims to understand the nature of coach educators’ social reality and practice by examining something of the relational nature of the coach educators and their practice in context. Using the work of Bourdieu the paper engages
in epistemic reflexivity and attempts to uncover coach educator’s social and intellectual unconscious embedded in and reflected through their social practice. Findings show the operation of a number of socially constructed legitimating principles where the success or failure of the coach educator’s practice and learning was inextricably linked to power. Each club (field) was a field of struggles, and coach educators had to play a symbolic and relational game being defined by and, at the same time, struggling to define these relations. Hence practice for the coach educators was both social and embodied.

The logic of emancipation in coach education: Examining the role of educators as agents of change?
Mark Griffiths, University of Birmingham; Polly Christian, Worcester University;

The notion of emancipation is an underpinning feature of continuous professional development activities (CPD). For stakeholders charged with supporting and developing learners, CPD activities seek learner emancipation through the development of autonomy and independent behaviours that in turn, support the situated decision-making process in practice. Yet, and perhaps because of the extensive influence of constructivist approaches in CPD, the term facilitator has often been used to describe the educator’s role. In this context, the focus is on learners and their activities, rather than educators and their input. Consequently, contemporary CPD activities have undervalued the educational impact of educators as agents of change. In this presentation, we present data from a CPD programme that focused on youth sport coaches working with educators in the context of professional sport academies. Drawing from the work of Rancière (2004) and Biesta (2013), data were constructed from interviews with 12 coach educators, 58 youth coaches, 15 Heads of Coach Education, and 2 programme designers over a 12 month period. Following iterative processes of data collection and analysis as articulated in constructivist version of Grounded Theory Method, findings illustrated how rather than a passive and facilitating role, educators engaged in dynamic and generative processes in supporting coach learning. Educators promoted learner autonomy through developments of critical reflection, introspection, internalisation and through an increased sense of coaches’ efficacy, giving coaches an amplified voice. The implications from this research suggest a greater focus on the logic of emancipation through the development of what Biesta (2013) called, emancipatory pedagogies.

An insight to the coach educator: Coach educators' learning journeys
Darren W. Watts, Loughborough University; Christopher J. Cushion, Loughborough University;

The aim of this research was to explore the learning journeys of coach educators (CEs), and how these journeys structured and was structuring of their understanding of learning and coach education. The CEs role is a significant one yet remains under-researched (Cushion et al., 2017; Abraham et al., 2013). Sixteen CEs from nine sports were purposively selected using criterion-based sampling (Sparkes & Smith, 2014). They had an average of nine years' experience as CEs and practiced within various sport and levels (one to five) of formal coach education and continuing professional development (CPD). Data were collected using semi-structured life history interviews and analysed thematically (Braun & Clarke, 2006) with a data-driven inductive approach using a constant comparison method (Strauss & Corbin, 1990). Theoretical deductive analysis utilised the works of Pierre Bourdieu and Jean Lave. Three semantic themes were identified: CEs’ backgrounds and journeys – and understandings of learning; CE education, perceptions, preparation and practice; and a CE as an ‘outlier’. CEs’ understanding of learning was structured by their situated, informal, and cultural learning experiences and as a result they expressed views about learning that reflected these experiences that were often disparate and lacked a conceptual underpinning. The exception to this was the outlier whose alternative journey resulted in a ‘different’ understanding and resulted in questioning the Sporting Governing Bodies’ (SGBs) understanding of learning,
where his beliefs became compromised and practice constrained when delivering coach education.

**Understanding experiences of sport and exercise**

Chair: Matt Smith

**Teamwork in group exercise: A novel perspective in understanding physical activity**

Desmond McEwan, University of Victoria; Ryan E. Rhodes, University of Victoria;

Decades of research from a range of contexts (e.g., business, health care, aviation) has shown that teamwork behaviours (e.g., communication, problem solving, psychological support) are related to an array of positive group (e.g., cohesion) and individual (e.g., enjoyment within a task) outcomes (LePine et al., 2008). However, research on this group construct has only recently begun to receive attention within physical activity contexts, with this work being presently delimited to sport (e.g., McEwan et al., 2014; 2017). The purpose of the current study is to further explore this phenomenon within the context of physical activity, namely by developing a grounded theory of teamwork in group exercise. Specifically, using semi-structured interviews and guided by a grounded theory data analytic approach (Corbin & Strauss, 1990; 2008), we ask participants of group exercise classes (e.g., group aerobics, crosstraining, cardio “boot camps”) to: (a) reflect on their experiences of teamwork within this context; (b) identify specific behaviours that members demonstrate in order to help each other perform tasks and achieve their exercise-related goals; and (c) describe whether (and how) these helping behaviours influence exercise-related outcomes (e.g., self-efficacy, enjoyment, continued participation in physical activity). This research introduces a novel line of inquiry within exercise psychology and provides a framework upon which future studies can be built. The results of this work have the potential to advance our current understanding of exercise-related outcomes, with the ultimate goal of enhancing individuals’ physical activity behaviour.

**Examining uplifts in the context of sport injury**

Jade Salim, St Mary’s University; Ross Wadey, St Mary’s University;

For some time now, researchers have identified the stressors experienced by injured athletes. Yet, while these findings have helped practitioners to tailor stress-based interventions, exclusively focusing on the demands associated primarily and directly with sport injury and the rehabilitation process does not provide a balanced, complete view of the injury experience. The counterpart to stressors is ‘uplifts’, which have yet to be examined in a sport injury context. Uplifts are defined as events that have the potential to elicit desirable feeling states. The aim of this study was to explore injured athletes’ experiences of uplifts. Underpinned by ontological relativism and epistemological constructivism, criterion-based and snowball sampling procedures were used to identify a purposeful sample. Twelve injured athletes participated (Mage=23.4;SD=3.8). Semi-structured interviews were conducted during the participants’ stage of recovery: injury onset (N=4), rehabilitation (N=4), and return to sport (N=4). Transcripts were analysed using thematic analysis. Ten themes were identified across the three recovery phases. For example, at injury onset there were five themes: Being in the Spotlight, Superman, It’s Good to Talk, Knowledge is Power, and People do Care. Findings have implications for practitioners aiming to increase injured athletes’ subjective well-being. Future avenues of research are proposed.
A retired athlete’s experience with storytelling: How can narrative research impact our participants?
Rachel Jewett, University of Toronto; Gretchen Kerr, University of Toronto;

When sport participation reaches competitive levels it can become entangled with stressors such as injury, performance pressures, high internal and external expectations, and difficult retirement transitions. Retirement can leave individuals vulnerable to experiencing mental health challenges, particularly when an athlete has developed a strong athletic identity. In this study, narrative inquiry philosophy informed an exploration of an elite university athlete’s experience with an adjustment disorder with mixed moods of depression and anxiety after retiring from sport and graduating from university. Seven life history interviews were conducted and a dialogical narrative analysis was used to explore the influence of the structure of the sport context on Bryn’s experience of a challenging retirement transition. While she was an athlete, the success and recognition Bryn experienced in her sport community represented a powerful platform for developing self-confidence and a strong athletic identity and the loss of both contributed to considerable psychological distress upon retirement. Bryn’s engagement in the storytelling and interpretation processes involved in the study helped her develop perspective on her experience and contributed to her process of personal recovery and rediscovery. Bryn had the opportunity to articulate and clarify her current sense of self, goals, and expectations for the future which she had otherwise not been prompted to do. The findings of this study contribute to narrative researchers’ understandings of the potential benefits accrued by participants through engagement in the storytelling and interpretation processes.

Exploring verbal and mental abuse within the context of coaching elite female volleyball in Manitoba
Alixandra Krahn, University of Manitoba/York University;

Athletes can be exposed to verbal and mental abuse from their coaches, which can include behaviours such as belittling, humiliation, and psychological stress. This issue is exacerbated by the contention that exists within the literature on how to define verbally and mentally abusive coaching behaviours. The goal of this research is to explore coaches’ personal definitions and views on verbal and mental abuse and ways to address it within the community of elite female volleyball in Manitoba. This qualitative research study triangulates autoethnography, semi-structured interviews, and content analysis of both coaching education and policy text sources in force in Manitoba to explore the complexities of verbal and mental abuse in elite sport. This study analyzes consistencies and inconsistencies between the views of elite coaches, coach education text sources and coaching policies, and provides recommendations for addressing verbal and mental abuse in the context of elite female volleyball in Manitoba.

Power and policy
Chair: Moss Norman

“Fake it ‘till you make it”: How the U.S. athletic college recruiting process favors white, middle class athletes
Kirsten Hextrum, University of Oklahoma;

In recent years, researchers uncovered the National Collegiate Athletic Association (NCAA) maintains class and race inequality by exploiting predominately low-income men of color in revenue sports (Eitzen, 2012; Hawkins, 2013; Nocera & Straus, 2015). The exploitation occurs through the NCAA’s regulation which restricts nearly every aspect of athletes’ lives including
monetary compensation (Branch, 2011; Baker & Hawkins, 2016; Sack & Staurowsky, 1998). This research drew public attention to educational and social inequalities in college sports. But it can be misconstrued as suggesting the NCAA regulates athletes uniformly. This critical qualitative research study (Canella & Lincoln, 2012; Ravitch & Carl, 2016) offers additional insights into power-reproduction in sports namely how the NCAA differentially regulates athletes based on their race/class position. It does so through a branch of social reproduction theory that links educational bureaucracies to maintaining class inequality (Anyon, 1980; Apple, 2004; McLaren, 2007). It notes bureaucratic regulation lessens as one moves up the class system. Drawing on 47 life-history interviews (Connell, 2005; Olesen, 2015) with college athletes from a Research-1, Division-I university, I analyze the different experiences with NCAA regulation during the athletic recruiting process. Using open and fixed coding methods (Creswell, 2013; Ryan & Bernard, 2003) I identified five areas of recruiting with disparate regulations based on one’s class position: questionnaires, contacts between high school and college coaches, sports camps, unofficial visits, and negotiating scholarships. I conclude White/middle-class youth are less regulated in the recruiting process and utilized the fluidity to protect their class status.

Mo’ money, mo’ problems: Racialized money and resentment in ice hockey
Courtney Szto, Simon Fraser University;

“Race”, class, and resentment have been at the forefront of housing debates in Canada for some time now; however, one arena where the intersection of “race”, class, and culture has received less attention is at the hockey rink. Most discussions about hockey in Canada today revolve around the increasing cost of participation, and, while this is an accurate observation it paints an incomplete picture. Minor hockey participation numbers have remained relatively stagnant the last decade, yet racialized Canadians represent a large portion of new enrolments in “Canada’s game.” Based on semi-structured interviews with twenty South Asian hockey players, parents, and coaches, my research observes that a significant number of South Asian Canadians can not only afford to participate in hockey, but some have the ability “to throw money” at any problems that may arise, such as a lack of opportunities or poor coaching. This influx of middle and upper class South Asians into hockey culture has resulted in (perceived) resentment from white hockey parents. As a result, some South Asian parents with the wealth to create new opportunities for their children have begun creating South Asian-only training groups. In a broad sense, this presentation touches on negotiations of citizenship and belonging, and seeks to unpack how sport can help facilitate more meaningful discussions about “race” and racism in Canada.

Agents of change? Swimming coaches and the relationship between inclusion policy and practice
Andrew Hammond, The University of British Columbia/Edith Cowan University; Ruth Jeanes, Monash University; Dawn Penney, Edith Cowan University/Monash University;

Since 1981 there have been numerous government initiated policies that have sought to improve opportunities for people with a disability to participate in sport and leisure (Hammond & Jeanes, in-press), both in Australia and Internationally. This paper reports on findings from the first author’s doctoral study that uses Ball, Maguire and Braun’s (2012) sociological concept of ‘policy enactment’ to illuminate the messy and complex process of translating such policies into practice. In this case study, we explore how a small number of coaches have shaped the enactment of policies as ‘policy entrepreneurs’ within their various swimming programs. Data reveals ways in which their biography, interacting with policies and discourses, shapes their understanding and enactment of ‘being inclusive’ as a coach. Further analysis reveals how enactment of ‘inclusion’ policy texts are often mediated by broader institutional and professional policy discourses (e.g. OH&S, behavior, scheduling) that
limit the creative responses for coaching practice. In conclusion, we consider the importance of recognizing the complexities and ambiguities inherent in the policy process and provide recommendations for policy makers and practitioners involved with the provision of sport and leisure for people with disabilities.

“You can’t on the one hand say people are equal and then treat them differently”:

**Discursive practices in the gendering of sport governance**

Donna de Haan, Utrecht University; Anneliese Knoppers, Utrecht University;

A common approach to changing the gender ratio of sport boards is through the creation of women’s groups/commissions and the identification of gender targets/quotas. Although this approach may change the gender ratio, it can perpetuate the idea that gender equality is a women’s issue. The gender equality target driven approach to ‘change’ does not explicitly encourage men to collaborate with women or to be involved in changing a male-dominated governance culture. Since men numerically dominate top level boards of International Federations (IFs) and National Federations (NFs), they play an essential role in (un)doing gender. We used a Foucauldian lens to explore discourses 20 board members draw on to legitimate their ‘regimes of truth’ in their thinking about the role of women in sport governance. In-depth semi-structured interviews were conducted with male and female board members from the International Rowing Federation and several of their NFs. Respondents drew on discourses of ‘othering’ that constituted women as outsiders positioning them as independent and therefore ideal change agents of collective board behavior. Dominant discourses used to describe the effect of women’s presence in meetings include: ‘Controlling the (male) ego’, ‘adding another perspective’, and ‘wanting fair play’. We discuss the implications of the use of these discourses for the gendering of meeting cultures. We argue that these regimes of truth construct gender stereotypes that limit the contribution and experience of male and female board members and that they ultimately prevent the transformation to gender equity in sport governance.

**Digital qualitative research in sport and health**

Chair: Andrea Bundon

**Haute health entanglements: A social semiotic review of #cleaneating on Instagram and its relevance to health education**

Rosie Welch, Monash University;

Social media practices in relation to food, health and the self are omnipresent and contain wide-ranging biopedagogical potential (Rail & Shannon, 2015). This includes prescriptive, egalitarian, privileged, emancipatory and satirical health related mind-body entanglements. While public health authorities have co-opted social media as a platform for health-related behaviour change initiatives (Laranjo et al, 2015), simultaneously, a raft of wellness industry related content is curated. Behind this flow of multimodal content, the backend of social media platforms (algorithms of visibility) also shape everyday exposure to food and health related content and platform architectures themselves also mean that health knowledge becomes more or less authoritative in delivery. In this paper three angles of exploration and analysis are applied to the social media context of food and nutrition in health education. The first angle is to review the literature on social media practices and food pedagogies. Secondly, a social semiotic analysis (similar to others’, Herman, 2017 and LaMarre & Rice, 2017) of the hashtag ‘cleaneating’ on Instagram is reviewed by paying attention to the complexity of imagery, geotagging and verbiage. This analysis seeks to move educators beyond common analyses of body-positive versus disordered eating binaries (for instance, Lupton, 2017; Musolino et al. 2015) and examine the salience of economic privilege and what I call an
aesthetics of ‘haute health’ in the vernacular of online health related content and expertise. The third angle of exploration is to theorise a contemporary socio-critical set of guiding principles for educators in relation to social media and health education contexts.

**Digital storytelling as a knowledge translation tool for facilitating impact: Translating young people’s experiences of health-related social media**
Victoria Goodyear, University of Birmingham-UK; Lee Schaefer, McGill University, CA; Kathleen Armour, University of Birmingham; Brett Smith, University of Birmingham; Hannah Wood, University of Birmingham;

International evidence suggests that adults lack the understandings they require to challenge and support young people’s engagement with digital media effectively; particularly in ways that appropriately align with their engagement with digital environments (Third et al., 2017). This is a clear gap in knowledge and practice. Young people are increasingly turning to social media for health information, and this behavior impacts on their understandings and behaviors (Goodyear & Armour, 2018). New approaches that help adults understand young people’s media engagement and aid the development of relevant forms of support are required. This paper illustrates how empirically-based digital/animated videos were constructed that translate, communicate and mobilize young people’s experiences of health-related social media. Composite narrative digital/animated videos were constructed from empirically rich data collected with 1296 young people (age:13-18). The videos were shared with health/education professionals/practitioners (n=35) and young people (n=50). The approach is grounded in: narrative conceptions of knowledge (Clandinin & Connelly, 2000); ethnographic non-fiction (Smith et al., 2013); digital storytelling (Jager et al., 2017) and knowledge to action frameworks (Holt et al., 2017). This paper extends knowledge by, for the first time: examining the methodological processes and dilemmas involved in constructing evidence-based digital/animated stories from a large data set with young people; analyzing young people’s and adults understanding of the messages in the videos. A rich theoretically and empirically informed account on the robustness of knowledge translation through evidence-based digital/animated videos is provided. The videos are user-friendly accessible resources that can be used to support young people’s media engagement.

**Mobilizing discourse analysis for change: The case of relative parasport absence in the digital traces of Canada’s ‘integrated’ sport system**
Danielle Peers, University of Alberta; Tim Konoval, University of Alberta; Rebecca Marsh, University of Alberta;

Foucauldian Discourse Analysis has become a relatively established methodological approach in qualitative sport and exercise for critiquing established sport discourses. Critique, in itself, can be an important act: one that can lead to shifted actions and subjectivities of the writer and potentially the reader. However, Foucault (1976, 1984) was very explicit that his various tools for problematization and critique were not designed for simply shifting understanding, but for their tactical utility. In this presentation, I discuss our attempts at mobilizing discourse analysis towards some kind of change. We begin by discussing some key, tactical, design choices. We will then share some of the key findings from one of our studies about how both disability and inclusion are discursively produced, enacted, and effaced through the websites of some of Canada’s “fully integrated” sports systems. We will end with discussing the ways we are attempting to mobilize these findings tactically: that is, how we are working with organizations to shift the discourses, (lack of) program offerings, rules and regulations, recruitment and funding practices, gaps and absences, institutional structures, and other structural barriers through which disability inclusion/exclusion is produced, enacted, and unequally distributed in Canada’s sport system.
Emotions tell a tale: Towards a more inclusive exercise and health psychology  
Erica Bennett, The University of British Columbia; Cassandra Phoenix, University of Bath; 

Over the last decade, some qualitative work in exercise and health psychology has disrupted the dominant healthist narrative in the extant research and theorizing promoting the inherent “goodness” and moral imperative of exercise health-enhancing behaviours. Despite this exciting and emergent research showcasing the complexity of exercise and health related experiences, much opportunity for growth remains as the field continues to be constrained by 1) the exclusion of the stories of diverse populations, and 2) little consideration of the culturally and socially bound nature of exercise and health-related cognitions, emotions, and behaviours. In this presentation, we will discuss the need for a cultural shift towards a more inclusive psychology which highlights the multiple and complex dominant and counter narratives present within the exercise and health-related stories of individuals from diverse social locations. We suggest that this cultural shift can be catalyzed by attending to the complexities and fluidity of the personal, social, cultural and material factors underpinning exercise and health-related psychological phenomena through 1) the use of narrative, arts-based, and participatory qualitative research methods and 2) attention to the web of complex emotions underpinning exercise and health-related experiences. The move towards a more inclusive and storied-material exercise and health psychology that explores diversity and the often paradoxical and emotionally-laden nature of exercise and health-related experiences has the potential to move researchers and community stakeholders towards a more empathic and (self)-compassionate understanding of exercise and health.

Re-visioning qualitative research in sport, exercise and health for the post digital age  
Andrea Bundon, The University of British Columbia; 

The first studies of sport, exercise and health that had a distinctly ‘digital’ element were published in the mid-1990s. Email and the World Wide Web were just entering our homes and many scholars were excited to explore how these technologies could/would extend the reach of our research practices. Priorities were comparing and contrasting ‘online’ and ‘offline’ qualitative research methods and understanding what types of conversations about sport, exercise, health and the body were happening in online spaces — and if these conversations challenged or reinforced narratives IRL (In Real Life). The difference today is that few of us think of the ‘Web’ as something separate from our ‘real lives.’ Computers are not bound to our desks. They travel with us in our pockets, on our wrists or even embedded in our garments and our bodies. We are entering (or already have entered?) a Post Digital Age where technology is mundane... and that is what makes it exciting. Sociologists excel at studying the mundane. It is our task to question the unquestioned and to try to comprehend how things that are taken for granted shape our behaviours and ultimately our societies. As scholars of physical culture, the implications are even more exciting – these technologies are embedded and embodied! When we move, they move with us. In many instances they mediate our experiences of movement or change our relationships with our own bodies. The challenge we now face is ensuring that our methodologies and theoretical frameworks are equally mobile and responsive to the shift from an online/offline binary towards quantum understandings of the entanglements of technology and bodies in motion.
When Alice fell through the rabbit hole: The emerging role of arts-based research in qualitative inquiry on sport, exercise, and health

Fiona Moola, University of Toronto;

In this presentation, I will engage listeners in the complex and fractured historical debate about the role of the arts in Western scholarship and metaphysics including the tumultuous relationship between art and science. Using intellectual musings from the arts-based research centre at Holland Bloorview Kids Rehabilitation Hospital in Toronto, I will showcase the work of arts based researchers, a diverse and plural group of scholars, activists, and artists who are dedicated to the production of knowledge through art. More specifically, I will unpack the current crisis that arts based researchers face, such as the struggle for legitimacy in the academy and concerns about academic rigour. To this end, I hope to spark discussion about the novel role that arts-based research may play in qualitative sport, exercise and health scholarship, including exciting new possibilities and grave challenges. For example, arts-based research may offer a particularly inclusive forum for historically disadvantaged groups to articulate physical activity, exercise, sport and health experiences, such as people with disabilities and Indigenous Canadians. Further, arts based-research is a way to grapple with the body in knowledge. In this philosophical, theoretical and methodological knowledge sharing activity, hopefully, our academic and scholarly community will be refreshed by all that arts based research has to offer our small but vibrant group.

