

Refer to the Conference Grid for detailed schedule and room locations

Wednesday, May 31, 2023

- 9:00am – 2:00pm **NASPSPA Board of Directors Meeting**
- 3:00pm – 7:00pm **Registration desk open** ***UPLOAD VERBAL PRESENTATIONS AT REGISTRATION**
- 5:00pm – 8:00pm **Pre-Conference Workshops (Pre-registration required):**
- Workshop 1: “Sample size planning to design informative studies”**
Organizers: Brad McKay, McMaster University; Laura St. Germain, McMaster University; Julia Hussien, University of Ottawa; Mike Carter, McMaster University; Mariane Bacelar, Boise State University; and Keith Lohse, Washington University in St. Louis
- Workshop 2: “Advancing partnerships in youth sport”**
Organizers: Majidullah Shaikh, The University of British Columbia; Heather Gainforth, The University of British Columbia; and Karl Erickson, York University

Thursday, June 1, 2023

- 7:00am – 3:00pm and during poster session **Registration desk open**
- 7:15am Former NASPSPA Student Representatives coffee and pastry
- 8:00am – 9:30am **Conference Welcome and Opening Lecture. Sponsored by The Ohio State University**
*Moderators: Jackie Goodway, The Ohio State University
Penny McCullagh, California State University, East Bay
Meghan McDonough, University of Calgary*
- “Persuasive technology for health and wellness”**
*Rita Orji, Dalhousie University
Moderator: Meghan McDonough, University of Calgary*
- 9:30am–9:45am **Refreshment Break**
- 9:45am–11:00am **Verbal Presentations - Concurrent Sessions 1** (*Presentations listed below*)
- 11:15am–12:30pm **Verbal Presentations - Concurrent Sessions 2** (*Presentations listed below*)
- 12:30pm–1:30pm **Lunch on your own**
- Informal Undergraduate Student Gathering**
- Faculty Mentoring Program Meeting** (for mid-career faculty mentees and mentors who have pre-registered for the mentoring program)
- 1:30pm–2:45pm **Verbal Presentations - Concurrent Sessions 3** (*Presentations listed below*)
- 3:00pm–4:00pm **Verbal Presentations - Concurrent Sessions 4** (*Presentations listed below*)
- 4:15pm–5:15pm **Motor Development Keynote. Sponsored by Michigan State University**
“Lessons learned from the SPARK study: Motor and other forms of development and services offered to children with autism”
*Anjana Bhat, University of Delaware
Moderator: Janet Hauck, Michigan State University*
- 5:15pm–6:45pm **Poster Session 1** (*Presentations listed below*)
- 6:45pm **Student welcome. (All students please come to meet other students before joining the reception. No pre-registration required)**
- 7:00pm–8:00pm **Reception**
- 8:00pm **Evening and dinner on your own**



THE OHIO STATE
UNIVERSITY



MICHIGAN STATE
UNIVERSITY

Friday, June 2, 2023

| | | |
|---------------------------------------|---|---|
| 7:00am-noon and during poster session | Registration desk open | |
| 7:00am-8:00am | Program Chairs Meeting (all 2023 and 2024 Program Area Chairs) | |
| 8:00am-9:30am | Verbal Presentations - Concurrent Sessions 5 (<i>Presentations listed below</i>) | |
| | Session 5A: Sponsored by Movisens | |
| 9:30am-9:45am | Refreshment Break |  |
| 9:45am-11:15am | Verbal Presentations - Concurrent Sessions 6 (<i>Presentations listed below</i>) | |
| 11:30am-12:30pm | Sport & Exercise Psychology Keynote. Sponsored by University of Calgary "Pleasures of suffering" <i>Paul Bloom, University of Toronto and Yale University</i> <i>Moderator: Leps Malete, Michigan State University</i> |  |
| 12:30pm-2:00pm | Lunch on your own | |
| 12:30pm-2:00pm | Past-Presidents Lunch | |
| 1:00pm-2:00pm | Student Faculty Chats | |
| 1:00pm-2:00pm | Equity, Diversity, and Inclusion Workshop: "Intersectionality and Allyship in the Academy" <i>Organizers: NASPSPA EDI Task Force, NASPSPA Teaching & Learning Network, & Jenny O</i> (All conference attendees are welcome to attend this workshop. Pre-registration is not required for this workshop.) The purpose of this workshop is to familiarize attendees with navigating the complexities of supporting people at the intersection of their many identities, and review and discuss challenges and opportunities associated with advancing our understanding of intersectionality and allyship in academia. This workshop is aimed at NASPSPA members at varying stages in their understanding of equity, diversity, and inclusion and will include foundational education as well as discussion of actions that can be taken in the context of NASPSPA and in work at our various institutions. | |
| 2:00pm-3:30pm | Senior Lectures. Sponsored by University of Florida, University of Windsor, and Rutgers University Sport and Exercise Psychology – "The most important small group variable?" Repositioning cohesion in sport and exercise psychology" <i>Mark Eys, Wilfrid Laurier University</i> Motor Development – "The evolution of an author and a textbook over an academic life" <i>Kathleen M. Haywood, University of Missouri – St. Louis</i> Motor Learning and Control – "The power of simplicity – How to choose and act" <i>Markus Raab, German Sport University Cologne, London South Bank University</i> <i>Moderator: Meghan McDonough, University of Calgary</i> |    |
| 3:45pm-5:15pm | Poster Session 2, including Late-Breaking Undergraduate Student Posters (<i>Presentations listed below</i>) | |
| 5:30-6:15pm | Student Meeting (no registration required, ALL students welcome and encouraged to attend) | |
| 6:30pm | Student Social (must have pre-registered) | |

Saturday, June 3, 2023

- 7:00am – noon and during poster session **Registration desk open**
- 8:00am-9:15am **Verbal Presentations - Concurrent Sessions 7** (*Presentations listed below*)
- 9:15am-9:30am **Refreshment Break**
- 9:30am-10:30am **Verbal Presentations - Concurrent Sessions 8** (*Presentations listed below*)
- 10:45am-11:45am **Verbal Presentations - Concurrent Sessions 9** (*Presentations listed below*)
- 12:00pm-12:30pm **Early Career Distinguished Scholar. Sponsored by Louisiana State University**
“Quality fosters quantity: Reflections from an early-career journey that has come full circle”
Jennifer R. Tomasone, Queen’s University
Moderator: Meghan McDonough, University of Calgary
- 12:30pm-1:30pm **Lunch on your own**
- 1:30pm-2:30pm **Motor Learning and Control Keynote. Sponsored by Auburn University**
“Building better social robots through embodied experience”
Emily S. Cross, University of Glasgow and ETH Zürich
Moderator: Kristina Neely, Auburn University
- 2:45pm-3:45pm **Business/Awards Meeting Sponsored by Human Kinetics**
(all NASPSPA members are encouraged to attend).
- 4:00pm-5:30pm **Poster Session 3** (*Presentations listed below*)
- 6:00pm-6:30pm **Cocktails and Mingling** (off-site)
- 6:30pm-Midnight **Dinner and Dancing** (off-site)



AUBURN
UNIVERSITY



Sunday, June 4, 2023

- 10:00am-3:00pm **Workshop 3: “Psychology of high quality coaching: Translating research into practice”**
Organizers: David Anderson, San Francisco State University; and Harjiv Singh, University of Nevada, Las Vegas

Verbal Presentations

June 1, Session 1 – 9:45AM to 11:00AM

| Sport & Exercise Psychology Session 1A: Physical Activity and Mental Health | | |
|---|---|---|
| Time | Presentation Title | Lead Author/Presenter |
| 9:45AM | Physical activity and associations with reward responsiveness and internalizing symptoms of depression and anxiety in adolescence | <i>C.J. Brush (University of Idaho)</i> |
| 10:00AM | Exercise for improving mental health and health-related quality of life in individuals with multiple sclerosis: A systematic review and meta-analysis | <i>Lara Bressy (University of Turin, Turin, Italy)</i> |
| 10:15AM | Sport and physical activity for the promotion of mental health outcomes in children at risk of mental illness: A systematic review | <i>Aaron Simpson (University of Western Australia)</i> |
| 10:30AM | Self-report and device measured movement behaviours and mental health: A compositional analysis | <i>Ross Murray (University of Toronto)</i> |
| 10:45AM | The prevalence of mental illness symptoms among developing athletes in Quebec | <i>Lara Pomerleau-Fontaine (Université de Sherbrooke)</i> |

Moderator: Christopher Hill, California State University, San Bernardino

| Sport & Exercise Psychology Session 1B: Symposium 1: Affective responses to physical activity and implications for future physical activity engagement | | |
|--|---|---|
| Time | Presentation Title | Lead Author/Presenter |
| 9:45AM | Affective responses to physical activity and implications for future physical activity engagement | <i>Jaclyn Maher (University of North Carolina Greensboro)</i> |
| 10:00AM | Affective responses to self-selected adjustments of exercise intensities: Disentangling the psychological and physiological etiologies | <i>Constanin Späth (University of Potsdam)</i> |
| 10:15AM | Physical activity affective experiences are associated with step counts in older adults | <i>Jaclyn Maher (University of North Carolina Greensboro)</i> |
| 10:30AM | Affective responses during physical activity predicting same day and next day physical activity: An ecological momentary assessment study | <i>Derek Hevel (Boston University)</i> |
| 10:45AM | Discussant | <i>Catherine Sabiston (University of Toronto)</i> |