Performances and exhibits of arts-based research

Chair: Gavin Weedon

Dynamic tensions: Researching fitness and masculinities through theatre and performance practice

Broderick D.V. Chow, Brunel University;

Based on original archival research and performance ethnography, The Dynamic Tensions Physical Culture Show, available at https://vimeo.com/242013620, is a performance that looks back to the “physical culture shows” of the late 19th and early 20th century, where many contemporary forms of fitness training were invented, popularised, and disseminated. The performance is a vaudeville of “manly acts” featuring performers with backgrounds in physical culture and sport (strongman, bodybuilding, pro wrestling, rugby, and weightlifting). Reframing physical culture through theatre, historically associated with excess and inauthenticity, Dynamic Tensions embodies new insights about built masculinity as a conscious, agential, and individually motivated performance. Reading fitness culture as theatrical or emphasised performance challenges several key facets of contemporary health and fitness: its claim to scientific truth; its disciplinary procedures; and its ideology of authentic self-improvement. This presentation will comprise extracts of filmed documentation from the performance, which I directed and presented on 13 October 2017 at the Anatomy Museum, Kings College London, along with theoretical reflections on embodied research (Spatz 2017) and artistic practice-as-research as qualitative methods. First, I briefly outline the history of physical culture in fin-de-siècle Anglo-American popular theatre. Then, I reflect on: (a) my autoethnographic methodology for working through artistic performance techniques with sport and exercise; (b) emergent themes including (in)authenticity, aging, violence, and friendship; and (c) audience responses. My overall aim is to propose theatre practice(s) as a self-reflexive research method, one which can provide significant new insights about sport and exercise practices and their intersection with embodied identities.
Loose Leaf: A Mad autoethnographic performance episode
Lindsay Eales, University of Alberta;

Loose Leaf is an autoethnographic performance-based research/research-based performance episode of madness and dance. Drawing on Mad studies theory, performative writing, and autoethnographic performance, I offer this episode as one in a cycle of episodes. This research-creation performance project: conceptualizes autoethnography as episodic and cyclical; asserts that experiences of ‘mental illness’ are embodied, performative and political; and asks how we might create sport, physical activity, and educational spaces that are trauma-informed and Mad affirming. A time slot of 30-45 minutes would be ideal if at all possible. An abbreviated version can be done in 20 minutes if necessary. The performance invites audience participation in parts, and requires an open space (at least 10ft x 10ft) for movement-based performance and participatory activities. Please feel free to contact me to discuss details further if desired.

Coaching practice #2
Chair: Christopher Cushion

How community influences “Coach of the Year” award winners’ coaching approaches
Bettina Callary, Cape Breton University; Dean Morley, Cape Breton University; Stephen Timmons, Cape Breton University;

People learn from engaging with their community, including the people, history, and geography in which they live. Nonetheless, research is scant on examining how community influences high-performance winning coaches’ learning. Building from Callary and colleagues’ (2011, 2012) findings that coaches learn through their experiences in social situations throughout life and this influences the values they instill in their athletes, the purpose of this study is to explore how community shaped two award-winning coaches’ approaches with their varsity athletes. I used narrative inquiry (Papathomas, 2017) to conduct two 90-minute interviews with the men’s and women’s soccer coaches at the same small institution. They had each won the Canadian USport “coach of the year” award in 2017, and their teams won gold and silver respectively at the national championships. Through a narrative analysis, I examine the coaches’ stories of the influence of the isolated community, its blue-collar history, and the generosity and pride of the people, to appreciate how the coaches developed teams that understood the value of success within the larger community structure. Both coaches learned values of hard work, pride, and perseverance. One coach moved to the community as an adult, was very aware of its potential impact, and actively fostered its values in his team. The other coach was a local, engrained with the community values, who modeled and inspired his athletes’ connections to the community. Ultimately, the coaches shared the importance of how community shaped their own coaching approach and how this in turn reflected upon their teams.

Motives for and experiences of expatriation to coach
Evelyne Felber Charbonneau, University of Ottawa; Martin Camiré, University of Ottawa; Pierre-Nicolas Lemyre, Norwegian School of Sport Sciences;

Coaching is a global profession and coaches play a central role in enhancing the performance of hundreds of millions of athletes worldwide (International Sport Coaching Framework, 2012). In the 21st century, the global mobility of coaches has increased, with many taking advantage of opportunities to coach in foreign countries. Norway, a country of approximately five million, leads the all-time Winter Olympics medals table (329 medals) by a considerable margin, with most of these medals coming from skiing (i.e., cross-country, biathlon, nordic combined, alpine). Norway, as a skiing hotbed, has thus attracted ski coaches the world over. The purpose of the study was to examine the motives for and experiences of expatriation to
five alpine ski coaches (four male, one female) from Canada (n=3) and the United States (n=2) were interviewed (M=77 minutes). Time in Norway ranged from one to 20 years. Three coaches operated at the World Cup/Olympic level while two operated at the high-performance youth level (i.e., U12-U16). For motives, coaches discussed how the privileged status of skiing within Norwegian society weighed significantly in their initial decision to expatriate, wanting to experience skiing as a way of life. Once in Norway, coaches mentioned experiencing challenges related to language, culture, and differences in sport system structure. During the presentation, the coaches’ experiences of expatriation will be discussed from an acculturation point of view to understand how they worked (or are still working) to acquire the social and cultural capital to successfully function as a coach in Norway.

Reflection and reflective practice in a high-performance sports coaching context: Understanding and impact
Lauren Downham, Loughborough University; Christopher Cushion, Loughborough University;

The purpose of this paper was to consider critically how high-performance sport coaches understand reflection and how this understanding impacted ‘reflective practice’. In coach education, the term ‘reflection’ has become a slogan disguising a range of practices – with differing understandings and approaches there is no unitary view of reflection meaning that practitioners will practice reflection in different ways, if at all. Reflection, therefore, is a contested concept whose meaning shifts to accommodate the interpretation and interests of those using the term. This research explores the extent of these issues with high-performance coaches who are often presented as privileging reflective practice. Data were collected from a National High-Performance coach education programme. Thirty semi-structured interviews were conducted with 19 high-performance sport coaches, and programme staff. Participant observation, including video recording, was undertaken of coach education workshops. Data were analysed thematically, the main themes were: coaches’ learning experiences, understandings of reflection, and ‘impact and change’ in coaching practice. Findings suggested varied understanding of reflection and reflective practice with coaches’ drawing on their experiences to inform their reflective practice. The data supported notions of ‘levels’ of reflection with limited or no critical reflection undertaken to challenge existing beliefs and assumptions or actions striving to challenge and change established coaching practice. The research highlights the need for clear conceptual and practical understanding of reflection in the high-performance setting. Such clarity can provide the resources to access multiple levels of reflection and reap the full benefits of reflective practice in challenging and developing coaching.

Examining the utility of diverse vignette formats to translate knowledge to strength and conditioning coaches
Christoph Szedlak, University of Chichester; Matthew Smith, University of Chichester; Bettina Callary, Cape Breton University;

Introduction: Research highlights that vignettes are useful in disseminating information to practitioners (e.g., Smith et al., 2015). Previous research has utilised written (e.g., Barter & Renold, 2000; Hughes, 1998) or audio vignettes (Smith et al., 2015) to disseminate good practice. We aimed to systematically examine the utility of a research-based vignette, presented in different formats (written, audio, video), to disseminate information to Strength and Conditioning (S&C) coaches. Methods: A single vignette was developed in three formats: a 3000-word written, an audio, and a video vignette. The vignette involved an experienced S&C coach as the main character, and the plot outlined how this coach aimed to learn more about effective coaching. Nineteen elite S&C coaches reflected on the utility of different vignette formats. Data were analysed using a thematic analysis (Braun, Clarke & Weate, 2017). Results:
Results suggest that, independent of format, vignettes are useful to disseminate information. Themes were divided into common factors of how vignettes communicate information, including vignette ‘resonance’ and ‘memorability’, as well as strengths and weaknesses of each format, including ‘narrative imagination and clarity’, ‘animated memory’, ‘live characters and story’ and ‘personal identification’. Discussion and conclusion: Participants in general preferred the video format due to the communication of emotional, verbal and non-verbal behaviours, thus highlighting that merging visual methods with vignettes offers a new dimension to narrative framed research to that achieved by the written or spoken word (Phoenix, 2010).

Methods

Chair: Matt Smith

Psychology of sport injury: A 12-month action research intervention
Ross Wadey, St Mary’s University; Lynne Evans, Cardiff Metropolitan University;

Interventions in the psychology of sport injury literature are dominated by a positivism paradigm that views knowledge as observable, empirical, quantifiable and verifiable. Whilst this paradigm has helped to predict behaviour (e.g., reduced injury occurrence or improved rehabilitation adherence), it has done little to extend our understanding of, amongst other things, the practitioner-client relationship, the co-construction of the ‘intervention’, and the processes underlying the ‘effectiveness’ of the intervention. Underpinned by ontological relativism and epistemological constructivism, this study aimed to evaluate the effectiveness of a pre-injury and post-injury intervention. Sixteen asymptomatic players in a men’s professional soccer team participated (Mage = 20.3;SD= 1.83). One player during the pre-injury intervention became injured and participated in the post-injury intervention. Conducted within an action research framework over 12 months, multiple methods of data collection were used: questionnaires, participant observation, informal and formal interviews, field notes, research log, focus groups, and diaries. Findings are represented using a realist and confessional tale. The realist tale illuminates how the co-constructed intervention was effective at enabling the participants to cope with pre- and post-injury adversity. The confessional tale describes the first author’s anxieties and frustrations of working in professional football and with an injured player, and how the support provided by the second author helped to challenge his underlying beliefs. Practical recommendations and future avenues of research are proposed.

Helping students find their voice: A collaborative autoethnography
Katrina McDonald, Anglia Ruskin University; Francesca Cavallerio, Anglia Ruskin University;

This study aims to critically examine our experience of supervising a student during the process of developing an autoethnography for his undergraduate dissertation. To do this, we adopted collaborative autoethnography because it is a methodology that allows a polyphonic approach to writing. By doing this we analysed and reflected on the challenges faced while helping our student to write his story as a deaf athlete in higher education. During the (re)collection of data we adopted several techniques, from self-generated personal memories and conversations, to personal diaries and email exchanges. Following this phase, we then conducted an ‘analysis in storytelling’ (Ellis, 2004, p. 194) as a way to interpret and give meaning to our experiences. The questions we found to continuously ask ourselves during the supervision process were related to teaching autoethnography, relational ethics, issues of power balance, improving the writing without changing the original story, avoiding to put our words and interpretation into our student’s story, recognizing our place in his story. Lessons
learned and reflections for other neophyte lecturers will be provided in relation to ontological and epistemological assumptions of qualitative research, as well as to pedagogical principles.

**Exploring female strength and power – A strongwoman ethnography**  
Hannah Newman, Loughborough University;

In recent years there has been a burgeoning interest in ‘strength sports’ for women. Media attention and social media trends such as ‘#liftlikeagirl’ suggest that more women are taking up strength-based sports than ever before. However, there is suggestion that societal ideologies regarding the gender-appropriateness of activities pose challenges to women’s participation in traditionally ‘masculine’ sports. Whilst proponents argue that a focus on strength for women is empowering, others cite concern that these activities can become recuperated into heterosexual normative gender roles. The extant research has focused largely on bodybuilding, an aesthetically judged sport in which female participants have been restricted by ‘femininity rules.’ No in-depth research though has been conducted on the vital sport of strongwoman, which may have the potential to be more liberating than bodybuilding due to its focus on physical capacity rather than aesthetics. However, until an in-depth study into the subculture of strongwoman is conducted it is difficult to assess its empowering potential. This research therefore aims to explore the subculture of the sport through a combination of autoethnographic and ethnographic methods, drawing on the researcher’s own experiences as a strongwoman competitor whilst also exploring the experiences of others. It is expected that this detailed examination will allow for further examination of the notion of female strength and power.

**“Just act normal”: An autoethnographic tale of concussion and the (re)negotiation of athletic identity**  
Nikolaus A. Dean, The University of British Columbia;

In this autoethnography, I describe my own personal experiences and dealings with a sport-related concussion. In particular, I focus on the (re)negotiation of my student athlete identity due to the repercussive affects of concussion. Weaving together personal narratives with Erving Goffman’s (1959) presentation of selftheory, I attempt to highlight some of the complexities of the injury in relation to identity, and use the theory as a departure point to further discuss how concussion can be understood within a socio-cultural context. In doing so, I attempt to move beyond my own personal experiences, as a way to comment on the larger social, cultural, and political forces that affect how individuals come to understand both concussion and athletic identity within a sporting context.

**Youth sport #2**  
Chair: Katherine Tamminen

**Reflections on delivering and evaluating a parent support programme in youth football**  
Rachael A. Newport, Swansea University; Camilla J. Knight, Swansea University; Thomas D. Love, Swansea University;

National governing bodies, sports clubs, and academies are increasingly recognising the need to help parents manage the demands they face and enable them to optimise the support provided to their children. In line with this, a number of researchers have recently published studies focused on evaluating parent education programmes (e.g., Dorsch et al., 2016; Thrower et al., 2017). Such research has shown that education and support programmes can benefit parent knowledge and efficacy in providing support to their child. However, little is known about the experiences of the practitioners delivering these programmes. The purpose of this presentation is to share my experiences of providing and evaluating a six-week support
programme to parents within a youth football environment. The programme was designed to offer parents the opportunity to gain support in managing demands and stressors, optimising the support they provide to their child, and maximising children’s sporting enjoyment and development. My reflection is based on 29 hours of delivery, my reflexive diary, observations of parents, informal conversations with coaches and parents, and discussions with my supervisors. The reflections that will be discussed include; ‘the first session was uncomfortable, I felt nervous and aware of not wanting to be teaching them how to parent’, ‘I found myself being moved and humbled by the stories disclosed’, ‘delighted to hear a parent report the success of putting into practice an earlier suggestion’, ‘once again I am disappointed and frustrated by the lack of attendance’. Further details and implications for future programmes will be discussed.

Exploring participation experiences within an inclusive recreational physical activity program for children and youth
Krystn Orr, University of Toronto; F. Virginia Wright, University of Toronto / Bloorview Research Institute; Kelly P. Arbour-Nicitopoulos, University of Toronto / Bloorview Research Institute;

Physical activity (PA) participation drastically declines during childhood and adolescence, influencing the patterns of PA behaviour in adulthood. This behaviour change may be exaggerated among children and youth with disabilities given the many documented personal, social and environmental barriers to PA often experienced within this population. This study explored the experiences of children and youth participating in our inclusive PA program designed to foster enjoyment of movement, regardless of personal ability level. Following individual interviews, a qualitative interpretive approach was used to understand the program’s perceived key components for success. Participants were children/youth in one of nine program pilots offered across grades 1-12 inclusive (n=41), plus their parents (n=21), and the program coaches (n=21) who led the weekly sessions (6-10 children/youth per group) as well as followed up between the group sessions with each child/youth. An inductive thematic analysis was implemented. Participants described common program aspects that contributed to the overall positive environment and program experience. Themes centred on: space, novelty, inclusivity, diversity, and in(ter)dependence. Program effectiveness was emphasized through autonomy supportive coaches’ acceptance of all abilities. This research highlights the importance of creating a PA space where: youth and their families feel welcome and comfortable with exploring their bodies and new activities, peers and coaches are accepting and celebratory of all abilities, and children/youth are empowered by staff to practice self-directed learning. These program elements are essential to consider when developing and implementing inclusive PA programs for children and youth.

Exploring multiple perspectives on the impact of a community-based dance program on the health and well-being of youth in a disadvantaged community: An ethnographic study
Shaunna Burke, University of Leeds; Louise McDowall, University of Leeds; Sarah Astill, University of Leeds; Andrea Utley, University of Leeds;

Background: Multiple perspective studies have the potential to provide a comprehensive understanding of youth physical activity participation by allowing new or deeper insights to emerge from multi-informants (e.g., youth and parents). However, little attention has been given to the challenges and practical implications of using this approach in performing arts research. Purpose: The purpose of this study was to use a multiple perspectives approach to explore the impact of a community-based dance program on the health and well-being of youth who live in a disadvantaged community in Leeds. Methods: Youth aged 10 to 19 years participated in weekly recreational dance classes offered in the community. Data were collected from the perspective of youth dance participants (n=32), parents (n=4), dance tutors
(n=3), and teachers (n=3). Using a focused ethnography, multi-methods (i.e., participant observation, individual interviews, focus groups, and informal conversations) were used over a ten-month period. Data was analyzed using strategies grounded in a thematic framework approach. Results: Three main themes, each involving several subthemes, were identified: (1) mental health (e.g., relieving stress and channeling anger); (2) social health (e.g., building social confidence and skills); (3) physical health (e.g., becoming health conscious and improving eating habits). Within each theme, positive and negative experiences were identified. Conclusion: This study demonstrates the benefits and challenges of collecting multiple perspectives data for facilitating complementary and contrasting insights into youth dance participation. Recommendations for the use of a multiple perspectives approach for research with youth in sport and exercise psychology will be discussed.

Understanding, learning from, and working with parents: Research challenges and reflections
Camilla J. Knight, Swansea University;

Over the last decade there has been an increasing interest in conducting research about and with parents. Moreover, there has been a recognition of the potential value of evaluating interventions with parents within youth sport contexts. However, conducting such research and evaluations is not without its challenges. For example, throughout my research on and with parents I have encountered issues ranging from recruiting participants and finding time in their schedules to talk, to overcoming concerns regarding the “hidden” meanings of studies. Unfortunately, although there is an increasing body of literature pertaining to parents in sport, little, if any, attention has been given to considering the challenges researchers may face. I believe that if we can understand and anticipate such research challenges, we can subsequently enhance the quality of studies conducted with parents and increase the usefulness of the findings. As such, the purpose of this presentation is to provide insights into the extensive range of challenges that I have encountered in conducting research with and about parents over the last 10 years. Specifically, this presentation will focus on the ethical, methodological, applied, and logistical issues that I have encountered. For example, reflections will be shared regarding the ethical concerns associated with asking children to discuss their parents, logistical issues of conducting interviews with parents, and bigger picture concerns pertaining to the use of information gained from parents. Based on these reflections, the presentation will conclude by providing a range of lessons learnt and suggestions to negotiate and manage such challenges.

Thursday 14:40-16:10
Symposium E: Sport and social justice: International perspectives and new horizons in athlete activism research

Disabled athlete activism: A qualitative study of social activism among elite and recreational athletes' with impairment in South Korea
Inhyang Choi, University of Birmingham; Brett Smith, University of Birmingham; Damian Haslett, University of Birmingham;

Sport and exercise psychology has recently expanded into how it can be utilized to enable social missions, such as investigating athletes who engage social activism. Predominantly, researchers have investigated social activism among elite able-bodied athletes. Recently a small number of scholars have extended the research on athlete activism to a focus upon western disabled elite athletes. However, not only is research still rare on the latter topic, but there is a complete absence of empirical research on social activism among disabled athletes in non-western cultures. This research adopted a cultural sport psychology (CSP) approach to explore disabled athlete activism among South Korean athletes. A CSP lens was used because
the Asian philosophy of Confucianism has a strong influence over how South Korean’s engage in social and political issues compare with previous studies based on Western culture. The purpose of this study was to provide insights from athletes who represent a broad continuum of orientations towards engaging in social activism. Thirty respondents of the Activism Orientation Scale were recruited using a maximum variation purposive sampling strategy. Participants were elite and recreational disabled athletes who represented a range of physical impairments and sports type. Data was collected using semi-structured interviews with an auto photography method. The data was analyzed using inductive thematic analysis. Results are discussed in relation to: the type of activism; adoption/rejection of various activist identities; contextually informed activist identities; and cultural sport psychology. Practical suggestions are also offered in relation to sport and social activism.

**Disabled athlete activism: A qualitative study of social activist orientations among athletes’ with impairment.**

Damian Haslett, University of Birmingham; Brett Smith, University of Birmingham; Inhyang Choi, University of Birmingham;

Recently, there have been calls for sports researchers to focus upon social justice. Also, there has been a resurgence of scholarly interest into athlete activism. Predominantly, academics have employed historical perspectives to study how some elite non-disabled athletes engage in social activism. For example, by using high-profiles to highlight political issues such as racial discrimination. However, some scholars have begun to extended the focus on activism by investigating how elite disabled athletes engage in disability activism. The purpose of this study was to expand the literature on disabled athlete activism. The aim was to provide insightful research that explores disabled athletes’ engagement in a broad continuum of general social activist behaviors. The inquiry was underpinned by a critical disability studies paradigm. Thus, connecting an analysis of socialised impairment with political and ontological complexity. For instance, considering how economic context, technological change, and political activism of all forms influence disabled athlete activism. 20 athletes with physical impairment, at various levels (e.g. elite and recreational) were recruited using a maximum variation purposive sampling strategy. Data was collected through semi-structured life-story interviews. The data set was rigorously analysed using deductive - inductive thematic analysis. Results are considered in relation to: styles and type of activism; reasons for not engaging in activism; consequences of activism on health and well-being; contextually informed activist behaviors; social movement theory; intersectional identities; and athletic identity. Findings are discussed in relation to current ideological and strategic positions of disability activist scholars. Practical suggestions will be offered.

**High school athletes’ perceptions of NFL protests and athlete activism**

Ted M. Butryn, San Jose State University; Cole G. Armstrong, San Jose State University;

Professional athletes have always played an important role in bringing issues of social justice to the forefront, and promoting critical dialogue on issues of power in society (Edwards, 2017). While the history of athlete activism can be traced back to the early 20th century, more recently numerous high-level athletes have spoken out about social issues that transcend sport (Kaufman & Wolff, 2010; Modiano, 2017). For example, former NFL player Colin Kaepernick’s decision to kneel during the national anthem helped re-introduce the notion of athlete activists, and challenge the idea of “sticking to sport.” While scholars have examined what Harry Edwards (2017) has called the “4thwave of athlete activism,” little is known, outside of popular media accounts, how athletes, fans, and other stakeholders perceive the activities of Kaepernick, and the broader issue of athlete activism. While numerous high school athletes have shown support for Kaepernick and athlete activism, scholars have yet to examine how high school athletes view Kaepernick, the NFL protests, and athlete activism.
Therefore, the purpose of this study is to use focus groups to investigate high school male and female athletes’ perceptions of Colin Kaepernick and athlete activism within and beyond the NFL. Four focus groups comprised of 4-6 high male and female athletes are interviewed (Barbour, 2007; Smith & Sparkes, 2013). Inductive analysis yielded three major thematic categories and several subthemes. The results are discussed as they relate to stakeholders’ perceptions of athlete activism, and the role of qualitative research in illuminating social activism in sport.