Moderator: Spyridoula Vazou, Michigan State University

Motor Learning and Control Session 1: Gait and Balance

| Time | Presentation Title | Lead Author/Presenter |
|---------|--|---|
| 9:45AM | Ankle position sense acuity does not decline in physically active older adults* | Jacquelyn Sertic (University of Minnesota) |
| 10:00AM | Walking stance percentage time as an indicator of fall risk in older adults | Adam Zeidan (California State University, Long Beach) |
| 10:15AM | The spatial context of directional cues impacts movement planning success when initiating a step | Jenna Pitman (University of Guelph) |
| 10:30AM | Low imu sampling rates bias largest lyapunov exponent calculations during overground walking | Tyler M. Wiles (University of Nebraska at Omaha) |
| 10:45AM | Performance and perception in walking versus throwing: Variability, accuracy, and practice effects | Christina Hospodar (New York University) |

Moderator: David Mann, Vrije Universiteit Amsterdam

*MLC Outstanding Student Paper Award

Motor Development Session 1: Early Motor Skills

| Time | Presentation Title | Lead Author/Presenter |
|---------|--|---|
| 9:45AM | The effect of baby swimming programs on infants' perception of risk and avoidance of bodies of water | Carolina Burnay (University of Lisbon) |
| 10:00AM | Characterizing manual exploratory behaviors during infancy: A longitudinal study | Jennifer Burns (Michigan State University) |
| 10:15AM | Examining free-play postures during the second year of life | Amanda J. Arnold (Denison University) |
| 10:30AM | Examining patterns of explicit and implicit learning during a contingency learning paradigm in infants | Marcelo Rosales (University of Southern California) |
| 10:45AM | Mapping motor competence in 1- to 3-year-old Flemish toddlers | Eline Coppens (Ghent University) |

Moderator: Nancy Getchell, University of Delaware

June 1, Session 2 – 11:15AM to 12:30PM

Sport & Exercise Psychology Session 2A: Athlete Wellbeing

| Time | Presentation Title | Lead Author/Presenter |
|---------|---|---|
| 11:15AM | "It all comes into one circle": The cycle of conformity to the sport ethic norms and experiences of psychological maltreatment within sport | Sarah McGee (University of Toronto) |
| 11:30AM | Understanding student-athletes' mental health profiles: A person-centred approach | Georgia Bird (University of Birmingham) |
| 11:45AM | "There's something so pervasive": A social norms approach to context specific, covert messages about disordered eating at professional ballet schools | Sophie Wensel (University of Toronto) |
| 12:00PM | Athletic therapists' exposure and response to psychological challenges associated with athlete injury recovery | Francesca Principe (University of Toronto) |
| 12:15PM | Do anxiety and depression explain self-handicapping in collegiate athletes? | Lauren Bernier (Massachusetts General Hospital) |

Moderator: Jeemin Kim, Michigan State University

Sport & Exercise Psychology Session 2B: Symposium 2: Effective global coaching practices for creating positive athlete interactions and success

| Time | Presentation Title | Lead Author/Presenter |
|---------|---|---|
| 11:15AM | Effective global coaching practices for creating positive athlete interactions and success | <i>Gordon Bloom, McGill University</i> |
| 11:30AM | Enhancing the quality of coach-athlete interactions with transformational coaching behaviours | <i>Jean Côté, Queen's University</i> |
| 11:45AM | Coaching social-emotional skills | <i>Daniel Gould, Michigan State University</i> |
| 12:00PM | Effectively managing Paralympic teams: Understanding the role of the head coach in facilitating effective team environments | <i>Gordon Bloom, McGill University</i> |
| 12:15PM | Serial winning coaches: Striving, surviving, and thriving | <i>Clifford Mallett, University of Queensland</i> |

Moderator: Bernd Strauss, University of Muenster

Motor Learning and Control Session 2: Learning

| Time | Presentation Title | Lead Author/Presenter |
|---------|---|--|
| 11:15AM | An examination of the evidence for the role of motivation in motor learning | <i>Juliana O. Parma (Auburn University)</i> |
| 11:30AM | Development of a non-binary measure of motor planning span | <i>Breanna Studenka (Utah State University)</i> |
| 11:45AM | Effects of yoga on PD patients' postural control in static and dynamic tasks | <i>Qin Lai (Wayne State University)</i> |
| 12:00PM | Across-task binding in movement sequence learning: The role of visual information during sequence execution | <i>Stefan Panzer (Saarland University)</i> |
| 12:15PM | A test of the variability vs. specificity hypotheses in the retention of a motor skill: A registered report | <i>Rajiv Ranganathan (Michigan State University)</i> |