**Physical culture and Indigenous communities**

Chair: Audrey Giles

Looking for movement in all the wrong places: Lessons learned in de-centering sport and exercise in a community-based research project with Fisher River Cree Nation

Moss Edward Norman, The University of British Columbia; Michael Anthony Hart, University of Manitoba; LeAnne Petherick, The University of British Columbia; Heather McRae, University of Manitoba;

It may seem like a peculiar point of departure for a presentation at a conference on sport and exercise, but we suggest there is much to be learned when we look beyond sport, exercise, and human movement. In this presentation, we share the tensions, anxieties, and surprising revelations experienced over the course of three and a half years of collaborative research with Fisher River Cree Nation (Ochekwi-Sipi). Although the project, as initially designed, sought to examine Indigenous (specifically, Swampy Cree or Muskéko Ininiw) masculinities through the lens of physical culture, it quickly became apparent that this was not the overarching research priority for the community. Indeed, during sharing circles with community members (n=10 circles, n=51 participants), physical activity was seldom explicitly discussed and the theme of masculinity was even less apparent. As the research progressed it became clear that what was being shared were not research themes to be analysed, but rather a place-specific lens or “community epistemology” (Trinidad, 2012) by which to see movement more holistically. Central to this lens is the notion of human movement as embedded in a network of human and more-than-human relationships. Through this lens, human movement was de-centred and talked about as the doing of relationships with, for example, the family, the community, the land and, in some cases, the spiritual world. We conclude the presentation by examining how the lessons learned from our place-specific project relate to the evolution of qualitative methodologies in sport and exercise.

Towards social justice in recreation programming: A narrative inquiry into the questions practitioners are living as as they work alongside Indigenous peoples in a community garden project

Michael Dubnewick, University of Alberta; Tara-Leigh McHugh, University of Alberta;

This narrative inquiry (Clandinin & Connelly, 2000) will draw from the experiences of the first author as he worked alongside two recreation practitioners in a community garden project to show how they negotiated tensions of who they are, and who they are becoming, as early career recreation practitioners. The purpose of this presentation is to share how settler practitioners negotiated ethical tensions as a relational practice (Bergum & Dossetor, 2005), when facilitating recreation programs alongside Indigenous peoples in a Canadian community garden project. The assumed good of recreation programs often obscures critical self reflection of the stories we are living and telling by assuming programs are coherent for all involved (Alison & Hibbler, 2004). This lack of self reflection around the meta narratives of recreation programming has led to little reflection towards how problem- or deficit-based programming structures the relational space between practitioners (i.e., as expert providers) and participants (i.e., as people placed in need) in recreation programs. This presentation invites the audience to listen to how practitioners sought to see with “two eyes” as they
travelled between their own narratives of recreation programming and the worlds of the Indigenous participants they worked alongside (Lavallée & Lévesque, 2013). By inquiring into the experiences of practitioners this research highlights how social justice in recreation programming needs to move beyond prescribed outcomes and account for the questions practitioners and participants are living as their lives come together in relational ways.

**Generating and working with data through yarning and Dadirri in a sport-for-development project**
Lee Sheppard, The University of Queensland; Steven Rynne, The University of Queensland; Jon Willis, The University of Queensland;

Culturally-appropriate research processes involve carefully considering how to engage Indigenous participants by prioritising ways of communicating that are culturally prescribed, cooperative, and respectful (Bessarab & Ng’andu, 2010; Walker et al., 2014). For example, the research project that is the basis for this presentation makes use of yarning/narrative and Dadirri as both vehicles for data generation and treatment. Yarning/narrative is an Indigenous cultural form of conversational method used in this research to build and establish relationships with participants and to gather their views/stories through storytelling (Bessarab & Ng’andu, 2010; Fredericks et al., 2011). Accordingly, in this research yarning is used in a sport-for-development setting to enable the stakeholders to engage in dialogue pertaining to how they understand, negotiate, and rationalise opportunities provided by the programme. In addition, Dadirri is highlighted as a research methodology incorporated in this study. Truly listening to others is the core of Dadirri (West et al., 2012). Dadirri is slightly different to yarning as it involves deep and respectful listening that is reflective in nature and allows participants to yarn in an unhurried manner while gathering their thoughts without the researcher responding or interjecting unnecessarily into the conversation (Atkinson, 2002; Ungunmerr, 1998). This creates a reflective space that is atypical in Western ways of listening and conversing (Sandri, 2013). The reflective potentials inherent in these approaches are highlighted in ruminating upon what is said/left unsaid.

**Making her story: Cherokee women’s stickball**
Natalie Welch, University of Tennessee; Jessica Siegele, University of Tennessee;

At the turn of the 21st century dozens of Cherokee women on the Cherokee Indian Reservation in western North Carolina took to the stickball field that had previously been reserved for the men. After conducting research on the modern men’s game of stickball researchers were implored to look deeper into the women’s playing of the game. Historically, scholars examined the game of stickball and the role women played, but first-hand accounts of actually women playing are sparse (Fogelson, 1962; Mooney, 1890; Zogry 2010). The primary researcher observed the women playing the game first hand in the early 2000s but had not realized its impact until speaking with the community about the game. Even ten years later, there is still a debate over whether the women should have played. Many took the field in the 2000s because they had been told women were some of the purveyors of the game in the first place. Through in-depth semi-structured interviews with women who played stickball we have a greater understanding of the impact of the game for these women and the Cherokee community. Through the constant comparative coding method three major themes appeared: female kinship, proving the belong, and cultural connection. As expected there was a strong cultural connection for these women with the game and they developed a kinship to rival the men players. Additionally, they had a strong desire to prove they belonged on the field so often reserved for men.
**Performance and well-being**

Chair: Erica Bennett

**Narratives of young women athletes' body self-compassion, performance, and emotional well-being**

Abimbola O. Eke, University of Saskatchewan; Margo E. K. Adam, University of Saskatchewan; Leah J. Ferguson, University of Saskatchewan;

Competing in sports can be a highly rewarding experience for young women. However, it can also involve some potentially unpleasant and negative situations such as failing to meet performance goals and threats to body image, which may detrimentally impact one's well-being. Treating oneself with compassion has been suggested to buffer against times of failures and inadequacies. Body self-compassion allows one to have a kind and nonjudgmental attitude towards the body despite perceived physical imperfections. The purpose of this study was to explore the role of body self-compassion in adolescent women athletes' performance perceptions and emotional well-being. Seven women athletes (14-17 years old) participated in two, one-on-one semi-structured interviews and a journal entry process. Journals provided a reflection process for the participants to detail their experiences of body self-compassion, which were discussed during the second one-on-one interviews. Interviews and journal data were analyzed using a holistic approach to narrative analysis. Four themes emerged that capture the athletes' perceived role of body self-compassion: (a) Compassion and confidence in my body, (b) “Their” thoughts and my body, (c) I will play to my potential, and (d) My strength is in my emotions. By respecting and treating their bodies with kindness, positive emotions such as satisfaction with the body were strengthened, and an adaptive focus was placed on performance. These findings are consistent with the conceptualization of self-compassion and body self-compassion, and suggest that being body self-compassionate regulates a woman athlete's emotions and her sport performance perceptions.

**The consequences of choking in sport: Constructive or destructive experience?**

Denise M Hill, Swansea University; Matt Cheesbrough, University of Portsmouth; Nic Matthews, Cardiff Metropolitan University;

Choking in sport is an acute and dramatic collapse in performance standards when exposed to pressure conditions (Hill, Hanton, Matthews, & Fleming, 2010). While a detailed understanding of the antecedents, mechanisms and moderators of choking exists, less is known regarding its long-term impact on the athlete and their future pressurized performance. Accordingly, through an empirical phenomenological methodology, twelve competitive golfers (10 males and 2 females, aged 23-50) completed a phenomenological interview, in which the short- and long-term consequences of their choking episodes were explored in detail. It was found that choking events had a negative short-term impact on the participants (e.g., anger/embarrassment) and their performance (acute collapse). However, in the longer-term, most were able to ‘accept’ the choke, and use it as a constructive experience to improve future performances under pressure. Conversely, a small number of participants reported their choking episodes led to long-term detrimental consequences, including failure to reach expected achievement goals, a loss of athletic identity, lowered self-esteem, dysfunctional social behavior, and withdrawal from elite sport. Therefore, the study provides a novel insight into how choking in sport can be a constructive or destructive experience for the athlete. This information should be of value to practitioners working with athletes vulnerable to choking.
A dance with many secrets: The experience of emotional harm from the perspective of past professional female ballet dancers in Canada

Fiona Moola, Holland Bloorview Kids Rehabilitation Hospital, University of Toronto; Alixandra Krahn, York University;

Originating in the Italian and French courts, ballet is an age-old art that fuses aesthetics and athleticism. Despite changing times, ballet masters and mistresses tenaciously hold on to a sense of deep traditionalism. However, some scholars suggest that unwavering devotion to the art may conceal troubled embodied relations and oppressive practices. In this study, we drew on the phenomenological research tradition in an effort to further examine the power relations that play out on the body in the world of Canadian professional ballet. Twenty past professional female ballet dancers from across Canada participated in this study. Our dedicated dancers were relentless. They sacrificed body and mind in the pursuit of excellence in a broader cultural context that expected nothing less. The dancers normalized harmful emotional experiences, inappropriate sexual transgressions, and chronic injury. They also described experiences of neglect—and feeling replaceable—after the onset of injury. We have attempted to theorize our findings within the context of embodiment literature and the work of gender theorists. Emboldened by our dancers’ voices, we have shed light—and broken secrets—regarding some of the harmful practices that still characterize professional ballet in Canada. We hope that our work might further continue efforts to democratize power imbalances in professional ballet and ultimately enhance holistic dancer development and health.

Understanding Indonesian athlete psychological demands through Interview and Story Completion Tasks

Kurniati Rahayuni, University of Birmingham/State University of Malang; Brett Smith, University of Birmingham;

Psychological demands experienced by athletes have been researched in sport psychology and given various term. Previous findings on the psychological demands faced by athlete however mostly drawn on Western countries. As a result, there is scarcity of research on psychological in other cultures, such as Indonesia. The purpose of study was to help fill this gap by examining the psychological demands in Indonesian elite athletes. To do this, the lens of cultural sport psychology was used. Data was collected using semi-structured interviews and photographic elicitation interview to 36 Indonesian elite athletes and sport professionals. A thematic analysis was used to analyze data. The results of analysis are discussed in relation to theories of psychological demands and cultural sport psychology. Practical recommendations are also offered in relation to helping athletes deal with psychological demands.

Creative methods #1

Chair: Francesca Cavallerio

Through the optical lens: Musings on developing a moving methodology

Jessica W. Chin, San José State University; Jay Johnson, University of Manitoba; Matthew Masucci, San José University;

This paper is an exploration of the possibilities for employing multiple “moving” qualitative research methods in order to engage and capture embodied emotions and practices of the riders participating in The San José Bike Party (SJBP). SJBP originated in 2004-2005 as an organized community group ride through the urban streets of San Jose, California. The ride has grown to include 2000-4000 riders of diverse riding levels and social backgrounds.
Leaders of the group map out the route, lay out the rules of the road, and provide instructions for riders. Through social media, SJBP followers are provided details of the meeting point and riding route prior to the SJBP rides which take place on the third Friday of each month. In an effort to capture and examine the meaning of SJBP to participants, we have taken an approach that incorporates ethnographic and phenomenological elements through the use of both traditional and alternative recording methods: conducting, for example, one-on-one interviews, focus group interviews, as well as “on the move” interviews with GoPro cameras during the ride itself. Moving away from more traditional, dominant forms of data collection, we present some of our musings on the use of these multiple and moving methods toward a post qualitative methodological approach.

**Picturing a better world: Using drawing and comics within ethnographic research**

Shawn Forde, The University of British Columbia;

During this presentation I will discuss how I used drawing throughout an ethnographic research project and the potential for using comics as a way to disseminate research products. My dissertation research began with an interest in how sport is often presented as an object of hope, both within the field of sport for development and peace, and in social movements that happen in or around sport. This led to a collaborative ethnographic project in the Eastern Cape of South Africa involving a local football association and its social and political significance during apartheid. During my time in South Africa, I relied on drawing to accomplish multiple objectives: as a way to collect data through field notes, as a reflective tool, and as a way to construct and present narratives in the form of comics. This presentation will outline the methodological and theoretical implications of incorporating drawing and comics into the ethnographic research process. I will pay particular attention to the different ways that issues of representation and reflexivity play out through this arts-based approach.

**Exploring students’ perceptions of disability and physical activity using story completion: Methodological opportunities and challenges**

Toni L. Williams, Leeds Beckett University; Jennifer Tomasone, Queen’s University; Lorena Lozano, Leeds Beckett University;

Story completion is a radically different approach to collecting qualitative data to explore people’s perceptions and assumptions concerning a certain topic. Rather than being directly asked to report on experiences or understandings, story completion has been identified as a valuable tool to capture the socio-cultural discourses and dominant meanings available to participants (Braun & Clarke, 2013). Practically, story completion research involves participants being provided with the opening sentences of a hypothetical scenario – or story stem – and asked to write what happens next. Therefore, this is a useful method to explore ethically sensitive or taboo topics, and can be used to compare responses of different participant groups and across variations in key elements of the story (Clarke et al., 2015). Despite the potential benefits of story completion, this novel qualitative method is underutilised within the field of sport and exercise science. The aim of this innovative project was to illustrate the use of story completion in accessing sport and exercise students’ perceptions of disability and physical activity. A pilot study was conducted with postgraduate students whereby a variety of story stems were designed, completed and analysed as part of a research methods exercise. Following further refinement of the story stems from consultation with experts in qualitative methods and disability, one of four versions of a story stem were completed by undergraduate sport and exercise science students. In this presentation we will reflect upon the methodological opportunities and challenges of story completion and offer recommendations and future directions for this method within sport and exercise research.
JUST DONATE IT: A documentary short about the World Transplant Games
Gareth Wiltshire, University of Bath;

There are nearly 120,000 organ transplants performed each year worldwide. For patients receiving the ‘gift of life’, transplantation represents a new chapter in the life-long journey of illness self-management. The World Transplant Games is a biennial event designed to promote organ donation by demonstrating the health and fitness that can be achieved post-transplant. The games also provides an opportunity for patients to engage in physical activity, to say thank you to their donors (living or deceased) and to find solidarity with a community of other patients. This 6-minute documentary short explores the experiences of two World Transplant Games athletes in an attempt to creatively represent findings of empirical research through film. The film provides insight into how sport invites patients to experience health and illness in new ways through building social connections and testing the limits of physical capabilities afforded by their new organ. JUST DONATE IT can be previewed here: https://www.youtube.com/watch?v=htH1SEGHN-w&t=4s

Using creative non-fiction to examining conflict between captains and athletes in a team sport context
Mathew Smith, University of Chichester; Chris Wagstaff, University of Portsmouth;

Wachsmuth et al. (2017) highlight how conflict can emerge between leaders and followers in elite sport, and call for further research to examine the sources of conflict, the conflict process, and conflict outcomes. This study examines a specific type of leader (i.e., a playing captain in cricket), and a specific player within the side (i.e., the ‘star player’), and the conflict that emerged between them. We use a case study of the Warwickshire cricket side of 1994 (who had a record-breaking season, winning three of the four domestic trophies). Specifically, two individuals of interest in this work are Dermott Reeve, the captain, and Brian Lara, the star batsman. We used direct quotations from both Lara and Reeve’s autobiographies, to create a non-fiction dialogue between the captain and player, concerning instances of conflict during the season. In order to develop this dialogue, we drew from creative non-fiction (e.g., Cavallerio, 2016) and ethnodrama (e.g., McMahon et al. 2017) to create a ‘script’, within the context of a ‘chat-show’ scenario, where the two principle individuals come on stage to be interviewed together about the 1994 season. Within this ‘fictitious’ interview, the dialogue represents the two characters’ thoughts and feelings about the conflict. By presenting the findings in this dialogic way, we hope for the audience to the reflect on issues of conflict that arose, with the overall purpose of stimulating reflections (for practitioners, captains, coaches, and players) on conflict that can arise in elite sport, and how this might be effectively be managed.

Mental health, sport, and exercise #1

Chair: Michael Atkinson

A tale of emotional labour: Exploring the impact of delivering and evaluating a positive youth development programme for homeless young people on the researchers
Jennifer Cumming, University of Birmingham; Mary L. Quinton, University of Birmingham; Richard Whiting, University of Birmingham; Benjamin J. Parry, University of Birmingham; Sam J. Cooley, University of Birmingham; Mark J. G. Holland, Newman University;

The effects of fieldwork experiences on the researcher in sport and exercise sciences is rarely explored, despite a growing interest in mental health and other sensitive topics (e.g., doping, exercise addiction) and the well-being of researchers being of ethical concern. In this presentation we offer the unique perspective of researchers who deliver and evaluate a co-produced positive youth development programme, My Strengths Training for Life™ (MST4Life™). The intervention focuses on providing an emotionally safe and supportive space
for homeless young people with multiple and complex support needs to develop their mental strengths and interpersonal assets. Problems are not ignored, but it does mean that we open ourselves up to hearing difficult and often shocking stories of past or current trauma and abuse. Using the methodology of confessional tales and drawing from field diaries and personal recollections, we explore the emotional labour experienced by different members of the research team, the impact it has had on us and how we relate to the participants of our research, and the challenges of disentangling our dual roles of deliverer and evaluator. Our tale acknowledges the importance of looking after ourselves and each other, and the need for emotional support strategies and regular reflective practice. We conclude with some of our lessons learned and offer strategies for other researchers to consider before entering fieldwork.

Tackling the blues: A site for the promotion of mental health awareness amongst children and young people
Jon Jones, Edge Hill University; Andy Smith, Edge Hill University;

Evidence suggests that half of all adult mental illness (excluding non-vascular dementia) are first experienced by age 14 and three-quarters by age 18. Childhood and youth are thus particularly important life-stages for examining mental health and illness. In this context, the purpose of this paper is to examine how mental health awareness can be enhanced amongst children and young people living in socio-economically deprived and highly unequal regions in north-west England. In doing so, this oral paper provides a case study of how a programme theory has been embedded into the design and delivery of a sport and physical activity based mental health awareness programme for children and young people, Tackling the Blues (TtB). Using original data derived from focus groups and semi-structured interviews, the oral paper focuses upon the key theoretical underpinnings of sport and physical activity programmes aimed at making a positive contribution to health, specifically the mental health awareness of children and young people, and how a realist evaluation framework could help us understand what worked, for whom, in what circumstances, in what respects, over what durations, with what outcomes, and why (Pawson, 2006, 2013; Pawson and Tilley, 1997).

Utilising the CHIME conceptual framework to explore a co-produced football for mental health initiative delivered in the community in Birmingham, UK.
Adam Benkwitz, Newman University- Birmingham; Laura Healy, Nottingham Trent University; Mohammed Ali, Luke Shail, Kalisha Shade, Newman University;

The CHIME acronym (Leamy et al, 2011) has been suggested as a conceptual framework for personal recovery from mental ill health. Within this framework, five recovery processes which can contribute to personal recovery journeys are proposed; connectedness, hope and optimism about the future, identity, meaning in life and empowerment. While this conceptual framework has been applied in the wider recovery literature, it is yet to be explored within physical activity and sport programmes. Such programmes have been shown to be an important vehicle for mental health interventions and can have benefits of physical and mental well-being. The present research explores the lived experience of participants in a community mental health football project, particularly in relation to the recovery processes identified within the CHIME framework. Individual semi-structured interviews were conducted with participants who attended a weekly mental health football programme, run by the community foundation of a professional football club within the U.K., in collaboration with a local university and a mental health charity. Undergraduate university students and football coaches who were involved in the delivery of the sessions were also interviewed. Results will be presented in relation to the contribution such programmes can have on personal recovery.
Thursday 16:15-17:45

Panel 1: Promoting good scholarship as editors and peer-reviewers

Moderator: Kerry McGannon

Kerry McGannon, Laurentian University; Michael Atkinson, University of Toronto; Brett Smith, University of Birmingham; Camilla Knight, Swansea University; Vikki Goodyear, University of Birmingham; Kass Gibson, University of St. Mark and St. John; Andy Smith, Edge Hill University;

Symposium F: Going beyond what is shared in the culture(s) of sport: An invitation to interdisciplinary dialogue

They are only after the tracksuit: Fragmented culture in a talent development system

Niels B. Feddersen, Liverpool John Moores University; Robert Morris, Liverpool John Moores University; Martin Littlewood, Liverpool John Moores University; David Richardson, Liverpool John Moores University;

Recent research has proposed that it is possible to distinguish between more or less functional cultures in sports organisations, and that fragmented cultures might be less likely to produce elite athletes (Henriksen & Stambulova, 2017). However, a challenge for the future is to ascertain how possible incompatibilities between different subcultures might impact the efficacy of talent development programmes. The study aimed to explore organisational culture factors contributing to the fragmentation of a national talent development programme. We conducted nine focus groups, two with athletes (n=15), four with coaches (n=10), two with parents of athletes (n=13), and one with talent development personnel of the national governing body (NGB; n=4). We analysed the data using a grounded theory approach (Corbin & Strauss, 2015). The findings indicated that the NGB had experienced two unsuccessful talent development initiatives due to significant resistance from the wider sporting community. Both initiatives had focused on a centralised programme where athletes had been expected to break with their coach and club to join the programme. Consequently, the psychological impact was diminishing belief and trust in the NGB, meaning that club coaches actively combated the programme. Many participants explained that they had a strained relationship with their NGB, and would rather change nationality to go to the Olympics. Such fragmentation in the organisational culture seemingly created a divide which alienated athletes and coaches who were not involved with the programme. NGBs should give consideration to how differing subcultures may limit the efficacy of a talent programme.

Racial microaggressions in sport: A Foucauldian discourse analysis

Sae-Mi Lee, California State University, Chico; Malayna B. Bernstein, West Virginia University; Edward F. Etzel, West Virginia University; Brian T. Gentry, University of Denver; Clayton R. Kuklick, University of Denver;

Racial microaggressions are subtle but prevalent forms of racial discrimination (Sue et al. 2007), common but understudied in sports. Despite the growing body of research on the negative psychosocial consequences of microaggressions (Sue, 2010), researchers have questioned the concept’s legitimacy because microaggressions are inconsistent in how they are experienced by both the perpetrator and recipient (Lilienfield, 2017). To bring light to the phenomenon, we analyzed U.S. collegiate student-athletes-of-colors’ experiences with racial microaggressions in sport through a novel approach using a Foucauldian poststructural theoretical lens. Foucauldian poststructuralist theorists assume that discourse constitutes reality (Foucault, 1995), which allows researchers to examine how people form different racial realities by focusing on discourse. For this study, eight student-athletes-of-color participated in focus group and individual interviews. We conducted a Foucauldian discourse analysis (Willig, 2013) to identify the discourses that student-athletes-of-color drew upon to make sense of their microaggression experiences. We identified three main discourses of race: sport as transcending race discourse, post-racial society discourse, and discourse of racism.
Sport as transcending race discourse was the most prominent as it was largely circulated and legitimized through various sport practices. Within this discursive context, athletes were limited in their ability to perceive and acknowledge race. This dominant discourse, however, was also negotiated and contested. These findings shed light on how athletes negotiate multiple racial discourses to form racial realities and how sport culture is not a singular and shared entity, but constantly contested and shifting in meaning.

Three paradigms for understanding organisational culture: Narratives from elite sport
Michael McDougall, Keystone College/Liverpool John Moores University;

Since emerging as a topic of applied significance, the presentation of organisational culture in sport psychology literature as shared and harmonious has been virtually unanimous (e.g., Cruickshank, Collins & Minten, 2014; Fletcher & Arnold, 2011). From this perspective, culture is viewed as monolithic and as a variable; an integrating mechanism that can and should be manipulated by performance leaders and their supporting sport psychologists to engender organisational unity and sustained athletic success in elite competition. It is contended that this is a selective borrowing of the culture concept, appealing to those responsible for facilitating performance, but devoid of a serious consideration of culture beyond idealistic ideas of homogeneity. This article, alongside the shared or ‘integration’ perspective, also examines two other organisational paradigms for understanding culture. These are the differentiation perspective of culture, where patterns of cultural meaning are viewed in terms of conflict and disharmony, and the fragmentation perspective, characterised by paradox, uncertainty and ambiguity (Martin, 1992, 2002; Martin, & Meyerson, 1988). Following interviews with a Performance Director of a governing body, an assistant coach of a national basketball team, and a sport scientist operating in English Premier League football, three contrasting narratives were constructed to represent each cultural paradigm. Together, the narratives suggest the need to advance sport psychology conversations into more sophisticated territory (i.e., beyond a preoccupation with sharedness), or else risk the concept dying an intellectual death.

One big, happy athletics family, eh? Narrative tensions in the construction of masters athletics
Noora J. Ronkainen, Liverpool John Moores University; Tatiana V. Ryba, University of Jyvaskyla; Olli Tikkanen;

Masters athletics is a growing cultural phenomenon in the Western countries and provides an avenue for pursuing competitive sport in later life. In Finland, what was known as “Veteran” athletics was recently rebranded as “Adults’ athletics” as an attempt to change the perception that it only targets “old” participants. Despite its popularity, little is known about how the “traditional” athletics culture has embraced this growing subculture. This study aimed to explore how coaches in different sectors of a Finnish athletics club constructed meanings surrounding Masters athletics. Thirteen coaches (7 women) participated in a semi-structured interview from the narrative perspective. They had been coaching for four to 34 years, and three of them were Masters coaches/athletes. We analysed the data with performative narrative analysis to understand how Masters athletics was constructed in the storytelling. Despite the official club rhetoric of “we are one big family”, narrative tensions were evident in coaches’ constructions of Masters athletics. Except for those working with Masters athletes, most coaches positioned themselves outside of the Masters movement, indicating little personal interest to compete as a Masters athlete. The construction of Masters sport as “the 3rd division” or a competition for those who did not succeed in their youth worked to construct Masters athletics as a less valued activity. Although the Masters coaches/athletes felt that their group was respected and valued in the club, they still made efforts to justify their existence and usefulness to the club. We discuss the implications for lifelong sport participation and sport policy.
Working in the sport sector

Chair: Caitlin Pentifallo-Gadd

The horseracing industry's perception of jockey nutrition and weight-making
Daniel Martin, Liverpool John Moores University; George Wilson, Liverpool John Moores University; James Morton, Liverpool John Moores University; Graeme Close, Liverpool John Moores University; Rebecca Murphy, Liverpool John Moores University;

High-protein, low glycaemic-index carbohydrate diets can facilitate significant fat loss whilst maintaining lean tissue and improving performance in jockeys. Despite such effective strategies existing, a reliance on archaic practices dominates. No previous research has investigated the cultural assumptions of the horseracing industry and why, despite the availability of professional support, compromising methods are still widely maintained. This study aimed to explore the perspectives of the horseracing industry to determine its perception of jockeys and their influences on nutrition. Semi-structured interviews were conducted with professional jockeys (n=10), racecourse clerks (n=7), jockey agents (n=2), racehorse trainers (n=3), and jockey coaches (n=4). All interviews were transcribed verbatim and underwent a six-stage process of thematic analysis. Results were split into categories of a) jockeys’ perceptions and b) support networks’ perceptions of influences on nutrition practice. Nine higher order themes made of three general dimensions embodied the jockeys’ perceptions (cultural weight-making, individual influences, social influences). Ten higher order themes within four general dimensions emerged from the support network (influence of trainers and agents, influence of coaches, athletic identity, industry education). An industry-wide awareness of archaic practices exists. There is widespread contention over the athletic identity of jockeys, with a focus of the horse being the athlete. This outlook inhibits the development of professional athlete tendencies. Jockeys’ support network including trainers, agents and racecourses may significantly influence the nutrition practices of jockeys. The underpinning factor may be the systemic lack of nutrition education across the industry and work towards developing an industry-specific education platform is recommended.

The impact of international placements of sport student experience and employability potential
Christopher Sellars, University of Wolverhampton; Zsuzsa Galloway, University of Wolverhampton;

Placement learning is not new to higher education, there has been a proliferation of such opportunities since the 1950s. Whilst the format and modality of such learning opportunities have varied, the broad aim has been to develop skills relevant to the associated work sector and complement and enhance academic learning (Little, 2000). International placements are now increasingly evident and add another, cultural dimension to the experience. At best they can be transformational in both developing and contextualising subject-specific and generic work skills and providing a ‘life-changing’ experience. This study explores the experiences of sport degree students (n=16) who voluntarily undertook a 2 week sport-based placement experience in India hosted by a local school. Via an online diary (audio and/or written), students’ expectations, aspirations, experiences and reflections pre-, during and after the placement were captured. A post-placement focus group also explored some of the issues that arose from the diaries. Diaries and focus group transcripts were qualitatively analysed using Interpretive Phenomenological Analysis (IPA, Smith & Sparkes, 2009) and identified a range of themes (e.g., ‘Out of comfort zone’; ‘Unknown skills’; ‘Life-changing experience’) which offer insight to the student experience and provide learning opportunities for both students and staff managing these opportunities. The overarching question addressed is: ‘What can we learn from the experiences of those engaged in international sport placements regarding
fulfilling module requirements, developing cultural awareness and employability skills?’ These findings are set against the body of literature that has examined the impact of placement experience on students’ development.

**Expert development of female Brazilian national judo team coaches**

Darlan Perondi, Universidade Federal de Minas Gerais; Larissa Rafaela Galatti, Universidade Estadual de Campinas (UNICAMP); Maicon Rodrigues Albuquerque, Universidade Federal de Minas Gerais (UFMG);

Sports coaching as a career are a relatively new phenomenon for women in combat sports in Brazil. Thus, understanding how the female coaches of the Brazilian Judo national team have developed seems to be an essential issue to be investigated. The study aimed to examine how all three female National Brazilian Judo team coaches developed in their careers. We used an interview approach, and all interviews were recorded and transcribed. The analyzed ware performed by the content analysis with the deductive method. In summary, as well demonstrated in literature passion, dedication, open mind, and responsibility sense were personal attributes of these coaches. Besides having graduation in Physical Education, they also accumulate several courses in their trajectory as coaches. Moreover, all coaches interviewed have family support for the day-to-day tasks, as well as for the various travels that they carry out. In addition, all coaches were high-level athletes (including, two of whom were Olympic athletes) and that their first experiences as coaches were with the Brazilian National Team. Furthermore, all of them demonstrated the importance of communicating in English to interact with coaches and referees, to carry out travels logistics as well as to participate in the technical events that occur during the competitions. Finally, the results demonstrate the difficulties found for being a woman, as discrimination of other coaches and the challenge to conciliate the activities as high-level coaches and their attributions like caring for their house and children.

**Sharing stories from volunteers: Engaging and sustaining a committed and diverse workforce**

AJ Rankin-Wright, Leeds Beckett University; Leanne Norman, Leeds Beckett University, UK; Hayley Fitzgerald, Leeds Beckett University, UK; Annette Stride, Leeds Beckett University; Ellie May, Leeds Beckett University; Leonie O’Dwyer, Leeds Beckett University; Luke Barnes, Leeds Beckett University; Robert Stanley, Leeds Beckett University; Anne Flintoff, Leeds Beckett University; Vicky Gilbert, Leeds Beckett University

Volunteers are of paramount importance for the successful delivery of organised sport and leisure activities. Within the UK, there have been policy and programme developments seeking to increase and diversify sport participants. However, little has been done to address the vast gender disparity in volunteering; women are under-represented. Research in this area has been quantitative in nature and less is known about the experiences of volunteering and how best to engage and sustain an inclusive and diverse volunteer workforce. Rooted in the sociological study of sport, and drawing on a feminist perspective, this paper focuses on qualitative research that explored the meanings that volunteers in organised sport and leisure groups bring to their experiences. In particular, the insights highlight the multiple intersecting experiences of volunteers related to gender, age, ‘race’, ethnicity, disability and social class. Findings are presented from in-depth semi-structured interviews with 54 men and women volunteers from three regions in England and across different sport and leisure contexts. These contexts included: core sports, mass market sports, and the leisure sector. Key findings around engagement and commitment included: sense of purpose, dispelling the myth of ‘the volunteer’, inclusivity, the prevalence of stereotyping, and aligned ethics and values. This research highlights the need for sport organisations to be more attentive to devising and implementing policies and programmes that recruit, retain and support volunteers. To achieve this, it is integral to listen to the perspectives, experiences and stories of volunteers; specifically those whose voices have been marginalised within the sport setting.
Health promotion and Policy

Chair: Cassandra Pheonix

A narrative exploration of the evolving perception of exercise within people with Multiple Sclerosis
Emma V. Richardson, University of Alabama at Birmingham; Elizabeth Barstow, University of Alabama at Birmingham; Robert Motl, University of Alabama at Birmingham;

Despite the numerous physical, social and psychological benefits people with multiple sclerosis (MS) can experience through exercise, fewer than 20% of this population engage in sufficient amounts of this activity to realize these benefits. This low rate of exercise adherence may be attributed to a lack of understanding of how people with MS perceive exercise and the meanings they assign to this activity in the context of their lived experiences. The purpose of this research was to enhance understandings of MS and exercise by exploring how individual perceptions of exercise evolved throughout their life course. To do so, we conducted a structural narrative analysis on the testimonies of 50 individuals with MS, focusing on their perception of exercise from pre-diagnosis to current day. Two narratives were crafted which reflected the different ways participants’ perceptions of exercise evolved over time; ‘the continuous exerciser’ reflecting the experiences of individuals who continued to exercise regardless of their diagnosis, and ‘the long term non-exerciser’ reflecting the experiences of individuals who were inactive for a prolonged period before and after their diagnosis. The crafting of these two narratives sheds light on how and why perceptions of exercise within this population may change over time, and allows us to gain a greater appreciation of the cultural, social and personal resources participants had at their disposal to shape their perceptions of exercise. Looking ahead, future studies and interventions may be designed with a greater awareness of the meaning people with MS ascribe to exercise.

Physical activity as medicine for adolescents with Autism Spectrum Disorder
Patrick Jachyra, University of Toronto;

As exercise as medicine discourses continue to gain traction and promulgate, physical activity increasingly is deployed as a therapeutic intervention among young people with Autism Spectrum Disorder (ASD). Physical activity is championed with the potential to ameliorate social/communication skills, decrease self-stimulating/self-injurious behaviour, and mitigate behavioural meltdowns. Despite the increasing use of physically active therapies, there is no research that has examined the taken-for-granted concepts, values, and assumptions that underpin the emerging valorization of physical activity as a therapeutic tool to achieve rehabilitation outcomes. To this end, little is known about the multiple effects and (unintended) outcomes of deploying physical activity as an interventionist tool, and how young people diagnosed with ASD understand, experience, and make meaning of physically active therapies as their perspectives have predominantly been excluded from research. Drawing on a series of interviews with 18 young people diagnosed with ASD, and their parents, findings suggest that engaging in physically active therapies can have potential benefit as they can provide an important sense of social participation and inclusion. In contrast however, the sole implementation of physically active therapies can also repress the social and emotional elements of health and well-being and, can contribute to developing distaste toward leisure based physical activity more broadly. Grounded in Gilles Deleuze’s concept of desire, the findings offer an opportunity to think critically about deploying physical activity as an interventionist tool for young people with ASD. Implications for ethics,
therapeutic practices, and rehabilitation policies throughout the presentation are also discussed.

“Oh, another guideline that we have to adhere to”: Lessons learned from stakeholder consultations for the Canadian 24-hour movement guidelines
Negin Riazi, The University of British Columbia; Guy Faulkner, The University of British Columbia;

Purpose: Canada developed the first integrated 24-hour Movement Guidelines for Children and Youth (5-17 years; CY) and the Early Years (0-4 years; EY). These guidelines encompass the movement behaviours of physical activity, sleep, and sedentary behaviour. In line with knowledge translation efforts, end users and stakeholders were involved in the development of the guidelines. The aim of this study is to synthesize the lessons learned from engaging stakeholders in both these consultations with regard to their perceptions of the guidelines and barriers to uptake. Methods: For the CY guidelines, 20 focus groups (n=92) were conducted with parents, teachers, exercise professionals, pediatricians and youths. For the EY guidelines, 14 focus groups (n=92) with parents and early childhood educators were conducted. Focus groups and interviews were audio-recorded and transcribed, and a thematic analysis was conducted. Themes from both studies were then compared and contrasted. Results: Participants were very receptive to both guidelines although the majority was unaware of the existing guidelines. Barriers to uptake were consistent. However, while guidelines were generally considered attainable, particularly among those consulted for the EY guidelines, many felt screen time recommendations were unrealistic. Notably, youth were indifferent toward the guidelines. Conclusions: While there was interest in these integrated guidelines, there also appears potential for harm to population health. Guidelines may be rejected by their target audience if perceived as unrealistic, too challenging, or irrelevant. Dissemination of existing guidelines has also been ineffective in Canada. These issues raise critical questions regarding the role of guidelines as a public health intervention.

‘Life in the time of screens’: Parent perspectives on a 24-h no screen-time challenge
Sandra Peláez, Centre de recherche du CHU-Sainte-Justine – Université de Montréal; Stephanie Alexander, Collège d'études mondiales, Fondation Maison des Sciences de l'Homme; Jean-Baptiste Roberge, McGill University; Melanie Henderson, Centre de recherche du CHU-Sainte-Justine – Université de Montréal; Jean-Luc Bigras, Centre de recherche du CHU-Sainte-Justine – Université de Montréal; Tracie A. Barnett, CHU-Sainte-Justine Research Centre – Institut Armand Frappier;

The use of screens has become ubiquitous in modern society. Its use frequently underlies sedentary behaviour, a well-established determinant of obesity. As part of a family oriented clinic offering a 2-year lifestyle program for obese children and youth, we explored parents’ experiences regarding a 24-h no screen-time challenge, an intervention designed to raise awareness of screen-time habits and to help families develop strategies to limit their use. For this purpose, we designed a consensual qualitative research study. In total, 15 parents representing 13 families participated. A focus group with nine parents and six phone interviews with those who could not join in person were conducted. Interviews were transcribed verbatim and analysed qualitatively. Parents’ discussions revolved around how they perceived the proposed challenge before, during, and after it took place. Key elements to successful completion of the 24-h no screen-time challenge emerged, namely: clear rules about permitted activities during the 24-h period; togetherness, i.e. involving all family members in the challenge; and busyness, i.e. planning a full schedule in order to avoid idleness and preclude the temptation to use screens. Our findings suggest that practitioners aiming to increase awareness of screen-time or to limit their use may be more likely to succeed if they include all family members, offer concrete alternatives to screen-based activities and provide tailored strategies to manage discretionary time.
Re-visioning social change via qualitative inquiry

Ted M. Butryn, San Jose State University;

The prospect of progressive social change has been a central focus of the work of many qualitative researchers in the domain of sport and exercise. The purpose of this paper is to explore some ways that qualitative work related to social change and social justice might be re-visioned, reconceptualized, and re-deployed to better speak to 21st century modes of communication, collaboration, and corporeal experiences. Drawing from recent work on qualitative research in the corporatized, neoliberal academy (e.g., Denzin & Giardina, 2017), as well as my current role as interim director of an institute created to study sport and social change, I begin by highlighting recent work that has used variety of theoretical and methodological approaches to examine sport, exercise and social change. I focus mainly on the work related to athlete activism, and how scholars have sought to use qualitative methods to examine how athletes have used their voices to promote social change. I then discuss areas that may be fruitful to more intently explore in the next several years, including coaching education, as the coach’s role in promoting the development of athlete-citizens has not been adequately examined. I also address how research on social media might contribute or inhibit social change in the area of sport, exercise and health. Finally, I discuss how so-called “fake news” relates to teaching about and conducting qualitative research related to social change, and explore how to conduct “real” innovative research that must still inspire potential donors to support the work.

Re-visioning qualitative inquiry in the public sphere

Michael D. Giardina, Florida State University;

Discourses of activism and social justice have long been privileged in calls for public scholarship (e.g. Burawoy, 2005; Chomsky, 1967; Said, 1996). However, the current conditions and logics of the historical present forces us to pause—forces us to ask if we are getting lost amongst the forest and missing the trees which stand in front of us. In many ways, academics today face a very real war for survival on (at least) two fronts: 1) the market orientation of the neoliberal university (and all of the challenges that come with existing in such a space), and 2) the demonization (or at least, marginalization) of scientific knowledge by politicians and general public alike (and the profound impact this has on civil society). This twinned narrative places academics in a precarious position: on the one hand, evermore professionalizing so as to withstand the imposition of accountability metrics, extramural funding pressures, and the new managerialism rampant in the administrative hierarchies of higher education (see Denzin & Giardina, 2017; see also Spooner & McNinch, 2018); on the other hand, producing knowledge that is itself under assault, politicized, or ignored (as has been the case with climate change data many years). Against such a backdrop, we need to step back and reevaluate the ground on which we stand—reevaluate our engagement with, and indeed place in, the public sphere—and ask how we might be more forceful in producing research that not only matters in the abstract, ephemeral sense of wanting to contribute to social justice and social change, but matters in concrete and productive ways for a refashioned public qualitative inquiry to take hold in our discipline(s).
Pitfalls and possibilities: Public scholarship in a digital age
Courtney Szto, Simon Fraser University;

The call for publicly accessible and digestible research is not a new debate; yet, as more of our lives take place online academics are not only faced with the persistent expectation to translate knowledge but also to grapple with a constantly evolving digital age. For example, the advent of participatory media platforms has made it significantly easier for academics to self-publish commentaries, address marginalized groups, and summarize research but we must also acknowledge that accessible digital works do not (yet) offer the same professional currency as traditional publishing routes. Hence, the call for public scholarship exists in a landscape that continues to privilege “ivory tower” practices. With these realities and tensions in mind, blogging will be used as a launch point to discuss some of the major developments that have affected public scholarship in the last decade and to look ahead to the next decade asking questions such as: What opportunities exist through digital platforms and how can these spaces be used to reach and engage publics outside the university? How can we make public scholarship less of a fragmented and individual pursuit? How do we prepare scholars to deal with Internet trolls? To what extent does public scholarship support neoliberalism? Which voices tend to be privileged in digital spaces? And what would ideal public scholarship entail?

Coaching practice #3
Chair: Timothy Konoval

Doug’s coaching experience: An illustrative case study
Nadina Ayer, Wilfrid Laurier University;

Doug’s story. This case study is a story of one person’s experience coaching tennis in a small hockey town. Emphasis was on understanding a person’s participation in the coaching process and the marketplace matters. Using multiple sources of information, such as personal interviews, observations, views of students and co-workers, the study offers a comprehensive picture of a person’s experience and their changing involvement with tennis over time. This involvement suggests instances of changing attitudes and behaviour as they pertain to interests, social bonds, constraints, and advocacy. Doug’s coaching story revealed a journey through various stages of involvement ranging from starting, becoming more involved to leaving and later re-entering the profession. It also revealed instances of playing many different roles, those of an educator, salesperson, promoter, and counsellor.

Coaching, observation and ethnomethodology: Deconstructing ‘seeing’ the unseen
Charlie Corsby, Cardiff Metropolitan University;

Coaching has increasingly come to be accepted as social and problematic (Jones, Armour & Potrac, 2004; Potrac & Jones, 2009). More recently, research has begun to appreciate the importance of observations in the form of ‘noticing’ (Jones, Bailey & Thompson, 2013). Ronglan and Havang (2011) agree with this sentiment, suggesting “the quality of the observations often distinguishes the ordinary coaches from the really good ones” (p. 92). In this respect, the presentation aims, through the writings of Harold Garfinkel, to present and deconstruct the act of observation, providing some empirical findings from a related study of a semi-professional football team. The data presented pay attention to the constructed act of ‘seeing’ a performance (Lynch, 2013); that is, the detail of ‘how’ members produce ‘accountable’ and ‘intelligible’ explanations of observations (Garfinkel, 1967). The significance of this presentation then, stretches to understanding observation as a social act, embedded in the interactional competencies of individuals. This ethnomethodological analysis of everyday
coaching endeavors, paying specific attention to the procedures of social order, attempts to appreciate a descriptive vacuum in the analysis of coaching. Unlike previous literature (e.g., Abraham & Collins, 2011), ‘seeing’ performance is thus not viewed as a cognitive individual decision-making process to be engaged with; in fact, as Lynch (2013) suggested, ‘seeing’ has very little to do with ‘vision-in-general’. Rather, observation is deconstructed as an intersubjective negotiation made available through the interactional practices of coaching.