Moderator: Jacquelyn Sertic, University of Minnesota

Motor Development Session 2: Motor Competence and Physical Activity

| Time | Presentation Title | Lead Author/Presenter |
|---------|--|---|
| 11:15AM | Motor skill competence and physical activity: Exploring a non-linear association across childhood | <i>Lisa M. Barnett (Deakin University)</i> |
| 11:30AM | Agree to disagree? Motor competence assessment is not the same among experts | <i>Ryan Matthew Hulteen (Louisiana State University)</i> |
| 11:45AM | Relationship between motor competence, weight status, and cardiorespiratory fitness from 7 to 16 years of age | <i>Luis Paulo Rodrigues (Instituto Politécnico de Viana do Castelo)</i> |
| 12:00PM | Age-dependent relationships between children's motor competence, physical activity, perceived motor competence, physical fitness and weight status | <i>Anne R. den Uil (Amsterdam University of Applied Sciences)</i> |
| 12:15PM | Motor profile of Brazilian children on the MCA instrument: A cross-cultural study | <i>Rita Cordovil (Universidade de Lisboa & CIPER)</i> |

Moderator: Kerri Staples, Texas Woman's University

June 1, Session 3 – 1:30PM to 2:45PM

Sport & Exercise Psychology Session 3A: Body Image

| Time | Presentation Title | Lead Author/Presenter |
|--------|--|---|
| 1:30PM | The female athletic ideal — friend or foe? Fit, thin, and athletic body ideals and their associations with women's body image | Maryam Marashi (University of Toronto) |
| 1:45PM | Collegiate male wrestlers' perceptions of body image and masculinity | Sara Powell (California State University at Monterey Bay) |
| 2:00PM | The Lola study: Testing the effects of 3D optical scanning on women's body image | Samantha Kennedy (Louisiana State University) |
| 2:15PM | An examination of positive body image, sport-confidence, and sport performance evaluations in Jamaican athletes | Chelsi Ricketts (Michigan State University) |
| 2:30PM | Older queer women's body image: Examining the role of physical activity in shaping aging body-related psychological adaptation | Olivia Fischer (University of British Columbia) |

Moderator: Christine Pacewicz, Miami University, Ohio

Sport & Exercise Psychology Session 3B: Symposium 3: Collegiate student-athlete health and well-being during transition from sport

| Time | Presentation Title | Lead Author/Presenter |
|--------|--|---|
| 1:30PM | Overview of current research, frameworks, and directions for promoting student-athlete health & well-being during the transition from collegiate sport | Yeongjun Seo, The University of North Carolina at Greensboro |
| 1:45PM | Mental health, pre-transition planning, and facilitators/barriers to mental healthcare among collegiate student-athletes during transition from sport | Ling Beisecker, The University of North Carolina at Chapel Hill |
| 2:00PM | "Athletes speak": A qualitative study of collegiate student-athletes' transitions from sport | Peyton Greco, The University of North Carolina at Greensboro |
| 2:15PM | Pilates training for final-year collegiate student-athletes: A practical opportunity to support lifetime physical activity and exercise | Melinda Smith, Messiah University |
| 2:30PM | What next? An interactive dialogue on how to support collegiate student-athletes' health & well-being during their transition from sport | J.D. DeFreese, The University of North Carolina at Chapel Hill |

Moderator: Leslie Podlog, University of Montreal

Motor Learning and Control Session 3: Visuomotor

| Time | Presentation Title | Lead Author/Presenter |
|--------|--|---|
| 1:30PM | Predicting basketball shooting outcome from visual-motor control data using machine learning | Nikki Aitcheson-Huehn (University of North Carolina at Chapel Hill) |
| 1:45PM | The quiet eye in children and adolescents: A systematic review | Cornelia Frank (Osnabrueck University) |
| 2:00PM | More expert-like on-court gaze behavior in tennis players as a result of VR gaze training | David L Mann (Vrije Universiteit Amsterdam) |
| 2:15PM | Constraints on reaching kinematics in virtual environment | Kirbi Mathews (Georgia State University) |
| 2:30PM | Effect of total acute sleep restriction and physical fatigue on military rifle marksmanship. | Joshua Springer (University of Tennessee) |

Moderator: Xiaoye (Michael) Wang, University of Toronto

Motor Development Session 3: Physical Activity and Motor Intervention

| Time | Presentation Title | Lead Author/Presenter |
|--------|---|---|
| 1:30PM | Does physical literacy enhance the likelihood of children meeting the physical activity guidelines? | Lisa M. Barnett (Deakin University) |
| 1:45PM | Attendance fails to predict changes in motor skills across CHAMP | Kara K. Palmer (University of Michigan) |
| 2:00PM | Associations between physical activity and factors of healthy growing up in childhood and adolescence during COVID-19 pandemic: A systematic review | Dennis Dreiskämper (University of Münster) |
| 2:15PM | SKIPPING with PAX: An ecological approach to motor skill and social-emotional development | Emily E. Munn (University of South Carolina) |
| 2:30PM | Effects of SKIPPING with PAX on cognitive development in rural preschoolers | T. Cade Abrams (University of South Carolina) |