“The coach looks like a crazy person!”: A confessional tale on sharing results and observing reactions
Francesca Cavallerio, Anglia Ruskin University; Ross Wadey, St Mary’s University; Chris Wagstaff, University of Portsmouth;

Ethnographic creative nonfiction is a form of creative analytical practices used to represent findings from fieldwork in a way that increases awareness, and encourages reflection and social change (Smith, McGannon, & Williams, 2015). Nevertheless, what happens when things do not go as expected, self-reflection is avoided and social change ignored? Adopting the form of the confessional tale, the present study draws on a reflective diary kept during a series of focus groups conducted with gymnasts and coaches. Participants had been previously involved in an ethnography on the psychosocial factors influencing the development of overuse injuries in young gymnasts (Cavallerio, Wadey, & Wagstaff, 2016). Findings from the study had been communicated using the form of creative nonfiction, which had been presented to the participants before the focus groups were conducted. This confessional tale discusses reflections related to methodological and ethical questions that sparked in the aftermath of the focus groups. Two tales, “Thoughts on the ethics of representations in performative writing” and “Friendship and ethics in ethnographic research”, illustrate the challenges encountered from an ethical perspective. The final tale, “Member checking, member reflection, and power dynamics” focuses on questions related to research methodology. A critical discussion will be provided regarding lessons learned and methodological implications arising from this research and the associated ethical considerations.

Varsity sport and Argentine tango: A practice and metaphor of understanding in an action research study
Elaine Cook, University of Toronto; Gretchen Kerr, University of Toronto; Katherine Tamminen, University of Toronto;

Metaphors serve many valuable purposes in the process of qualitative research, including: helping to connect data to theory; serving as a bridge between theory and practice; making important connections more understandable and providing a structure for understanding; eliciting emotion in the reader and helping to illuminate complex realities (Carpenter, 2008; Furu & Salo, 2005; Miles & Huberman, 1994). In this action research project, where the focus was to enhance the communication practices of varsity coaches, one particular practice-turned-metaphor - Argentine tango - served many of these purposes. In addition, it also provided a framework for awareness, reflection, realization, insight and knowing, of not only the research process itself, but the acquisition of expertise and learning (Furu & Salo, 2005) about the study’s intervention: communication and coaching. The author used research artifacts including, video, notes, and recordings to demonstrate the transformative links between practice, metaphor and action research, that occurred during a season long intervention with a varsity women’s sport team. The author’s personal Argentine tango practice came to serve a purpose similar to that of the critical friend of action research (Herr & Anderson, 2005), and helped to elucidate the discourses, assumptions and power systems at play in sport coaching and communication, in a profoundly meaningful manner that enhanced both the dance, and the coaching.
**Sport for development**

Chair: Negin Riazi

**Bicycles for development and India: Girls’ and young women’s perceptions of and experiences with donated bicycles**

Devra Waldman, The University of British Columbia; Mitchell McSweeney, York University; Brian Wilson, The University of British Columbia; Lyndsay Hayhurst, York University;

Despite the rapid growth of the sport-for-development field in recent years, there remains a surprising scarcity of research exploring the emergence and complexities of the ‘bicycles for development’ (BFD) movement – a movement of nongovernmental organizations, corporations, international institutions, and local communities that see the bicycle as an especially useful and environmentally-friendly tool that can be used to support the pursuit of a range of social and economic development goals. Although there are several understudied areas related to BFD, little is known especially about the impact, role, and meaning of the bicycle in disadvantaged communities in the global South. As a way of beginning to respond to this gap in the research, this paper includes preliminary findings from fieldwork in India with BFD participants. The study focuses on perceptions of and experiences with donated bicycles, based on interviews with girls and young women in and around Pune, India who previously received bicycles from an India-based BFD organization. This study is contextualized within existing research and theory pertaining to development, gender and sport, with particular attention to the context of India. The paper also includes reflections on the use of a global ethnographic method (following Burawoy, 2001) for understanding potential links between the global BFD movement and experiences in local contexts. The presentation concludes with recommendations for future research on BFD that complements and builds on this study in India, and on other work on the global BFD movement in general.

**Bicycles for development (BFD) in Uganda: A study of BFD organizations and perceptions of BFD**

Madison Ardizzi, The University of British Columbia; Brian Wilson, The University of British Columbia; Lyndsay Hayhurst, York University; Janet Otte, Mavuno Ministries;

The Bicycle has been hailed by The United Nations and various non-governmental organizations for its effective use in environmentally-friendly forms of social and economic development (Van der Kloof, Bastiaanssen & Marten, 2014; Yang & Wu, 2015). Despite these claims, there remains a lacuna of research exploring the value of the bicycle outside of Europe and America (Sengers, 2016). Specifically, there is a lack of research on: how bicycles are being used for development purposes in the Two-Thirds-World; the politics and complexities of bicycle-driven development work; assumptions that underlie the use of the bicycles for development purposes; the perspectives of those involved in such bicycle-driven development on their work and industry; and the structure and goals of organizations involved in ‘bicycles for development’ (BFD). Responding to these shortcomings, the first author conducted 20 semi-structured interviews with representatives from BFD organizations in Uganda. In addition to interviews, office locations and areas where each organization does BFD-related work were observed and online and offline materials pertinent to each organization were analyzed. This paper includes an outline of preliminary findings from the research, comments on how the study informs existing literature on ‘sport for development’, and some methodological reflections. The paper concludes with recommendations for next steps in the study of bicycles and international development.
Critically examining the Norwegian sport for development and peace context: Partnerships and policies
Kelvin Leung, York University;

The Sport for Development and Peace (SDP) movement has promoted participation in sport as a medium to attain development goals (Kidd, 2008) and has gained the attention of a plethora of entities. Norway has been a leading country in the SDP movement (Right to Play, 2008), and has funded Norwegian actors including the national Olympic Committee, various sport federations and NGOs. The participation of a diverse range of actors in SDP has exhibited a wide array of organizational values and approaches to foreign aid. The current body of SDP scholarship has highlighted the tension between elite-performance athletics and mass participation sport (cf. Kidd, 2008), as well as among top-down and bottom-up approaches to development (e.g., Black, 2017). Partnerships have often been formed between actors that have possessed ideological differences, which has routinely led to the submission of ‘weaker’ partners to the realization of priorities set by more well-established actors (Hayhurst & Frisby, 2010). In this context, the uneven set of power relations between partners has frequently upheld the hegemonic practices of neoliberal and neocolonial agendas in SDP (cf. Guest, 2009). While there has been growing scholarship that has critically examined partnerships in SDP (e.g., Black, 2017; Hayhurst & Frisby, 2010), few studies have investigated partnerships in the Norwegian context, despite Norway’s integral position in SDP. This study will therefore examine the nature of the relationships among a variety of Norwegian SDP actors and the ways in which Norwegian SDP policies have been influenced by partnerships among these actors.

Sport for development in Indigenous communities: A comparison of Canada and Australia
Audrey Giles, University of Ottawa; Steven Rynne, University of Queensland; Lyndsay Hayhurst, York University; Kevin Gardam, Lakehead University; Julia Frigault, University of Ottawa; Nicolien van Luijk, University of Ottawa; Rob Millington, York University; Anthony Rossi, University of Western Sydney;

Despite a history of use in the Two-Thirds World, sport for development (SFD) is increasingly being employed as a tool for domestic development in marginalized communities in the so-called “developed” world. Canada and Australia are two countries where government, non-governmental organizations, and the private sector have all become engaged in SFD. In particular, Indigenous peoples in both countries have been and continue to be targeted by a variety of SFD initiatives. In this presentation, we will provide an overview of Canadian and Australian government policies that have framed the apparent need for SFD in Indigenous communities, as well as the need for private sector funding – particularly mining, oil, and gas – of these SFD initiatives. Drawing on interviews conducted with members of one Indigenous community, we will then highlight the ways in which community members perceive that private sector funding for SFD programs has the potential to both threaten and reaffirm Indigenous self-determination. We conclude by arguing for a re-alignment of government policy to better support SFD initiatives that have the potential to promote Indigenous self-determination.

Event leverage for London 2012 in a non-host sub-region – An area without the ‘hook’
Shushu Chen, University of Birmingham; Laura Misener, Western University;

Although research on leveraging events is not new, research focusing on how non-host communities leverage the event has been examined to a much lesser extent, despite the potential benefits. This study, investigating a non-host area’s experience of event leverage for the London 2012 Olympic Games, stands to significantly extend our knowledge on the topic of
event leverage. Extensive data collected before, during, and after the London 2012 Olympic Games was drawn, adopting the methods of document analysis and semi-structured interviews with local stakeholders involved in the planning and leveraging process. Theoretically informed by the event leverage model, four themes were identified: (a) local culture, (b) resources, (c) systems and structure, and (d) attitudes and opinion. Together, the themes reveal that effective event leverage in a non-host area requires the establishment of early leadership and strategic alliances, and highlight a significant role the specific legacy team played as a conduit inside and outside of the alliances facilitating the leveraging activities. The paper concludes by suggesting that, although being dislocated from the host city adds challenge to event leverage, event leverage was possible in a non-host area when limited funding and resources were strategically sought and skillfully managed. It offers the potential to provide a useful point of comparison with host region experiences in future research projects. The article makes a novel research contribution by being the first to apply the event leverage framework in the context of non-host regions.

Mental health and sport

Chair: Matt Smith

Mental illness, shame and the projection of (in)authentic selves in elite sports work
Andy Smith, Edge Hill University;

Drawing upon in-depth interviews conducted with 32 elite British athletes, this paper reports the findings of an ongoing sociological study which examines the privatization of mental illness and projection of (in)authentic selves in elite sports work. In particular, the paper explores athletes’ experiences of: (i) managing – usually in highly privatized ways – experiences of mental illness, self-doubt and self-hate; (ii) stigma, self-stigma and shame as everyday emotions; and (iii) the comingling of their public and private selves. The paper argues that the sociogenesis and psychogenesis of athletes’ experiences of mental health and illness can only be adequately understood by locating these within the complex interdependencies which constitute athletes’ working and personal lives, and the various constraints which characterize their performance-oriented workplace situations. In this regard, the paper argues that more sociologically-oriented work is needed which explores how elite sports workers navigate the problems of their interdependence with others inside and outside of modern sports worlds, how working in sport comes to impact on mental health and illness, and how workers encounter stigma and discrimination of other kinds which compromise mental health. The implications of the findings for athletes’ mental health are discussed in the context of the author’s contribution to, and recommendations made as part of, the UK’s recently published Duty of Care in Sport Review.

Using a longitudinal integrated qualitative approach to explore the life skills transfer process from sport to life
Kelsey Kendellen, University of Ottawa; Martin Camiré, University of Ottawa; Brett Smith, University of Birmingham;

Most research investigating the life skills transfer process from sport to life has employed interviews conducted at a single time point. As a result of this ‘drive-by’ interviewing approach, we have only gained access to ‘snapshots’ of transfer at static moments in time. Pierce, Gould, and Camiré (2017) have recently defined life skills transfer as an ongoing process occurring within the individual that can be best examined through the use of longitudinal designs incorporating multiple methods. The purpose of this study was to illustrate how the use of a longitudinal integrated qualitative design can be employed to explore the life skills transfer process. The methodological approach of bricolage (Denzin & Lincoln, 2011) was used to collect and interpret diverse forms of data over a 10-month
period. Three athletes (2 males, 1 female; Mage = 23.3 years) with an extensive history of sport participation completed (a) three interviews, (b) a chronological history of sport participation chart, (c) timelines, and (d) journal entries. For each athlete, members of his/her social network were interviewed (n = 9). The findings illustrated how the combination of interviewing, charting, timing, and journaling allowed the researcher to piece together an intricate and nuanced portrait of the life skills transfer process that could have been difficult to achieve through one-shot interviewing. Within the presentation, methodological insights will be shared to help researchers adopt approaches that can lead to more rigorous and higher quality investigations of the life skills transfer process.

**Retirement transition as a process: When elite players feel there is still more to give**

Deb Agnew, Flinders University; Andrew Marks, West Adelaide Football Club; Philippa Henderson, Flinders University; Carl Woods, Port Adelaide Power Football Club;

Career transitions in sport are inevitable and can be normative or non-normative. Thus retirement experiences are significantly dependent on how the athletes perceive the circumstances surrounding their retirement. While the discontinuation of a sports career is an important transition, it is not the only transition faced by athletes. This presentation will focus on the experiences of athletes who are deselected from elite sports competition teams and choose to return to sub-elite competition rather than cease competing entirely. This study utilizes narrative inquiry through a life history approach to explore the transition experience of Australian footballers who return to the South Australian National Football League (SANFL) sub-elite competition following their deselection. Ten footballers took part in semi-structured interviews covering topics including experiences in the national Australian Football League competition, the difficulties faced during the transition process, the support needed for footballers during this period and the responsibility for player well-being. The findings from this research showed that lacking control over the timing of their transition compounded the loss experienced by footballers. However, returning to state based competition offered important avenues for the reconnection of former support networks which can be a protective factor in achieving a smooth transition out of elite sport. This presentation will highlight that the current processes for maintaining contact and supporting transitioning footballers are ineffective and therefore proposes that the development of an exit transition program would be beneficial.

**Representations of transition difficulties and mental ill-health in retiring athletes**

Suzanne Cosh, University of New England; Phillip J Tully, University of Adelaide;

Despite widespread knowledge of athletes’ vulnerability retirement difficulties, retiring athletes continue to experience distress and sporting organisations often report a lack of ‘buy in’ to retirement support services. Mental health service uptake in elite sport is reportedly lower amongst athletes who perceive media portrayals of mental illness to be negative, with media portrayals crucially shaping cultural understandings of mental ill-health. The aim of this study is to examine media portrayals of athletic retirement and transition difficulties. Data came from a series of episodes on an Australian current programme. Data were analysed using discursive psychology to explore the ways in which mental health and transition difficulties are constructed, including how responsibility for such difficulties and the solutions are framed. Varied constructions of depression were observed, including those located in biomedical and life events discourses. In particular, athletes depicted an absence of an alternate identity, and the sole location of their self-worth in their athletics selves as leading to depression. Presenting a broader range of depictions of depression, better allows for depictions to match individuals’ experiences, which reduce stigma. However, athletes were depicted as being solely responsible for their own recovery. Such depictions may serve to further stigmatise those with depression and may delegitimise and thus crucially limit help
seeking. Further efforts to promote help seeking and reduce stigma around mental illness in the media and within sporting environments are needed. Findings also provide further insights into the challenges that athletes face during retirement, with implications for service provision discussed.

Friday 14:15-15:45

Symposium H: Researcher reflexivity: Working towards rigor in qualitative research

Crystallization as rigor in poststructural research
Sae-Mi Lee, California State University;

Research using a Foucauldian poststructural lens is growing in sport and exercise psychology (e.g., Kavoura, Ryba, & Chroni, 2015; Lee, 2017). Foucauldian poststructuralist researchers adhere to a constructionist epistemological and relativist ontological assumption; Knowledge always has power implications because one way of seeing is also another way of not seeing (Foucault, 1995). The implications for researchers is that the researcher is always bound by cultural contexts, which cannot be separated from the research process or the research outcome. Moreover, research always has power implications. To adhere to these philosophical assumptions that are different from traditional sport psychology research, crystallization has been proposed as a way of establishing rigor in poststructural research (Avner, 2014; Mills, 2014). Rather than emphasizing procedures and evaluative criteria, the focus of crystallization is on socially situating, and theoretically driving, knowledge production (Ellingson, 2009; Markula & Silk, 2011; Richardson, 2000). Despite its promise, lack of procedural guidelines can create challenges when researchers are engaging in the process of crystallization and evaluating its end product. Therefore, the purpose of this presentation is to discuss the promises and challenges of crystallization for qualitative research in sport and exercise. I will discuss the process of engaging in crystallization, the theoretical underpinnings, as well as the realistic challenges and tensions that arise between crystallization and normalized disciplinary practices in sport and exercise psychology research.

If this is just your reality, why should I believe you?: Exploring challenges in the social constructionist perspective on research quality
Noora Ronkainen, Liverpool John Moores University;

Social constructionism grounded in relativist ontology has been proposed as ‘an alternative way’ for sport psychology researchers to move beyond outdated perspectives on research quality (Smith & McGannon, 2017). However, most journal articles focused on rigour and validity in qualitative sport psychology research actually adopt a social constructionist lens, making it a major paradigm in the discussions about these issues (e.g., Smith & McGannon, 2017; Sparkes, 1998). Although researchers adhering to social constructionism have provided detailed discussions about the weaknesses of alternative paradigms (e.g., post-positivism and critical realism) and their approaches to rigour, critical discussions about the problems within the social constructionist perspective are largely missing. In this presentation, I will discuss the potential limitations of the social constructionist perspective on research quality which have been voiced in other scientific fields. I specifically focus on the problems with relativist ontological assumptions which run the risk of seeing knowledge just as an arbitrary pattern created by the researchers – thus making it difficult to see why one perspective on validity would be more ‘valuable’ than another. I briefly discuss the realist alternative and propose that sport psychology would benefit from broader discussions on validity grounded in different paradigmatic positions.
Assessing rigor in subversive research?: A question mark
Judy Liao, University of Alberta;

Smith and McGannon (2017) detail a relativist approach to reconceptualize rigor in qualitative research. In my presentation, I want to further their discussion by pondering on political promises of qualitative research, those particularly visible in critical and post-structuralist (and feminist) research in sport and exercise (Markula & Silk, 2011). This research aiming to problematize power structures often also implements creative and/alternative methods to challenge dominant ways of knowledge production such as Markula’s (2017) movement performance on new materialist/post-humanist sport sociology research. These “strat[eg]es of excess and categorical scandal...working against the inscription of another ‘regime of truth’” (Lather, 1993, p. 677) are exciting and have shown promises to open up space for sport researchers to (re)consider what research is and what it does. Nevertheless, this intention of multiplicity and restlessness—so the “traditional knowledge” can be subverted—also present challenges for researchers. It disorients researchers from the comfortable and familiar route toward a conclusion and a certainty. How can, then, researchers assure that we are on the right track forward, when we are lost—a seeming necessity for this type of approach? Relying on feminist affect theory (Ahmed, 2006), I will attempt to puzzle through this tension between the intention to subvert and the goal to produce rigorous research.

The use of a critical friend to navigate the space between
Leslie K. Larsen, California State University, Sacramento;

A researcher’s group membership in relation to the group being researched can be seen as a threat to the rigor of qualitative research (Dwyer & Buckle, 2009). However, there is no clear answer as to whether qualitative researchers must be insiders, members of the population being studied, or outsiders, individuals not belonging to the group being researched because there are unique considerations for both positions (Acker, 2000). Dwyer and Buckle (2009) contend that presenting these positions in a dualistic manner oversimplifies experiences. As researchers, we should not consider our position as being either inside or outside of the researched group; instead, perhaps we should consider our position within “the space between” (Dwyer & Buckle, 2009, p. 54). For example, in research with Black female assistant coaches, I was an insider based on my previous coaching experience but an outsider based on my racial identity. I found myself within the space between. One way to help researchers be reflexive within the space between is by having a critical friend. A critical friend can enhance the rigor of the study by facilitating researcher reflexivity through critical dialogues (Smith & McGannon, 2017). The purpose of this presentation is to discuss the process of having a critical friend to help navigate the space between. Specifically, I will discuss ways in which having a critical friend who identifies as an African American female helped me recognize the role of race within my participants’ narratives that I did not recognize due to my own racial lens.

Disability, sport, and physical activity #2
Chair: Matt Smith

“Someone needs to tell those parents that there is something wrong with their kid”
Donna L. Goodwin, University of Alberta;

Professional identity development and its role in disability oppression was brought to light through the systematic narrative analysis of a “small story” (Georgakopoulou, 2006). The statement, “Someone needs to tell those parents that there is something wrong with their kid,” was made by a senior student at the end of an undergraduate class. It was a fleeting
comment, yet was embedded in historical assumptions of normality, productivity, and Othering. It could have been easily dismissed; after all, it came from only one student. And yet, the affirming nods from others in the room turned a small story into a significant moment in time, leading to the intensification of constructive dialogue surrounding professional identity. Using the epistemology of ignorance as a conceptual lens and undertaking a fine grained analysis, the small story was enmeshed in the cultural practices of professional protectionism, power dynamics, and disability oppression. The strategic uses of ignorance to create, define, and sustain expertism created the moral discomfort of symbolic violence. An arrogant professional expert stance dismissed embodied knowledge as a legitimate form of knowing, rendering parents powerless and dependent upon expert knowledge to ‘change’ their child’s way of being in the world. How do we do self in disability related professional practice is a social justice priority. The study of professional identity and strategic ignorance is important for understanding the intersection of knowledge and power and how it is used to constitute and reproduce disadvantage by marginalizing, depriving, and exploiting individuals and groups.

**Stories of physical activity and exercise: Learning from ‘experts’ with disabilities**

Jennifer Leo, Abilities Centre, Whitby, Ontario; Niamh- Elizabeth Reilly, UNESCO Chair IT Tralee;

Despite the benefits associated with regular physical activity, little is known about the fitness and exercise experiences of people with disabilities (Richardson, Smith, & Paphathomas, 2016). To help us design and deliver resources that support the inclusion of individuals with disabilities, we need to know more about the physical activity (PA) experiences of people with disabilities. Members of the disability community are often absent from the design of training materials (Leo & Goodwin, 2016). Individuals with disabilities reported a desire to be involved in how professionals are prepared and trained in disability issues (Leo & Goodwin, 2016). The purpose of this study was to document the storied experiences, thoughts and ideas of physical activity and exercise of people with disabilities. Eleven adults with disabilities (7 females, 4 males), ranging in age from 24 to 42 years (mean 34 years) were purposely recruited to participate in qualitative interviews about their physical activity experiences. All participants had experience exercising in a fitness facility. Using thematic analysis to interpret the data, preliminary findings highlight the importance of the relationship between the personal fitness trainer and the participant with disability. Early themes are: Getting through the doors: Accessibility & belongingness, This is me: Why I move, and Working together: You’re the fitness trainer, but I know my body. Overall, participants wanted to collaborate with their personal trainer, thereby bringing together the participants’ expert knowledge of the embodiment of disability and the fitness and exercise expertise of the professional trainers.

“I told my story and then all these things happened!”: How sharing my personal narrative influenced my life

Thomas Irish, Anglia Ruskin University; Katrina McDonald, Anglia Ruskin University; Francesca Cavallerio, Anglia Ruskin University;

“When I had to decide what topic I wanted to address in my undergraduate degree ‘major project’, I found myself torn...all my peers were talking about hypothesis, testing, measuring. I was not sure I wanted to do something like that [...]. There was a voice inside my head that was telling me I had to talk about the experience of being a deaf athlete, but how could I do that?” (Irish, Cavallerio, & McDonald, 2017). In the final year of his undergraduate degree, Thomas wrote his autoethnography. The therapeutic effect of writing has been previously described by several scholars (e.g., Bochner and Ellis, 2016). For Thomas though, the autoethnography not only represented a way to understand how his story shaped the person he has become (Ellis, 1993), but it also became an opportunity for reflection and change. The results of this evolution were unexpected and had an impact on his wider life, and not just on his education. This confessional tale is a reflection on the journey that started at the beginning
of his final year at university and culminated in a drive towards wanting to end the silence surrounding deaf athletes. Tales such as “It’s ok to ask questions” focus on the changes which happened after the autoethnography was published in a peer-reviewed journal, while tales like “Making our voices heard” focus on the challenges and experiences of involving other people from the Deaf community in his research, and on the will to become an activist for the development and inclusion of deaf people into the sporting world.

“You’d make a good Raspberry James”: Researching disabled sporting embodiment
James Brighton, Canterbury Christ Church University;

In spite of increasing qualitative investigation into the experiences of physically disabled people in sport and physical activity, there is little in depth consideration of how researchers, especially able bodied researchers, engage with disabled bodies in the field that are deemed ‘non-normative’ and ‘different’ to their own. Furthermore, there is scant recognition of how multiple intersecting embodied dimensions of identity between researcher and researched such as gender, sexuality, race and age sit alongside disability influencing the construction of knowledge. I therefore draw on tales from a four year ethnography into disability sport (wheelchair rugby and basketball) to illustrate my journey from a novice, uninformed, disembodied researcher on the ‘outside’ to one who is more critical of how disabled athletes construct embodied realities of the world. In offering empirical examples in the form of a “confessional tale” (Van Maanen, 2001) I critically reflect on gaining access, adopting alternative researcher roles, and building rapport and ‘inti(mate)ship’ with physically disabled research participants and my uneasiness regarding simplistic notions of empathy in interpreting experience. In doing so, I highlight the importance of maintaining an embodied, reflexive and openly ideological research position prioritising the rights, politics and transformative agendas of disabled research participants.

Experiences in physical activity
Chair: Jesse Couture

Beyond "move more": What the qualities of mobility can tell us about physical activity in mid and later-life
Cassandra Phoenix, University of Bath; Sarah Bell, University of Exeter;

The last two decades have seen growing unease regarding the negative health consequences of increasing levels of physical inactivity. As a consequence, public health interventions aimed at encouraging people to be more active are now commonplace. Such interventions are often underpinned by health promotion messages that encourage people to ‘sit less’, ‘move more’ and more recently, to ‘move faster’. Yet the success of these promotional efforts continue to be modest at best, prompting calls – within certain circles at least - to rethink approaches to understanding and promoting physical activity. We address this here by drawing from three qualitative studies, which shared a broad aim of examining how people do health and well-being in mid and later life. Informed by the rise of the ‘new mobilities’ perspective and a deepening theoretical interest in the active mobilities of everyday life, three qualities of active mobilities identified from our analysis of these data (rhythmicity; interrupted and apprehended motion; slowing and stillness) will be outlined. How these qualities become integral to the way in which people avail themselves to and experience physical activity throughout mid and later life will then be discussed. We conclude by asserting that future recommendations pertaining to physical activity policy and practice would better reflect the realities of those it intends to serve if grounded within the fine-grained meaning and experiences of movement in everyday life.
Community supported physical activity programming for pregnant and parenting women in Vancouver’s Downtown Eastside
Francine Darroch, The University of British Columbia; Jessica Webb,YWCA Crabtree Corner; Collen Varcoe, The University of British Columbia;

Women who live in marginalizing conditions are at greater risk of physical inactivity and poor health outcomes than women in the general population. Specifically, women marginalized by poverty and racism have lower levels of leisure time physical activity. Moreover, rates of physical activity decline further for pregnant and parenting women. We drew on feminist participatory action research (FPAR) guided by intersectionality, to co-create physical activity programming and resources to support pregnant and parenting women living or accessing services on the Downtown Eastside of Vancouver. Our study sample consisted of 37 women who attended one of five focus groups and 10 service providers who engaged in semi-structured interviews. Three key themes were identified: 1) poverty and impoverished neighbourhoods limit availability and access to physical activity programs, 2) existing physical activity programs are not appropriate/appealing to pregnant and parenting women in the DTES, and 3) pregnant and parenting women in the DTES live with fear, anxiety, and shame that impede them from participating in physical activity programs. These main themes guided the development of a multi-faceted, trauma and violence informed, barrier-free, and community supported physical activity intervention. We suggest that there is room for physical activity programming to be specifically tailored to pregnant and parenting women living in marginalizing conditions. Such programming may provide a space for vulnerable women to use physical activity as a vehicle for social inclusion, and improved physical, mental, and social well-being.

Postpartum Privilege: The embodied politics of maternal physical activity
Jaime R. DeLuca, Towson University; Jacob J. Bustad, Towson University;

Following Cunningham (2002), the postpartum body is often a "loaded body" in that it serves as a visual representation of motherhood and childrearing, and thus operates as a demonstrative symbol that communicates messages about moral virtue and corporeal superiority. Indeed, new mothers are often compelled through popular culture to engage in fitness and bodywork directed towards cultivating an appropriately attractive postpartum body, as this body signifies maternal competence and control (Hallstein, 2015). However, the postpartum period is also frequently a complicated and challenging time for women in relation to lifestyle change, the demands of motherhood, and physical recovery, all of which are compounded by body image dissatisfaction, altered physical activity and bodily function, and post-pregnancy weight retention. Anchored in empirical data collected from the Postpartum Behavioral Observation of Diet, Image, and Exercise Study (BODIES), this presentation draws on 29 in-depth interviews conducted with 10 mothers at three, six, and nine months postpartum. Specifically, the purpose of the BODIES research project is to explore postpartum health, wellness, and recovery with a distinct focus on the way in which physical activity participation, bodywork, and body image are experienced by women following childbirth. Accordingly, this presentation will interrogate the complex implications associated with maternal bodies that “bounce back,” and thus contribute to the larger conversation and context related motherhood, healthcare and self-care, and social inequality and health disparities.

Using focused ethnography in palliative care to explore patients’ perspectives of quality of life during participation in Tai Chi
Andy Bradshaw, University of Leeds; Shaunna Burke, University of Leeds;

Background: Traditional ethnographic approaches that focus on culture from a broad perspective may not always be appropriate for research in highly diverse palliative care
contexts. Focused ethnography may offer a more effective approach for doing ethnography in palliative care research because it enables researchers to focus on distinct problems within specific settings. Purpose: To utilise a focused ethnographic approach, grounded in a constructivist paradigm, to explore how participation in Tai Chi impacted patients’ perceptions of quality of life (QOL) within the context of day hospice care. Methods: Data was collected with patients (n=19) with advanced, incurable disease who took part in Tai Chi sessions offered at a local hospice. Over a six month period, semi-structured interviews, participant observations, and informal conversations were used in order to gain a multi-dimensional, embodied and nuanced understanding of patients’ perceptions of their QOL across four broad domains of well-being (i.e., physical, psychological, social, and spiritual). Data was analysed using a thematic framework approach. Results: Six themes captured participants’ experiences of their QOL including: (1) feeling physically and mentally relaxed; (2) gaining respite; (3) fostering social connectedness; (4) giving and receiving support; (5) promoting physical activity and; (6) improving physical and functional health. Conclusion: Tai Chi may serve as a nonpharmacological adjunct to conventional palliative care treatment by improving QOL of patients with advanced, incurable disease regardless of disease type. This study demonstrates the need for contemporary applications of the ethnographic method for exploring particular problems within specific subcultural groups in palliative care research.

Showing off my new lungs: An interpretive phenomenological analysis of organ transplant recipients’ experiences of physical activity and sport.

Gareth Wiltshire, University of Bath; Nicola Clarke, Leed Beckett University; Cassandra Phoenix, University of Bath; Carl Bescoby, University of Bath;

Objective: Physical activity is seen as an important component of illness self-management for organ transplant recipients. Yet, there is very little research exploring patients’ experiences of sport and exercise and how such experiences can have broader implications for the health and well-being of patients. This study set out to investigate the potential benefits of physical activity in the context of what is a complex biopsychosocial patient experience. Methods: Interpretive phenomenological analysis (IPA) was used to examine interviews with an international cohort of transplant recipients (n=13) who have engaged with sport and exercise. Results: Analysis produced four themes; (1) embodied experiences were tied together with narratives of survivorship and self-improvement, (2) physical activity was perceived as a health enhancing practice in which participants engaged in to prolong the functionality of their transplanted organ and with a sense of gratitude towards their donor – living or deceased, (3) social networks fostered through ‘Transplant Games’ events provided affective communities, shaped knowledge and shaped illness expectations, and (4) participation in such ‘Transplant Games’ prompted reflection on illness and mortality. Conclusions: These findings reveal for the first time how organ transplant patients experience physical activity as meaningfully related to illness. While the participants in this study were overwhelmingly positive about such experiences, health psychologists are advised to anticipate and be mindful of these experiences as patients engage in on-going illness self-management strategies. Methodological reflections on the use of IPA are offered when conducting research with participants with long-term conditions.

Panel 2: Graduate student panel

Moderator: Michael Giardina

Devra Waldman, The University of British Columbia; Katie Esmonde, University of Maryland; Patrick Jachyra, University of Toronto;
**Symposium I: A critical appraisal of qualitative research on sport, exercise, and health interventions: Current trends and future directions**

**Understanding disability sport interventions: Challenges and opportunities for qualitative research**
Toni L. Williams, Leeds Beckett University; Robert C. Townsend, Loughborough University;

Disabled people are typically one of the most inactive populations (Williams et al., 2014) and are often marginalised in many mainstream sporting practices (Hassan et al., 2014). This is despite the fact that disabled people have the right, by law, to participate in recreational, leisure and sports activities (United Nations, 2006). Yet disabled people face multiple individual, social and cultural barriers that can prevent them from leading a physically active lifestyle (Martin Giniset al., 2016). This level of inactivity negatively impacts health, well-being and quality of life. As a result, there has been a proliferation in the number of physical activity, exercise and sport interventions designed to include disabled people. Considerable research has been undertaken to examine the effectiveness of physical activity enhancing interventions for disabled people (Williams et al., 2017) with less regard for disability sport programmes. The purpose of this study was to conduct a meta-study to examine the qualitative literature on disability sport interventions. Published literature were identified through a rigorous systematic search of health, sport and social science databases. Meta-study methodology was drawn upon to rigorously analyse the final studies. Meta-theory comprised a critical examination of theoretical frameworks and paradigmatic assumptions. Meta-method included a critical exploration of the research process, methodology and method. Meta-findings involved a critical interpretation of the analysis and findings presented. Lastly, the synthesis stage brings the analysis together to provide new interpretations and offer direction and implications for future sport interventions in disabled populations.

**Qualitative research in sport for development and peace interventions: Strengths, weaknesses, and future directions**
Meredith A. Whitley, Adelphi University; William V. Massey, Oregon State University; Martin Camiré, University of Ottawa;

The number of Sport for Development and Peace (SDP) interventions has steadily increased since the late 1990s (Coalter, 2013). While SDP research is beginning to be synthesized (e.g., Jones et al., 2017; Schulenkorf et al., 2016), there are persistent questions about rigour and what constitutes sufficient evidence (Coalter, 2013; Nicholls, Giles, & Sethna, 2011). This presentation will examine the current state of qualitative research in intervention studies in the SDP field. The findings are based on two systematic reviews (conducted by the presenters) examining qualitative SDP research in both academic and grey literature, one which assessed interventions in six global cities and one which assessed interventions in the U.S. Recently published reviews in the SDP field (e.g., Holt et al., 2017; Jones et al., 2017; Schulenkorf et al., 2016) also inform the findings. Overall, there are inconsistent philosophical, methodological, and/or theoretical underpinnings to qualitative research on SDP interventions, along with consistent gaps in declaring ontological and epistemological positions and describing methodology and methodological procedures. These limitations will be discussed, along with the strengths of qualitative research in SDP intervention studies. The implications of these findings will also be outlined, including the impact on SPD interventions (e.g., less rigorous qualitative research informing intervention design/implementation/funding), and the SDP field more broadly. The presentation will conclude with recommendations for practitioners, researchers, funders, and policymakers, beginning with a need for more rigorous qualitative research (despite the challenges) and the
value of studying multiple systems, levels of influence, and influencers – and their interactions – over time.

**Children’s perspectives on school-based recess: Implications for policy makers**

William V. Massey, Oregon State University;

Over the past decade, much attention has been paid to school-based recess and the implications of recess on child development. Large and influential groups such as the American Academy of Pediatrics (2012), the Centers for Disease Control (2017), and SHAPE America (2017) have cited recess as a crucial component to the school day, noting the potential cognitive, academic, social, emotional, and physical benefits. From a public health perspective, recess seems to have become an instrument of physical activity promotion. However, as others have noted (Alexander et al., 2014), play is often an end in itself for children. Thus, there is a need to examine the potential incongruence between adult (i.e., public health researchers and practitioners) and child perspectives on recess, and recess interventions. The purpose of this presentation is to examine the extant qualitative literature that gives voice to student perspectives of recess. A systematic search was conducted using the terms “children” “recess” and “qualitative” in multiple academic databases (i.e., Pubmed, PsychINFO, Web of Science, SPORTDiscus, Academic Search Premier) and searching the vitae of known authors in the field. Twenty-one articles were identified that contained qualitative data from child participants. While the majority of the literature examined children’s perceptions of recess through a physical activity promotion lens, this presentation will compare and contrast child and adult perspectives on the role of recess for elementary school children. Policy implications will be discussed as it relates to developing a framework for a child centered recess environment.

**Trauma-informed youth sport programming: Current research and future directions using qualitative research**

Corliss Bean, The University of British Columbia; Majidullah Shaikh, University of Ottawa; Tanya Forneris, The University of British Columbia;

Trauma-informed approaches are a set of principles to guide programmers in fostering program environments which promote the resilience of those who have faced traumatic experiences (e.g., abuse, neglect). Early prevention efforts can include designing trauma-informed interventions within a youth sport context. These approaches parallel the principles of positive youth development which emphasizes building youth assets to promote developmental outcomes and enhanced well-being. The implementation of trauma-informed approaches is growing within the context of sport yet research concerning the feasibility, delivery and effectiveness of these interventions, particularly utilizing qualitative methods, is in its infancy. Preliminary research has focused on feasibility of dissemination which can provide insight into barriers and facilitators in promoting the use of trauma-informed approaches. As well, pilot interventions that have evaluated the effectiveness of these programs have mainly used quantitative methods to measure youth outcomes. This presentation seeks to outline current research trends and future directions on trauma-informed youth sport, specifically how qualitative methods could be utilized to move the field forward. This includes the ways in which various qualitative methods are needed to gain insight from influencers involved (e.g., leaders, parents, youth) as well as to understand the important factors that impact delivery (e.g., training, program design and implementation fidelity). In addition, an overview of how qualitative researchers can involve youth in evaluation using creative-based methods that can provide opportunities for youth to not only be impacted by the programming itself but have voice in how the programs are evaluated and knowledge is disseminated.
How to find poems in prose
Karen Lambert, Monash University;

Once thought of as ‘invalid’, fanciful and self indulgent the use of poetry in qualitative research has taken some time to become both a valid method of inquiry and analysis, and an appropriate style of re-presenting research findings. As such it has become a popular creative alternative method for researchers to share transcript data. Despite this there is not widespread use of poetic representation in sport or physical education nor is there a definitive step by step process for the would be poet-researcher to follow that describes exactly ‘how to find poems in their prose’ – this paper fills these gaps. This paper shares my methodological journey from researcher to poet-researcher by sharing a detailed step-by-step process to find poems in prose. By using interview data collected at the Gay Games sporting event this process is then applied to transcript data in a live, real time worked sample. By the end a poem is constructed and left to stand alone, the final product of a process – and example of something ‘found’. It is hoped this paper is useful to others working with interview data and wanting to utilize poetics instead of traditional narrative.

Bricoleur to “Sculpteur”—film based inquiry and new methodological horizons
Yosuke Washiya, Doshisha University;

For long, social science has been a discipline of linguistic words (Mead, 1995). Recent increasing approaches, such as visual methods, are commonly adopted by those studies seeking to go beyond logo centricity (Pink, 2007). While these approaches tend to heavily depend on the logos-visual dichotomy, this paper brings space-time into a new framework to extend the methodological horizon of using a video camera in ethnographic inquiry. By illuminating the nature of filming and editing in the author’s work on learning the practice of judo in multi-ability and multilingual contexts, this paper discusses that film based inquiry is conditioned as “present congruent”(Washiya, 2017). The present congruent-ness requires researchers to keep eliminating, throw away, ignore, and reduce what it can film and edit, in order to capture and present the object. The processes are that of subtraction which is a significant contrast to descriptive approaches that allow us to keep adding later on. The paper further argues the subtraction as the core of its methodological possibility with illuminating Henri Bergson’s theoretical discussion around time. The paper concludes that film based inquiry can be approached as a “sculpteur”, in contrast with “bricoleur”, which will expand the possibilities in ethnographic inquiry.

Lessons learned from conducting photo elicitation interviews with newcomers to Canada in introductory winter sport programs
Simon Barrick, University of Calgary;

Photographic methods can afford newcomers increased agency throughout the research process (Gold, 2004; Hannes & Parylo, 2014). In this paper, I will discuss lessons learned from photo elicitation interviews (PEIs) involving newcomers to Canada in introductory winter sport programs in a Western Canadian city. PEIs involve participants taking photographs of their research context, with the photographs being incorporated into subsequent qualitative interviews (Epstein, Stevens, McKeever, & Baruchel, 2006; Harper, 2002). The focus of this study is to explore the role that winter sport participation plays in the integration process for newcomer children and youth. I am employing a qualitative case study methodology involving PEIs, in-depth qualitative interviews, participant observation, and document analysis to examine the research context from different perspectives. For this paper, I will focus on the
PEIs with newcomer program participants. Namely, I will discuss the following topics: (1) the participatory potential of PEIs with newcomers, (2) ethical and procedural concerns for conducting PEIs with newcomers, (3) considerations for performing PEIs in a recreational sport settings, and (4) overarching lessons for researchers running PEIs with newcomers. These insights will illustrate the complexity of conducting PEIs with newcomers in recreational sport settings. Broadly, PEIs offer great opportunities to include newcomers more deeply in academic research to uncover rich, deep understandings of one’s experiences. These insights can also be applied beyond photographic methods to other visual qualitative methods such as arts-based, visual, and digital methods.

**Elements in the decision making process to engage or not in moving-body activities among university students in Mexico**

Vanessa García González, Universidad Autónoma Chapingo - Phoenix;

Moving our own body is no longer something that we can give for granted to occur, it seems, moving-body practices need to be consciously chosen and integrated in the reflexive process of constructing our own body, assuming each one of us, as individuals, the responsibility of taking care of our own “bodies at risk”. We are interested in understanding what human and non-human elements are playing a significant role when our participants mentioned, “it depends” to decide whether or not doing moving-body activities and integrate them as part of their every day routines. We asked university students to create Moving-body diaries, representing their moving-body experiences in their social worlds. In agreement with our participants’ photo-diaries and accounts, and using the situational analysis theory-method package, we grouped those elements as follows: a) collective discursive constructions, (e.g. growing up, looking good, being healthy); b) individual discursive constructions, (e.g. being tired, don’t being safe, feeling supported, enjoying a moving-body activity); and c) availability of resources and conditions (e.g. don’t having money, being close to facilities and activities, having good weather). We propose that instead of recasting the notion of young people’s ‘participation in physical activity’ as ‘engagement of young people with physical culture’, (Kirk, 1999) we could try ‘engagement of young people with moving-body culture’, which is concerned with meaning-making in and around the movement of our bodies in every social world our everyday lives take place (e.g. school, transport, leisure, occupation, home). We argue moving-body elements go beyond the realm of sports, exercise and physical recreation as institutionalized and specialized bodily practices.

**Mental health, sport, and exercise #2**

Chair: Francesca Cavallerio

**The development of an evidence-informed toolkit for exercise and depression: Views of healthcare providers**

Krista Glowački, The University of British Columbia; Guy Faulkner, The University of British Columbia; Heather Gainforth, The University of British Columbia; Erin Michalak, The University of British Columbia;

Purpose: The Canadian Network for Mood and Anxiety Treatment guidelines now recommend exercise as a treatment option for adults with depression. The aim of this study is to explore the experiences of healthcare providers in the use of exercise prescription for depression and identify their needs and preferences for a toolkit to explore exercise as a treatment option with clients with depression. Methods: Healthcare providers with a variety of different designations and experience working with adults with depression were interviewed over the phone or in-person (n=12). The semi-structured interviews were recorded and transcribed. A thematic analysis is being conducted. Preliminary Results: All participants reported encouraging physical activity among their clients although this rarely took the form of exercise counselling. Participants were receptive to the new guidelines but there was
variability in perceptions regarding who should take the lead role in exercise promotion as a treatment option. Lack of time for exercise counselling, concerns with preserving client autonomy, and patient amotivation were consistently identified as barriers to discussing exercise with clients. A toolkit addressing these barriers was welcomed with both online and hard copy versions available, training in its use recommended, and a mood diary for tracking progress. Conclusions: Preliminary results suggest interest in an exercise toolkit although it will need to be flexible for implementation by different professionals who may interact with clients with depression. In tandem with a parallel study with clients with depression, these results will be integrated to guide the content of the toolkit.