Moderator: Jerraco Johnson, University of North Texas

June 1, Session 4 – 3:00PM to 4:00PM

Sport & Exercise Psychology Session 4A: Cognitive and Other Processes

| Time | Presentation Title | Lead Author/Presenter |
|--------|--|---|
| 3:00PM | Using orienteering to examine the interactions of exercise and cognitive training on human cognition | Emma E. Waddington (McMaster University) |
| 3:15PM | The effect of descriptive norms on performance and effort during a simulated home workout and the moderating role of social identification | Mark Stevens (The Australian National University) |
| 3:30PM | Cognitive load affects effort, performance, and kinematics in elite and non-elite rowers | Henrik Herrebrøden (University of Oslo) |
| 3:45PM | The influence of active vs passive cycling on salivary hormones and tend-and-befriend stress response | Alissa Kizy (Oakland University) |

Moderator: Matt Hoffmann, California State University, Fullerton

Sport & Exercise Psychology Session 4B: Adapted Sports

| Time | Presentation Title | Lead Author/Presenter |
|--------|--|--|
| 3:00PM | Coping together with the COVID-19 crisis: Does leadership matter? | <i>Kevin Mahot (Nantes Université)</i> |
| 3:15PM | Everything but para'llel: Privilege, marginalization, and adaptation processes of Olympic and Paralympic athletes | <i>Lisa Trainor (The University of British Columbia)</i> |
| 3:30PM | Perceived behavioural control, barriers and the physical activity intention-behaviour gap in people with disabilities: A three-way interaction model | <i>Joan Úbeda-Colomer (Universitat de València)</i> |
| 3:45PM | Which strategies are important for optimizing participation in military adapted sport? Examining the perspectives of Invictus Games nation staff | <i>Celina H. Shirazipour (Cedars-Sinai Medical Center)</i> |

Moderator: *Jaclyn Maher, University of North Carolina Greensboro*

Motor Learning and Control Session 4: Neuroimaging

| Time | Presentation Title | Lead Author/Presenter |
|--------|--|---|
| 3:00PM | BOLD functional activity in the putamen and thalamus are impaired in idiopathic rapid eye movement behavior disorder and Parkinson's disease | <i>Emily R. Tobin (University of Florida)</i> |
| 3:15PM | Prefrontal cortex activation during dual-task tandem walking in young and older adults | <i>Nadja Schott (University of Stuttgart)</i> |
| 3:30PM | The effect of implicit visuomotor learning on functional brain connectivity | <i>Kuo-Pin Wang (Bielefeld University)</i> |
| 3:45PM | The influence of attentional focus on acute changes in transverse relaxation times (T2) of femoral articular cartilage in drop jump landings | <i>Lukas Slovak (University of Ostrava)</i> |

Moderator: *Kevin Becker, University of Tennessee Knoxville*

Motor Development Session 4: Adolescents and Adults

| Time | Presentation Title | Lead Author/Presenter |
|--------|--|--|
| 3:00PM | Examination of physical activity levels between Special Olympics athletes and unified partners during 2022 Special Olympics Unified Cup gameplay | <i>E. Andrew Pitchford (Oregon State University)</i> |
| 3:15PM | "When we dance it's never just dancing...": A qualitative understanding of the experiences of dancers with neurodevelopmental disabilities | <i>Jacqueline C. Ladwig (University of Manitoba)</i> |
| 3:30PM | "The club just kind of helps me reach goals I wouldn't otherwise get to" – Exploring the lived experiences of people in adapted sports programming* | <i>Darice Brooks (Michigan State University)</i> |
| 3:45PM | Do ROTC Cadets' motor competence, fitness, autonomous motivation and self-perceptions predict their physical fitness and combat fitness test scores? | <i>An De Meester (University of South Carolina)</i> |