Leaders’ perceptions of engagement in training to learn a trauma-informed approach for youth sport programming

Majidullah Shaikh, University of Ottawa; Diane Culver, University of Ottawa; Tanya Forneris, The University of British Columbia;

A trauma-informed approach addresses the needs of at-risk youth who may have faced adverse childhood experiences (ACEs) including domestic violence, abuse, and neglect. This approach helps youth adopt skills such as emotional regulation, communication, and teamwork to develop resilience, which can minimize the negative consequences of ACEs. Youth leaders in sport programming are one of the primary influencers in the lives of at-risk youth and can be trained to structure the sport context to be trauma-informed. However, this approach to sport programming is new and little research has been conducted. The purpose of this study was to understand the learning experiences of leaders who attended training in a trauma-informed approach to sport. Twelve leaders from a national non-profit youth organization who attended a 3-day workshop participated in pre- and post-training interviews. Using Jarvis’s (2006) learning theory, a deductive-inductive thematic analysis was employed to categorize leaders’ learning experiences. Results indicated that after attending training, leaders identified increased knowledge of foundational trauma elements, importance, practicality, and effectiveness of a trauma-informed approach, and strategies to apply it in their sport context. The leaders described that they learned by relating the concepts being taught and the perspectives of other leaders to their own experiences of working with youth. Leaders also noted that their learning was effective when the environment was interactive, the content was engaging, and relevant to their own practice and community context. Practical and academic implications are discussed pertaining to how training environments can help leaders learn to utilize a trauma-informed approach.

Physiotherapists’ experiences of the demands of working in elite sport

Sunita Kerai, St Mary’s University; Ross Wadey, St Mary’s University; Jade Salim, St Mary’s University;

This original study extends stress research by exploring physiotherapists’ experiences of the demands of working in elite sport. This study is underpinned by interpretivism. Using maximum-variation, criterion-based, and snowball sampling procedures, 10 physiotherapists (5 males, 5 females) working in the United Kingdom participated. Each was registered with the Health and Care Professions Council (i.e., UK-wide regulatory body) and had first-hand experience of working in elite sport. Examples include preparing athletes and working with them at six summer Olympic and Paralympic Games (1996 Atlanta, 2000 Sydney, 2004 Athens, 2008 Beijing, 2012 London, 2016 Rio de Janeiro). Semi-structured interviews were conducted. Transcripts were analysed using thematic analysis. Five themes were identified: (a) I am not a Machine, (b) Under the Microscope, (c) Relationships are Messy, (d) This is Sport, and (e) Beyond One’s Remit. Findings illuminate that physiotherapists operate within a complex, ever-changing environment that imposes many pressures on them. Stress-based practical implications are discussed. Future research should use longitudinal, multimethod
research designs to further enrich and develop a more nuanced understanding of physiotherapists’ experiences of working in elite sport.

*Gender, embodiment, and sport*

Chair: Patricia Vertinsky

**Middle-aged and older women road cyclists: Exploring embodied experiences**
Karen Sirna, Douglas College;

Recreational road cycling has recently risen in popularity, particularly among middle-aged and older adults however thus far, much of the focus has been on men’s experiences (G.D., 2013; Moore, 2012). This paper addresses this gap by sharing findings from a research project exploring the embodied experiences of aging women road cycling enthusiasts with the sport. This study extends previous research which found gender-related differences drawing this aging demographic to road cycling (Sirna, 2016). New materialist feminism (Thorpe, 2014; Warin, 2015) and qualitative methods are used to deploy understand both the women’s social and material body experiences. The study spanned Canadian cities of Vancouver, BC & Ottawa, ON. Semi-structured interviews were conducted with 34 women over forty, who identified as road cycling enthusiasts. Many participants were club organizers, ride leaders, bike storeowners and related health professionals. Additional methods of participant observation alongside content analysis of cycling club and event websites offered context for deeper understanding. Emergent themes of transforming bodies and healthy communities will be discussed as both constituted and constituting in relation to social and material dynamics of physical activity, aging, and gender. In addition to offering a platform to express women’s experiences, using new materialist feminism acknowledges women’s resistance to dominant cultural norms and reveals their agency in shaping recreational road cycling culture, policies, and practices.

*Men, military, medals and materialism: The place of gender in sex-integrated sport*
Lucy Dumbell, Hartpury- Equestrian Performance Research and Knowledge Exchange Arena; Donna de Haan, Utrecht University;

Most of the advancements in women’s sport and gender research in sport management, over the last half a century can be characterized as liberal feminism. Supporters of liberalism present the pragmatic point that it is essential for females to have access to participation in order to have access to power. However, whilst the current practice of redistributive liberal feminism may increase the number of female participants, it does little to challenge or alter dominant gendered discourses and power structures within sport organizations. Since the 1964 Olympics, women have had the opportunity to compete against men in all three equestrian disciplines, a prima facie example of equality rarely found in other sports. Conversely equestrianism has been cited as a context that epitomizes social inequality and elitism. In this presentation we aim to explore how a focus on materials and materiality can provide new methodological and theoretical insights into gender-related management aspects of a sex-integrated sport such as equestrianism. We draw on recent debates in social studies that focus on the constitutive role of the material environment and the body in social life, under the banner of ‘new materialism’. Through this lens we discuss the place of gender in sex-integrated sport from participation on the field of play to participation in the board room. In particular we argue that the theory of hegemonic masculinity needs to be expanded beyond the framework of patriarchy and re-formed in relation to the place of nature in the complex ecology of human social relations within sport.
Transgender in the change room: A critical examination of strategies for improving inclusivity
Ali Greey, University of Toronto;

While scholars ranging from the disciplines of sexual diversity studies to sport sociology have recognized that discomfort in change rooms remains a significant barrier to the inclusion of transgender individuals in sport (Hargie, 2017; Keogh, 2006; Whittle, 2007), little literature is directed to making this space more inclusive. My paper asserts that this gap in the literature exists primarily because, with the exception of Fusco (2003, 2005) and Sykes (2010), few scholars have sought to characterize the nature of this discomfort. Recently, transgender rights have erupted onto political agendas across the globe. My research explores how, in response, universities, secondary schools, community centers, and private gyms are attempting to make washrooms and change rooms more inclusive for transgender individuals. My presentation analyzes four strategies currently being used to make change rooms in sports facilities more inclusive: Trans-positive membership policies, safe space signs, all-gender change rooms, and a model named the Change Room Project (CRP: Fusco, Milman, & De Lisio, 2015). I present a textual analysis and comparison of these strategies to argue that the most effective strategies for making change rooms more inclusive adopt a disruptive form of pedagogy to engage change room users, seek to adjust norms rather than regulation, and employ an intersectional analysis to examine how multiple forms of oppression intersect to make this space uninhabitable for transgender bodies. This comparison identifies the CRP as a promising model which may offer practical recommendations for improving the inclusion of change rooms and sporting spaces.

Moving bodies, queer selves: Body image, community sports, and spaces of disorientation
Claire Carter, University of Regina;

Ahmed proposes that “bodies take the shape of norms that are presented over time and with force”, and in this paper, I consider how queer community sports may foster spaces of disorientation within which these norms can be reflected upon and potentially disrupted. My current research is a multi-city study with diverse queer and trans women and individuals on the relationship between community sports spaces, and body image, gender identity, and social belonging. Bringing together Foucault’s technologies of the self and Ahmed’s queer phenomenology, I examine how the social regulation of body size and gender identity within queer sports spaces impacts community cohesion. The two predominant theories about lesbian/queer women within body image literature are: first that they are protected from heteronormative body ideal by their ‘alternative’ communities and lack of a male gaze; and second, that because queer women are socialized as women they are equally dissatisfied with their bodies as straight women. There are some studies that suggest that access to queer community contributes to overall body positivity (Yost and Chmielewski 2011; Myers, Taub, Morris and Rothblum 1998). Additionally, the notion of visibility – how one’s body appears – is critically tied to recognition as queer and trans, and acceptance into queer and trans communities (Ravel and Rail 2007; Cogan 1999). While there has been greater acceptance and visibility of queer, trans and gender non-binary people, there also exist tensions within communities around, for example, the inclusion of trans and genderqueer individuals in historically lesbian spaces, racism and the limits of visibility, and healthism and fat phobia. Drawing from over thirty narratives, I consider how and in what ways queer sports spaces may enable a ‘politics of disorientation’ and critical awareness of the heteronormative body ideal.
Research with ‘vulnerable’ communities

Chair: Moss Norman

Mature minors, informed consent, and the TCPS 2: Researching the sport experiences of trans youth
Sarah Teetzel, University of Manitoba;

Athletes and coaches who identify as transgender and transsexual (hereafter trans) continue to face unwelcoming and hostile environments. While researchers have established that many claims of unfair advantages possessed by trans athletes at the high-performance sport level stem from gender normativity biases and a lack of understanding about transitioning, little is known about the experiences of youth trans athletes who compete in school sport. This presentation describes briefly the results of two recently-conducted studies in Manitoba involving semi-structured interviews with trans athletes about their experiences in sport. In both studies, recruitment issues stemming from accessing and gatekeeping youth trans participants were prevalent. Drawing on Catherine Taylor’s (2008) scholarship addressing the counterproductive effects of obtaining parental consent to interview gender variant youth (in Journal of LGBT Youth), this presentation focuses on how key guidelines contained in the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS-2, 2014) continue to function to enable and restrict the study of trans youth athletes’ experiences in sport. Particular emphasis is placed on the ways in which the TCPS-2 statements/requirements related to informed consent, parental/guardian consent, and mature minor status can function to silence trans youths’ voices.

Ethics, dignity and rapport in interviews with former prisoners: Rethinking “vulnerability” in sport and health research
Mark Norman, McMaster University;

In this paper, I reflect on tensions that arose during interviews with former prisoners, which were conducted as part of a project on sport and physical culture in Canadian prisons. Specifically, I explore two major tensions: 1) those between the requirements of institutional research ethics boards (REBs) and the development interpersonal connections with interview participants; and 2) those between protecting “vulnerable” populations from research exploitation and respecting the dignity and agency of participants. These tensions are particularly relevant to research with formerly incarcerated individuals, given that prisoners have historically been subjected to inhumane and dangerous research practices and that they may be suspicious or hostile toward institutionalized practices, such as REB protocols. Drawing on fieldnotes and vignettes about the interview process, and situating my experiences within the context of Canadian policies on research with human participants, I discuss how I navigated the tricky ethical terrain of adhering to REB protocols while respecting the dignity and wishes of interview participants. I conclude by discussing the implications for sport and health scholars who conduct research with “vulnerable” populations, and suggesting some strategies for developing ethical, respectful and empathetic forms of data collection within sport research.

Inaccessible information, inaccessible sport: Reflections from a participatory research project with young people who have learning disabilities
Janine Coates, Loughborough University;

Children and young people with learning disabilities are underrepresented in research relating to sport and exercise (Fitzgerald, 2007). This, in part, is due to the perceived difficulties of including this population in research using traditional methods of data collection. Participatory research methodology has been used more extensively, and
successfully, with the adult learning disability population and predominantly centred on health and social care. This small project sought to explore the use of participatory methods for better understanding the perceptions toward and experiences of sport and physical activity for young people with complex learning disabilities in a special school context. In particular, it drew on the Mosaic Approach to participatory research (Clark & Moss, 2011). Five young people, aged 17-19 years of age, at one special school in England were included in the project, which included weekly task-based meetings (n=8) over one school term. This paper will present reflections from this project. In particular, it will consider the importance of direct consultation with young people with learning disabilities in the development of research questions and methods. It will also highlight some of the barriers to inclusive sport outside of school for children and young people with complex needs discovered through this project, and consider the role of schools and families in making physical activity accessible for this population.

Distraction from the past, exposure to the presence and motivation for maintenance of sport and exercise: A case study with refugees from conflict region
Clemens Ley, University of Vienna;

Current knowledge suggests positive effects of exercise on posttraumatic stress, depression and anxiety disorders. However, knowledge about how these effects are achieved seems fragmented. Thus, our research aims to contribute to a more holistic understanding of these effects. In this presentation, we present results from single case studies with two refugees from conflict regions. Both were participants of the sport and exercise therapy programme Movi Kune – moving together, jointly implemented by the care centre for war and torture survivors Hemayat and the University of Vienna. Participant observation was conducted as well as semi-structured interviews with the participants and their psychotherapist. Data analysis aimed to search for meaning and understanding of the case, to provide thick descriptions and to tell a story about the case which is holistic and in-depth and which allows a naturalistic generalisation by the user. The findings describe diverse effects, i.e. motivational-restorative, distraction and exposure effects, showing the complexity of interactions between various processes and effects. The theoretical concepts built from the data were strongly relating to existing theories and concepts, i.e. self-efficacy and self-determination theory, the core affect, respite and flow concepts as well as to anti-depressive and anxiolytic effects. The proposed processes and effects may be relevant in similar sport and exercise programmes with refugees from conflict regions and with people with similar mental health problems, i.e. PTSD, anxiety and depressi

Wednesday 11:30-12:30
Poster Presentations

Exploring women with prediabetes’ anticipated and identified barriers to making lifestyle changes
Corliss Bean, The University of British Columbia; Emily Lewis, The University of British Columbia;

Type 2 diabetes (T2D) is a growing public health concern, with more than five million Canadians diagnosed with prediabetes. Interventions focused on diet and physical activity are pivotal in treatment and prevention of T2D. Receptivity of prediabetes status is critical in managing one’s lifestyle behaviours; understanding risk is crucial to motivate behaviour modification. Rates of exercise adherence following interventions in individuals with prediabetes, specifically women, are low. To date, limited research has utilized qualitative methods to explore individuals’ experiences engaging in lifestyle interventions, and less has employed a longitudinal approach. Little research has been done with women with
prediabetes; this is important as gender differences may exist for individuals making lifestyle changes, including barriers. Thus, the purpose of this study was to explore women’s perceptions of barriers in making changes related to diet and physical activity prior to and after engaging in a community-based lifestyle program. Ten women (Mage=59.10,SD=5.55) engaged in two semi-structured interviews each (pre-program, post-program; Mlength=53 min) to understand anticipated and identified barriers related to behaviour changes. Inductive thematic analyses were used. Before the program, participants were concerned about exercise prescription, establishing an exercise routine, meal preparation and portion control, and lack of social support. Post-program, participants vocalized an increased sense of confidence in making lifestyle changes; however, identified concerns around time, maintenance, and self-accountability. Travelling and health concerns were identified as consistent barriers. Findings provide important insight that can inform future evidence-based program planning for women with prediabetes to minimize and plan for such barriers.

Exploring the perceived facilitators and barriers to participation in a hospice-based Tai Chi programme in patients with advanced, incurable disease: An ethnographic study

Andy Bradshaw, University of Leeds; Shaunna Burke, University of Leeds;

Background: Tai Chi can help improve balance, mobility, and fatigue as well as decrease depression and anxiety in patients with advanced, incurable disease. However, we currently know little about how to design and deliver effective Tai Chi programmes in palliative care that meet the multiple complex health needs of this population. Purpose: To explore factors perceived as facilitators and barriers to participation in a hospice-based Tai Chi programme among patients with advanced, incurable disease Methods: 19 participants who attended day therapy at a local hospice took part in Tai Chi sessions. Using a focused ethnographic approach, multi-methods including semi-structured interviews, participant observations, and informal conversations were used to collect data over a six month period. Data was analysed using strategies grounded in a framework approach. Results: Perceived facilitators for Tai Chi included: (1) autonomy and choice; (2) group practice; (3) supervision by professionals; and (4) inclusive and supportive environment. Perceived barriers to Tai Chi included: (1) physical limitations (i.e., pain or discomfort, concerns about falling, and breathlessness). Conclusion: These findings help improve our understanding of the factors that influence involvement in hospice-based Tai Chi and provide useful insight into how to design and deliver Tai Chi programmes in clinical practice that meet the needs of patients who are living with advanced, incurable disease.

The fundamentals of fitness: How group-based training can promote a physically active lifestyle among cancer survivors

Jennifer Brunet, University of Ottawa; Amanda Wurz, University of Ottawa; Deeksha Srivastava, University of Ottawa;

Background: Cancer survivors are increasingly expected to take responsibility for managing their disease by maintaining an active lifestyle. However, many struggle to meet physical activity guidelines. Fitness Fundamentals is a group-based course with 6 weekly sessions led by an exercise specialist. The course seeks to equip cancer survivors with knowledge, skills, and confidence to maintain an active lifestyle. The aim of this qualitative study was to explore how the Fitness Fundamentals course helps cancer survivors lead an active lifestyle post-diagnosis. Methods: Data were collected through semi-structured interviews with 6 cancer survivors who attended the Fitness Fundamentals course in Ottawa (ON). Participants were asked about their experiences within the course and the impact it had on their lifestyle. Data were analyzed using thematic analysis. Results: Participants valued the opportunity to gain knowledge about physical activity and experienced enhanced skills and confidence to pursue an active lifestyle. Four factors affected participants’ motivation and confidence to lead an
active lifestyle: (1) receiving emotional and informational support from an expert, (2) noticing physical and psychological improvements, (3) forming supportive relationships with other program participants, and (4) gaining access to physical activity resources (e.g., information sheets, links to online videos). Conclusions: Learning to be active in a group setting can promote positive lifestyle changes among cancer survivors by equipping them with the necessary knowledge, skills, and confidence. Those offering physical activity programs/services should recognize that increasing knowledge, skills, and confidence for physical activity is an important prerequisite for cancer survivors to lead an active lifestyle.

**Exploring childhood cancer survivors’ experiences of well- and ill-being during participation in recreational cycling: A longitudinal qualitative interview study**
Shauna Burke, University of Leeds; Amanda Wurz, University of Ottawa; Jennifer Brunet, University of Ottawa;

Background: Longitudinal qualitative interviews are increasingly being used in the field of physical activity and cancer survivorship to explore changes in adults’ experiences of physical activity participation over time. However, the use of longitudinal qualitative interviews with child cancer survivors is limited, and as a result we know little about using repeat interviews to explore concepts of time and change in this population. Purpose: The purpose of this study was to use longitudinal qualitative interviews to explore the impact of recreational cycling on child cancer survivors’ experiences of well-/ill-being. Methods: Using a multiple case study approach, three semi-structured interviews were conducted with four child cancer survivors over a 3-month period. Interviews explored survivors’ perceptions of their quality of life across three broad domains of well-/ill-being: physical, psychological, and social. Within case analysis followed by cross-case analysis was used to analyze the data. Results: Four themes were identified that captured changes in survivors’ experiences of well-/ill-being over time: (a) evoking positive feelings and emotions, (b) (re)discovering physical self-belief, (c) maintaining and strengthening relationships with family, and (d) (re)building lost friendships. Conclusion: This study demonstrates the value of longitudinal qualitative interviews for facilitating a comprehensive understanding of child cancer survivors’ participation in recreational cycling. However, several challenges (e.g., the volume of data acquired, complexities of data analysis) were encountered. These challenges, along with recommendations for the use of repeat interviews for research with children, will be discussed.

**Implicit beliefs of disability and elite sport: The para-athlete experience**
Nicholas P. de Cruz, University of Birmingham; Christopher M. Spray, Loughborough University; Brett Smith, University of Birmingham;

The purpose of this study was to explore the implicit beliefs and underlying motivational processes of para-athletes, and how these beliefs influenced perceptions of sport performance, as well as challenge the dominant social stereotypes that misconstrue disability as inability. Utilising a qualitative research design, semi-structured interviews were conducted with five elite para-athletes from various sporting backgrounds and analysed from a psychosocial perspective according to the procedures of theoretical thematic analysis. To invoke greater emotional tone and depth, participant-created visual data were used to supplement the initial thematic analysis. Three themes associated with the implicit beliefs of para-athletes were identified and termed, (1) on being disabled, (2) achieving is believing and (3) accepting differences or being indifferent. These themes illustrated how participants had to accept the ‘fixed’ nature of their disability first, before they could work towards overcoming its limitations. Through continuously adapting and adjusting their strategies to address setbacks as they occurred, the process of accepting limitations and overcoming setbacks led to increased feelings of self-efficacy and competence, which consequently led to the dominant incremental beliefs participants held.
Immigrant girls’ lived experience with physical activity, within Winnipeg, Manitoba: An intersectionality approach
Simrit Deol, University of Manitoba; jay johnson, University of Manitoba;

Canada holds the highest proportion of new immigrants to total residents in the world. Unfortunately, this population faces health declines in as little as 2 years upon arrival to a new country. Physical activity has shown to have a positive effect on the settling process of immigration. However, people who identify as ethnic minorities have to face multiple barriers that act together to restrict their participation in physical recreation. There is a need to conduct research into female’s health, more specifically immigrant youth from diverse ethnic, racial and cultural backgrounds to better understand how social inequalities in health are complex and multidimensional. This study uses interpretive phenomenology as the qualitative methodology and intersectionality as the theoretical framework. Intersectionality describes how multiple social identities at the individual micro level, such as race and gender, intersect to reflect the interlocking systems of privilege and oppression at the larger macro social structural level. The study addresses various people and structures involved in the participants lives such as family, community, friends and physical education and how their lived experiences within these structures intersect with physical activity. Recognizing the influences within the immigrant girls’ lives, and what it means to be an immigrant female will be imperative towards understanding the social phenomenon of physical activity. Therefore, the results of this study will emphasize the importance of the immigrant girls’ voices, narratives and lived experiences towards an understanding of how these are impacted by the intersections of multiple social categories such as ethnicity, gender, and immigration.