Moderator: *Shannon Ringenbach, Arizona State University*

*MD Outstanding Student Paper Award

June 2, Session 5 – 8:00AM to 9:30AM

Sport & Exercise Psychology Session 5A: Physical Activity and Exercise Across the Lifespan

| Time | Presentation Title | Lead Author/Presenter |
|--------|--|---|
| 8:00AM | Quality over quantity: The quality of exercise participation experiences explains more variance in subjective well-being than time spent exercising | <i>Kathleen Martin Ginis (University of British Columbia)</i> |
| 8:15AM | The influence of Apolipoprotein E ε4 carrier status on the association between aerobic fitness and mnemonic discrimination in middle-aged adults | <i>Samantha DuBois (University of North Carolina at Greensboro)</i> |
| 8:30AM | Social norms and intentions matter differently depending on attraction toward physical activity: A moderation analysis | <i>Jeemin Kim (Michigan State University)</i> |
| 8:45AM | Exploring the barriers and enablers to recreational running from both current and discontinued runners' perspectives: A qualitative analysis | <i>Chloe Blacket (University of South Australia)</i> |
| 9:00AM | Behavioural interventions involving physical activity show decreased pain and increased quality of life for individuals with neuropathic pain. A scoping review. | <i>Robert Buren (University of British Columbia)</i> |
| 9:15AM | Lessons learned when we RE-AIM our focus: Assessment of the UWorkItOut UWin program | <i>Melissa Pare (University of Windsor)</i> |

Moderator: Jedediah Blanton, University of Tennessee – Knoxville

Sponsored by Movisens



Sport & Exercise Psychology Session 5B: Psychosocial Outcomes

| Time | Presentation Title | Lead Author/Presenter |
|--------|--|--|
| 8:00AM | A preliminary investigation into collegiate athlete perceptions of leadership behaviors and organizational culture | <i>Corinne Zimmerman (Michigan State University)</i> |
| 8:15AM | Drawing team members together: Intersection of socialization tactics and proactive behaviors with cohesion | <i>Charlotte Revell (Wilfrid Laurier University)</i> |
| 8:30AM | Perceptions of peer relationships, social identity, and motivational experiences in high school athletes | <i>Justin T. Worley (Utah State University)</i> |
| 8:45AM | Exploring experiences of tilt and ragequitting in competitive and recreational gamers. | <i>Devin Bonk (University of Toronto)</i> |
| 9:00AM | The effects of sex on sport media implicit and explicit biases | <i>Edina Bijvoet (University of Toronto)</i> |
| 9:15AM | Understanding the experiences of female sport officials in male-dominated sports | <i>Alice Theriault (Memorial University of Newfoundland)</i> |

Moderator: Lindsay Duncan, McGill University

Motor Learning and Control Session 5: Miscellaneous Topics

| Time | Presentation Title | Lead Author/Presenter |
|--------|---|---|
| 8:00AM | Effects of intentionality and frequency on maintaining a learned dyadic coordination | <i>Carly Palmer (University of Wyoming)</i> |
| 8:15AM | Dyad motor learning in a wrist-robotic environment: Learning together is better than learning alone | <i>Leoni Viola Winter (University of Minnesota)</i> |
| 8:30AM | Pre-planning an aiming direction benefits visuomotor adaptation early in learning | <i>Darrin O. Wijeyaratnam (University of Ottawa)</i> |
| 8:45AM | Visuomotor adaptation is adversely affected by body awareness and negative self-conscious emotion in men, but not women | <i>Judith Bek (University of Toronto)</i> |
| 9:00AM | How movement similarities influence the perception of emotional body language | <i>Johannes Keck (Justus Liebig University Giessen)</i> |
| 9:15AM | The effect of cognitive dual task type on manual dexterity and the association with cognitive function in older adults with mild cognitive impairment | <i>Cady Seavey (Seattle University)</i> |

Moderator: Libby Steele, Bangor University

Motor Development Session 5: Pediatric Disability

| Time | Presentation Title | Lead Author/Presenter |
|--------|--|---|
| 8:00AM | Risk factors associated with developmental coordination disorder at preschool age: A Brazilian preterm cohort study | <i>Nadia Cristina Valentini (Universidade Federal do Rio Grande do Sul)</i> |
| 8:15AM | Children with ADHD: Are we missing a co-occurring diagnosis of developmental coordination disorder? | <i>Jill G. Zwicker (University of British Columbia)</i> |
| 8:30AM | Motor inhibition is impaired in children with developmental coordination disorder (DCD), regardless of their severity | <i>Reza Abdollahipour (Palacký University Olomouc)</i> |
| 8:45AM | Effectiveness of CO-OP intervention in improving motor skills of children with co-occurring autism and developmental coordination disorder | <i>Melika Kangarani-Farahani (University of British Columbia)</i> |
| 9:00AM | Grip force improved following Assisted Cycle Therapy (ACT) in children with Down syndrome | <i>Shannon Ringenbach (Arizona State University)</i> |
| 9:15AM | Power mobility device use and developmental change of young children with cerebral palsy | <i>Samuel W. Logan (Oregon State University)</i> |

Moderator: Andrew Pitchford, Oregon State University

June 2, Session 6 – 9:45AM to 11:15AM

| Sport & Exercise Psychology Session 6A: Youth Sport | | |
|---|--|---|
| Time | Presentation Title | Lead Author/Presenter |
| 9:45AM | Employing a critical framework to youth sport: An examination of black adolescent boys' experiences of sport belonging | <i>Amand Hardiman (Utah State University)</i> |
| 10:00AM | Retention in a sports-based youth development program: What predicts intentions to return? | <i>Nicole Bolter (San Francisco State University)</i> |
| 10:15AM | The interplay of friendship quality and peer acceptance in youth sport: A comparison of variable-centered and person-centered approaches | <i>Liam O'Neil (Utah State University)</i> |
| 10:30AM | Sport as a pathway to positive youth development: A multidimensional latent class analysis of youth sport participation | <i>Tara Counts (University of Florida)</i> |
| 10:45AM | Detecting early warning signals of injuries and health problems in elite youth soccer players | <i>Niklas D. Neumann (University of Groningen)</i> |
| 11:00AM | Mapping interpersonal emotion regulation onto positive youth development programs in sport | <i>Kelsey Saizew (Queen's University)</i> |

Moderator: Jennifer Brunet, University of Ottawa

| Sport & Exercise Psychology Session 6B: Identity and Self | | |
|---|---|---|
| Time | Presentation Title | Lead Author/Presenter |
| 9:45AM | Self-compassion moderates the relationship between self-oriented perfectionism and disordered eating in a sample of health and exercise professionals | <i>Danika A. Quesnel (University of Toronto)</i> |
| 10:00AM | Organizational influence in athletes' retirement preparation | <i>Iman Hassan (University of Ottawa)</i> |
| 10:15AM | "There's no good, just satisfactory" - A qualitative investigation of perfectionistic reactivity in NCAA golf student-athletes | <i>Daniel J. M. Fleming (Utah State University)</i> |
| 10:30AM | A prospective exploration of diet, exercise, and self-compassion in retiring athletes. | <i>Marina Cummiskey (McGill University)</i> |
| 10:45AM | The Physical Self Comparison Scale (PSCS): Scale development and validation | <i>Kelsey Sick (Western University)</i> |
| 11:00AM | Examining the moderating role of goal conflict on the intention-behavior relation in people's daily lives: An ecological momentary assessment study | <i>Sheereen Harris (McMaster University)</i> |

Moderator: Tara-Leigh McHugh, University of Alberta

Motor Learning and Control Session 6: Attention & Performance

| Time | Presentation Title | Lead Author/Presenter |
|---------|--|---|
| 9:45AM | The effect of cognitive load on visual strategy during upper and lower extremity motor tasks across older adults with varying attentional capacity | <i>Brittany Heintz Walters (Seattle University)</i> |
| 10:00AM | How important is autonomy? Investigating the combination of self-controlled practice and focus of attention. | <i>Joei R. Velten (University of Tennessee, Knoxville)</i> |
| 10:15AM | Impact of attentional focus on the underhand maximal throw of a medicine ball in young healthy adults | <i>Yonjoong Ryuh (Sonoma State University)</i> |
| 10:30AM | Muscular fatigue increases the negative effects of an internal focus | <i>Logan Markwell (University of Tennessee Knoxville)</i> |
| 10:45AM | Learning outcomes from a focus of attention workshop for Canadian physiotherapists | <i>Julia Hussien (University of Ottawa)</i> |
| 11:00AM | Attentional focus in race walkers: A preliminary thematic analysis | <i>Aleiza Higgins (University of North Carolina Greensboro)</i> |

Moderator: Nicola Hodges, University of British Columbia

Motor Development Session 6: Autism Spectrum Disorder and Neurodiversity

| Time | Presentation Title | Lead Author/Presenter |
|---------|---|---|
| 9:45AM | Effects of virtual/digital motor interventions on motor/activity outcomes of individuals with developmental disorders: A systematic review. | <i>Jacob Corey (University of Delaware)</i> |
| 10:00AM | Initial effectiveness of a community-based physical activity program for families with a child on the autism spectrum: Examination of quality of life | <i>Franziska Loetzner (Wayne State University)</i> |
| 10:15AM | How motor and social skills contribute to participation of autistic children | <i>Sara Scharoun Benson (University of Windsor)</i> |
| 10:30AM | Exploration of an online family-implemented physical activity intervention for children with autism spectrum disorder | <i>Yuemei Lu (East China Normal University)</i> |
| 10:45AM | Caregiver satisfaction with new service delivery formats of various ASD services over the course of the COVID-19 pandemic: A SPARK dataset analysis | <i>Jung-Mei Tsai (University of Delaware)</i> |
| 11:00AM | Validating the DCD-Q against the VABS in screening for motor problems in children with ASD | <i>Anjana Bhat (University of Delaware)</i> |