Coping with the emotional experience of concussions in varsity sport
Brittany Epple, The University of British Columbia; Andrea Bundon, The University of British Columbia; Peter Crocker, The University of British Columbia; Michael Koehle, The University of British Columbia;

Sport-related concussions are emerging as a growing health concern, with the documented occurrence doubling over the last decade (Mrazik et al., 2016). Concussions in sport are often accompanied by a negative emotional experience (Elbin at al., 2014). One key to successfully overcoming concussions is an ability to cope with emotions associated with them (Hutchison et al., 2009). A thematic analysis of semi-structured interviews with 13 varsity athletes (5 males, 8 females) was employed to investigate how athletes cope with and appraise the emotional experience of concussions in the Canadian varsity sport context. Four main themes were revealed. Firstly, athletes cited social support that they received from those in their lives, specifically from others whom had experienced concussions before, as instrumental in coping with these emotions. Secondly, concentrating on school-related goals helped athletes cope with their emotions, as their performance in school enabled them to feel satisfaction in accomplishing something outside of sport. Thirdly, acceptance of their injury, reminding themselves they would soon recover, helped athletes to cope with the negative emotions associated with forced removal from their sport. Finally, while initial appraisal was negative, a positive re-appraisal occurred when looking back at their concussion experience, as athletes stated that they felt they had more understanding of the injury and expressed empathy for those currently concussed. Findings will be considered in relation to the growing literature on the emotional and psychological aspects of concussions, and how athletes cope with these varying experiences.
An exploration of how formative peer assessment impacts upon university coaching students learning
Laura Healy, Nottingham Trent University;

This research explored how formative peer assessment impacts upon student perceptions of learning within an undergraduate sport coaching module. Such modules are often practical in nature, with opportunities for active engagement in learning and continuous formative feedback provided by both peers and staff. However, such feedback is not always aligned with the criteria used in formal assessments. Therefore, within this project students completed a series of peer assessments using the same formal marking criteria as used in the summative assessment. 26 students registered on a 2nd year undergraduate Coaching Pedagogy module delivered at a U.K. university were invited to participate in the research. Four students (15%; three males, one female, age range 19-24 years M = 21.00± 2.16 years) agreed to participate and provided written informed consent. In addition to delivering coaching activities to their peers, students also observed and assessed another participant delivering their session using the module assessment criteria. These observations were discussed as a group following each teaching session. Individual semi-structured interviews conducted at the end of the module explored participants’ experience of the peer assessment activities. An inductive thematic analysis revealed three higher order themes: Learning, Assessment and Experience. Findings are discussed in relation to the literature and how peer assessment can enhance the learning experiences of undergraduate coaching students.

“She’s a strong woman”! A desire for authentic images of female athletes
Sally R. Ross, Grand Valley State University; Vikki Krane, Bowling Green State University; Chelsea Kaunert, Coastal Carolina University; Chelsea Brehm, Grand Valley State University; Bernadette Compton, Bowling Green State University; Emma Gerhold, Grand Valley State University; Campbell Query, Bowling Green State University; Yannick Kluch, Bowling Green State University;

Images of female athletes in the media shape how boys and girls understand female athleticism and impact what they perceive is possible. Visions of strong, competent, successful sportswomen convey role models and elicit admiration whereas images emphasizing femininity and attractiveness engender sexist and objectified reactions (Daniels & LaVoi, 2013; Ross, Barak, & Krane, 2013). Framed in feminist cultural studies, we examined youth sport athletes’ perceptions of photographic self-representations created by U.S. female college athletes. Participants were 62 athletes (40 girls and 22 boys) with diverse racial backgrounds who played a wide range of sports. The athletes participated in focus group interviews where they viewed photographs of female athletes and discussed what they liked and disliked, and shared other perceptions about the images. Through open and axial coding of the data (Corbin & Strauss, 2008) the following higher order themes emerged: authenticity (including physical and mental strength), athletic competence, multiple identity, and inspiration and empowerment. Most of the girl and boy athletes were inspired by and liked images depicting competent athletes. They generally did not like images devoid of athletic markers. Photographs depicting multiple identities were inspiring for some of the young athletes, yet confusing for others. Our findings suggest that reducing the emphasis on femininity and presenting female athletes as competent can reinforce respectful cultural narratives about female athletes. They also have important social justice implications for sport management and sport media professionals and educators.

We are the Afghan youth: A participatory activist research in physical education
Sepandarmaz Mashreghi, Malmö University;

Background: This Participatory activist research (PAtr) is within the field of physical education, immigration and youth. Research has highlighted the somewhat contradictory aspects of sport in relation to multiculturalism and inclusion. However, there have been very
limited studies that have centralised the voices of the refugee and immigrant communities in Europe. Aim: The projects aims, 1) To enable Afghan youth to 'speak for themselves' by empowering them to express their visions of belonging as well as psycho-social benefits and challenges of the current PE practices in creative and contextualized ways and 2) To Present these expressions to the larger public as means of social change. Participants: Research team consists of 10-12 Afghan refugees in an upper secondary preparation program, a PhD candidate and 1-2 teachers. Methods: Culturally relevant narrative inquiry methods will be used where everyone will contribute to the creation of data. Inductive narrative analysis and thematic analysis will be used by the research team in order to examine the result. Result: The result will provide novel insights into how PE experiences of Afghan refugees are shaped by the dynamics and interaction of the Swedish practiced curriculum and participants' cultural background. The results will also highlight the challenges of acculturation and (re)construction of the sense of identity and belonging within the context of PE. The research team's public display of their experiences through poetry or photographs, will centralize their voice and highlight the benefits of some practices and the necessity for change for other practices within a PE context.

Challenging organisational culture myths in sport psychology
Michael McDougall, Keystone College/Liverpool John Moores University; Mark Nesti, Liverpool John Moores University;

Myths, in at least one sense of the word, are beliefs and ideas that are widely held, but which are ultimately false; or at least, not as secure as proclaimed. Like all academic disciplines, Sport Psychology scholarship creates and perpetuates myths, which must be challenged in order to stimulate debate and to move things forward (Collins, 2013; Hardy, 1997). Three myths about organisational culture – an increasingly popular topic in applied sport psychology research and practice (McDougall, Nesti, Richardson, & Littlewood, 2017) - are identified and challenged. These are; that culture is characterised only by what is shared; that culture is a variable and therefore something that a team or organisation has; and that culture can be changed by leaders and/or their supporting sport psychologist until an entirely new culture is created, and sustained success is achieved. These, and similar myths have developed primarily through qualitative research that has remained wedded to positivist assumptions. Together they have created a dominant narrative – that organisational culture is the preserve of leaders and is an entity that is easily identifiable and controllable. The challenge to this narrative, and to each myth, is presented through the introduction of alternative empirical material and the applied implications of each challenge considered. It is further contended that qualitative research infused with ‘qualitative spirit’ is required to invigorate current discussion in the area and to extricate the concept from positivist notions of control, manipulation and exclusion.

Recreationally active university students’ recovery experience during sport concussion management: Depression, anxiety, sleep, and barriers to and facilitators of recovery
Sandhya Mylabathula, University of Toronto; Lynda Mainwaring, University of Toronto; Doug Richards, University of Toronto; Michael Hutchison, University of Toronto; Angela Colantonio, University of Toronto;

Concussions are a serious brain injury that affects individuals in a wide variety of contexts. However, most of the current literature focuses on elite athletes. The purpose of the current study is to explore the sport concussion recovery experience in recreationally active university students. Specifically, this study 1) characterizes the sport concussion recovery experience specific to depression, anxiety and sleep/wakefulness disturbance in university students participating in concussion management at the University of Toronto, 2) examines perceived barriers to and facilitators of sport concussion recovery in those students, and 3) compares and contrasts the concussion recovery experience of female and male university
students. Questionnaire batteries are used to examine depression, anxiety, and sleep/wakefulness disturbance during recovery, while semi-structured interviews are used to explore barriers to and facilitators of recovery. Descriptive statistics (mean, standard deviation, median, range, and frequency distributions) are reported for the questionnaire data. A 2 (group) x 3 (time) repeated measures multiple analysis of variance is conducted for the depression, anxiety, and sleep/wakefulness disturbance variables. A thematic analysis is applied to identify and define themes from the barriers and facilitators associated with concussion recovery. A sex and gender analysis is conducted to examine whether females, males, and others may have different (or similar) concussion management needs. This research will help to enhance the understanding of prolonged recovery in the under-examined recreationally active university student population and inform improvements for their clinical care post-injury.

People with disabilities and employment in the fitness industry
Joseph O'Rourke, The University of British Columbia; Andrea Bundon, The University of British Columbia;

Objectives: To date research has explored the experiences of people with disabilities participating in physical activity, but very little consideration has been paid to situations when it is the fitness instructor who has an impairment. Building on groundbreaking research from the United Kingdom on how gym instructors with disabilities perceived they impacted the gym environment, this paper explores: the barriers and facilitators individuals with disabilities encounter when pursuing fitness industry careers, the features that make a fitness environment accessible to and inclusive of fitness professionals with disabilities and how clients respond to fitness professionals with disabilities. Methods: Semi-structured interviews were carried out with four individuals who have disabilities and are working in the fitness industry (total interview time of 5h 46m). Interviews were transcribed verbatim and the data set was rigorously analysed using thematic analysis. Findings: Interviews gave rise to three key themes. First, any body can instruct, as participants believed that people with disabilities are equally as capable of working in a fitness environment than an able-bodied instructor. Second, participants’ unique position within the fitness industry coupled with a stigma about the (in)ability of people with disabilities resulted in mixed attitudinal responses and an understanding that “it’s not your typical issue”. Third, participants discussed the maturing nature of employment in physical activity spaces towards inclusivity for more diverse staff and clientele. Conclusions: This article makes a contribution to knowledge by exploring the experiences of fitness instructors with disabilities, which is crucial for improving the inclusivity of the fitness industry.

Sport and support: The role of meaning in social support on a breast cancer survivor dragon boating team
Michelle Patterson, University of Calgary; Meghan McDonough, University of Calgary;

Physical activity and peer support programs can help breast cancer survivors cope with physical and psychosocial challenges. But participation in peer support programs is low (Eakin & Strycker, 2001), and many survivors are averse to the focus on cancer and expectations to discuss the disease (Emslie et al., 2007). Sport provides opportunities for obtaining support, in a context where cancer is not the primary focus (McDonough et al., 2008). The focus on sport may enhance opportunities for social support, by providing a purpose for gathering that promotes inclusion more effectively than meeting for social reasons alone (Raymond et al., 2013). This study examined breast cancer survivors’ perceptions of meaning in a sport context, and the role that context and meaning play in their social experiences. Seventeen female breast cancer survivors from a dragon boating team were interviewed about their decisions to join dragon boating and support groups, and their
perceptions of social relationships and support within each group. Data were analyzed using thematic analysis (Braun & Clarke, 2006). Participants appreciated the focus away from cancer, the positive environment, and competition and achievement. Sport provided an alternate, positive meaning; and so did the common experience of cancer; which had resulting tensions. Sport may provide opportunities for survivors to be surrounded by others who share a common experience, while de-emphasizing cancer. The meaning and purpose provided by sport, and its focus on achievement, health, and capability provides a context for social interactions and group identity beyond that related to cancer.

Examining the relationship between professional coaches and volunteer sport boards
Regan Taylor, University of New Brunswick;

Most organized youth sports require training and screening for coaches while early specialization sports also possess similar governance structures in the aspects of women dominated sports and their important role in physical activity for girls and use of professional coaches at levels of the sport. Criminal record checks are mandatory as well as basic courses from the National Coaching Certification Program, including the mandatory Making Ethical Decisions module, multi-sport and sport specific courses and a formal competency based evaluation process required to achieve certification. However, volunteers involved in governance of these local sport organizations require no comparable training, skills or experience. There is no education on the responsibilities of being a board member, nor certification or evaluation process, nor mandatory attendance at board meetings. Many volunteers involved at the governance level are simply parents of the athletes and in many cases, it is not even necessary that they attend regular board meetings. This employment arrangement can be reviewed through the Perceived Organizational Support (POS) framework; the perceptual judgement related to whether employees believe that their organization values their contributions and cares about their individual well-being. The unique nature of the paid professional coach working for a volunteer sport board has yet to be explored. The purpose of this presentation is to present a need for qualitative interviews to describe the complications arising from the differences in training, experience and education between the paid professional coaches and volunteer sport boards in early specialization sports.

Operationalizing quality participation in a community-based exercise program
Jennifer R. Tomason, Queen’s University; Toni L. Williams, Leeds Beckett University; Julia Jackson, Queen’s University; Amy E. Latimer-Cheung, Queen’s University;

Full and effective participation in society - including physical activities - is a basic human right; yet, individuals with disabilities do not participate on an equal basis. Initiatives, such as community-based exercise programs, that provide physical activity opportunities for individuals with disabilities often focus on promoting participation in terms of quantity (i.e., increasing the number of people who are active); however, one’s subjective experiences indicate whether their participation is of quality. Little is known about how to optimize quality participation in community-based exercise programs. The objective of this study is to explore participation experiences of adults with physical disabilities in a community-based exercise program to garner a rich understanding of how quality participation is operationalized in this setting. Revved Up is an existing community-based exercise program for persons with physical disabilities. Thirteen program members and nine providers took part in separate focus groups. Both program members and providers were included in this study to gain multiple perspectives on program aspects that could contribute to quality participation experiences. Through the process of thematic analysis, seven interrelated themes were constructed. Six themes aligned with established elements of quality participation (Martin Ginis et al., 2017): autonomy, belongingness, challenge, engagement,
mastery and meaning. The final theme identified as having a substantial impact on participation was enjoyment. This study provides a preliminary understanding of how quality participation is operationalized in a community-based exercise program. Findings may assist with the design and implementation of programs that optimize full participation for persons with physical disabilities.

Perceptions of psychological well-being during sport injury recovery: Experiences of moderately and seriously injured female athletes
Lisa Trainor, The University of British Columbia; Peter Crocker, The University of British Columbia; Andrea Bundon, The University of British Columbia; Leah Ferguson, The University of British Columbia;

Athletes can derive many physical and psychological benefits from sport (Fraser-Thomas, Cote, & Deaken, 2005; Reinboth, Duda, & Ntoumanis, 2004), however there is an extreme mental demand placed upon elite athletes, which can have detrimental effects on well-being and can lead to ill-being (Batholomew et al., 2011). Sport injury is a stressful event because it poses threats to an athlete’s physical, emotional, and social well-being (Heil, 1993). Sport injury can have a psychological toll on athletes that manifests cognitively, emotionally, and behaviourally (Brewer, 2007). On the other hand, athletes have stated there is much to be gained from the sport injury experience (Tracey, 2003). During sport injury recovery, there has been very little attention given to athletes’ psychological well-being (PWB). The PWB perspective emerged due to criticism that well-being research was mostly atheoretical and lacking conceptual clarity (Ryff, 1989). PWB is defined as “living well or actualizing one’s true potentials” (Deci & Ryan, 2001, p.2). Ryff (1989) offers six dimensions to specify the content of PWB. Overall, the research findings have suggested that sport injury is a stressful process posing threats to athlete well-being (Brewer, 2007; Heil, 1993), and that fulfillment of basic psychological needs can lead to athlete well-being (e.g. Adie et al., 2008; Felton & Jowett, 2014). However, important gaps remain, and further research is being conducted because the knowledge of factors that impact athlete well-being are sparse (Lundqvist, 2011), and the knowledge of what makes up sport-specific psychological well-being is not well understood (Lundqvist & Sandin, 2014).

Parents’ experiences of the coach-parent relationship in competitive figure skating: An interpretive description
Jessie M. Wall, The University of British Columbia; Leah M. Baugh, The University of British Columbia; Kesha Pradhan, The University of British Columbia; Mark R. Beauchamp, The University of British Columbia; Sheila K. Marshall, The University of British Columbia; Richard A. Young, The University of British Columbia;

The involvement of parents and coaches, and how they relate and work together can either facilitate or debilitating youth experiences and development in sport. Among the various relationships between participants in youth sport, the parent-coach relationship has received comparatively less attention in the literature. The purpose of this study was to understand how parents experience the coach-parent relationship in competitive figure skating. Specifically, this study addressed two research questions: (a) How do parents describe their experiences of the coach-parent relationship in competitive figure skating? and (b) What are the patterns and themes that characterize this relationship? Using interpretive description methodology, 12 mothers of current and former competitive figure skaters (average age = 16 years; average years in figure skating = 9 years) participated in individual semi-structured interviews. All interviews were transcribed verbatim and analyzed using conventional content analysis and constant comparative techniques. Overall, parents described their experience of the coach-parent relationship on a spectrum from negative and distant, to positive and enjoyable. Most parents reported positive experiences marked by clear expectations and roles, respect for the coach’s expertise, and coaches’ openness and receptivity to parent input. Parents generally saw their role as supporting and facilitating the
coach-athlete relationship and being involved in the background, albeit monitoring from a
distance and voicing questions and opinions as needed. Parents’ negative experiences were
characterized by feeling sidelined by the coach, limited interpersonal trust, minimal and
inconsistent communication, and unmet role expectations. Pertinent themes include
communication, trust, professional boundaries, and control.

On or off the reservation: Approaching Native American sport and culture from an
insider and outsider perspective
Natalie Welch, University of Tennessee; Jessica Siegele, University of Tennessee;

In 2016 the coauthors set out to study Cherokee stickball. The primary researcher is originally
from the Cherokee Indian Reservation in North Carolina and had the access needed to reach
the desired population. The secondary researcher approached the work from her own unique
outsider lens. Together they were able to examine and better understand the significance of
the Eastern Cherokee culture from both an insider and outsider perspective. They
continuously compared notes and their biggest takeaways will be illustrated in this poster.
How they both made meaning of the people, time and place, provides learnings for those who
look to work with marginalized and underrepresented populations.

Enabling physiotherapists to promote physical activity to people with spinal cord
injury: Critical reflections of a qualitative Delphi technique
Toni L. Williams, Leeds Beckett University; Brett Smith, University of Birmingham; Andrew C. Sparkes, Leeds
Beckett University;

Physiotherapists in rehabilitation contexts have been identified as valued, trusted and reliable
messengers of physical activity (PA) to people with spinal cord injury (SCI) (Letts et al., 2011;
Smith et al., 2015). Yet despite physiotherapists valuing the importance of PA for people with
SCI, active promotion of PA remains largely absent from their practice (Williams et al., 2016).
To enable physiotherapists to meet the needs of people with SCI in relation to PA, the barriers
that prevent them promoting and prescribing PA need to be addressed. A qualitative Delphi
study was conducted to identify 1) what physiotherapists’ perceive are the main barriers to
PA promotion and 2) how these barriers can be addressed. The Delphi technique is a widely
used method in health research to gather informed judgements from an expert panel
concerning the priorities and actions of the group (Brady, 2015). The rigorous iterative
process of data collection, analysis and feedback, provides the opportunity for views, ideas
and opinions of the expert panel to evolve and be refined. In relation to this study,
physiotherapists currently working in SCI rehabilitation centres were the primary target
population. Furthermore, academics, researchers and practitioners with an expertise in PA
and/or disability, and people with SCI themselves, were part of an independent advisory
board to provide advice and guidance throughout. The aim of this poster is to critically reflect
upon the methodological processes and challenges of conducting a qualitative Delphi study.

Parental support for physical activity: An examination of young cancer survivors’ and
their parents’ perspectives
Amanda Wurz, University of Ottawa; Jennifer Brunet, University of Ottawa; Raveena Ramphal, Children’s
Hospital of Eastern Ontario;

Background: Physical activity (PA) can promote health and quality of life among adolescents
and young adults diagnosed with cancer (AYAs). Few researchers have explored the reasons
for AYAs limited participation in PA, which makes it difficult to know how to increase PA
levels. Considering most AYAs rely heavily on their parents for help with their healthcare,
AYAs may need ongoing support and guidance from their parents for PA. Using qualitative
methods, we sought to understand how parents influence AYAs’ PA attitudes and behaviour
by gaining AYAs and their parents’ perspectives. Methods: Participants were 9 AYAs (Mage=17.8 years at study participation; 82% male) 2-12 years post-diagnosis and their mother (n=5) or father (n=4). Data were collected during private semistructured interviews and analyzed using individual and dyadic thematic analysis. Results: Three types of support were identified by dyads: emotional (e.g., providing praise), instrumental (e.g., purchasing equipment), and informational (e.g., sharing PA benefits). Variations were noted across dyads, with some describing controlling actions and/or insufficient support at times. Prioritizing AYAs’ preferences for PA, fostering autonomy, providing companionship support, and role modeling were identified by AYAs as strategies their parents could use to facilitate their PA behaviour. Conclusions: Findings suggest it is important for AYAs to feel supported by their parents to participate in PA. Parents need to take steps to support their child while still giving them independence and autonomy. As such, parents should strive to help their child identify meaningful PA, participate in PA with their child, and increase their own PA.

It is like a marriage that lasts: How coaches describe their relationship with their craft
Noora J. Ronkainen, Liverpool John Moores University; Tatiana V. Ryba, University of Jyvaskyla; Olli Tikkanen; David Tod, Liverpool John Moores University; Mark Nesti, Liverpool John Moores University, Liverpool, UK;

Although there is an extensive body of literature on what coaches do and their potential influences on athletes’ development, performance, and well-being, few studies have explored the deeper personal meaning of coaching as life projects and what makes them worthwhile. The present study drew on existential-narrative framework to analyse amateur coaches’ reflections on why they pursue coaching and how they would describe it (e.g., as a hobby, career, profession or calling). Finnish athletics coaches (N=13, 7 women, age 22-57) participated in semi-structured interviews that lasted an average of 57 minutes. The participants were experienced coaches who had been coaching athletes from regional to international level for an average of 15.3 years (ranging from 4 to 34). We analysed the data with thematic narrative analysis to explore the different meanings that they assigned to their coaching life projects. Preliminary analysis indicated that many coaches initially “ended up” coaching, but later took an active ownership of their craft. Most coaches described both self-oriented (e.g., personal development, being a successful coach) and other-oriented motives (e.g., helping others, facilitating positive experiences). For the majority of coaches, narrative continuity was evident from personal athletic experiences to the coaching stories. Six coaches could relate to coaching as a hobby, five as similar to profession, two as a (volunteer) career, and three as a calling. We discuss the findings in relation to understanding coaching practice and highlight the personal value of coaching life projects for individuals.
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