Moderator: Sam Logan, Oregon State University

June 3, Session 7 – 8:00AM to 9:15AM

| Sport & Exercise Psychology Session 7A: Measurement | | |
|---|--|--|
| Time | Presentation Title | Lead Author/Presenter |
| 8:00AM | Developing culturally inclusive approaches to sport and exercise psychology and motor behavior research in NASPSPA | Alexa Kier (University of North Carolina Greensboro) |
| 8:15AM | Assessing the validity and empirical distinctiveness of mental toughness in high-performance sport | Mishka Blacker (Brock University) |
| 8:30AM | The conceptualization and development of a new situational judgment test in sport | Peter Papadogiannis (York University) |
| 8:45AM | Are you thinking what I am thinking? measuring shared mental models using virtual reality in team sports | Hannah Pauly (University of Muenster) |
| 9:00AM | Initial validity evidence for modifying the Interpersonal Behaviors Questionnaire in Sport for youth: A mixed-methods explanatory sequential design* | Meredith Wekesser (Michigan State University) |

Moderator: Cheryl Stuntz, St. Lawrence University

*SEP Outstanding Student Paper Award

| Sport & Exercise Psychology Session 7B: Physical Activity Related Outcomes | | |
|--|--|---|
| Time | Presentation Title | Lead Author/Presenter |
| 8:00AM | Can brain-endurance training augment the benefits of physical exercise? Evidence from a 6-week training program with U.S. Army Service Members. | Bradley Fawver (Walter Reed Army Institute of Research) |
| 8:15AM | Physical activity intervention effects: The role of social inclusion in the relationship between change in physical activity and depression symptoms | Melissa L. deJonge (University of Toronto) |
| 8:30AM | Teacher-identified barriers, facilitators, and recommendations to implementing daily physical activity in Ontario elementary schools | Hannah Bigelow (Western University) |
| 8:45AM | The Valkryie Exercise Group: The impact of leader's identity entrepreneurship on participants' online exercise class experience. | Meredith Schertzinger (University of St Andrews) |
| 9:00AM | A multinational study to test the hypotheses of the physical activity adoption and maintenance model (PAAM) | Darko Jekauc (Karlsruhe Institute for Technology) |

Moderator: Svenja Wolf, Florida State University

Multidisciplinary Session 7C: Symposium: Sport-based positive youth development: Research, practice, and future directions

| Time | Presentation Title | Lead Author/Presenter |
|--------|---|---|
| 8:00AM | Sport-based positive youth development: Research, practice, and future directions | <i>Dawn Anderson-Butcher, The Ohio State University</i> |
| 8:15AM | An overview of LiFEsports: An exemplar sport-based positive youth development program | <i>Dawn Anderson-Butcher, The Ohio State University</i> |
| 8:30AM | Advancements in sport-based positive youth development research: Measurement and design | <i>Samantha Bates, The Ohio State University</i> |
| 8:45AM | Life skills transfer: Looking back on experiences in a sport-based positive youth development program | <i>Travis Scheadler, The Ohio State University</i> |
| 9:00AM | Discussant | <i>Scott Pierce, Illinois State University</i> |

Moderator: Travis Dorsch, Utah State University

Sport & Exercise Psychology Session 7D: Performance Psychology A

| Time | Presentation Title | Lead Author/Presenter |
|--------|---|---|
| 8:00AM | How everything is connected: Mapping performance determinants of athletes in personalized networks | <i>Niklas D. Neumann (University of Groningen)</i> |
| 8:15AM | Examining coping within sports teams: Shifting from individual perspective to team perspective | <i>Emilie Pété (Nantes Université)</i> |
| 8:30AM | When the gritting gets tough: Examining the predictive utility of grit in sport | <i>Danielle L. Cormier (University of Saskatchewan)</i> |
| 8:45AM | How do elite athletes self-regulate their recovery around training? Insights using the experience sampling method | <i>Stuart G. Wilson (University of Ottawa)</i> |
| 9:00AM | "You can't lead everyone in the same way": Personal meanings attributed to athlete leader fairness | <i>Katherine Hirsch (University of Windsor)</i> |

Moderator: Todd Loughhead, University of Windsor

June 3, Session 8 – 9:30AM to 10:30PM

Sport & Exercise Psychology Session 8A: Performance Psychology B

| Time | Presentation Title | Lead Author/Presenter |
|---------|--|---|
| 9:30AM | Choking susceptibility and mental toughness | <i>Burgandy Thiessen (Brock University)</i> |
| 9:45AM | "Just pretend to be okay!" – Interpersonal emotion regulation in collective team collapse situations | <i>V. Vanessa Wergin (The University of Queensland; Technical University of Munich)</i> |
| 10:00AM | United in joy and misery? A scenario-based exploration of the effects of emotional valence and sharedness on perceived team integration and teamwork | <i>Svenja A. Wolf (Florida State University)</i> |
| 10:15AM | Taking courage to lose mental toughness! | <i>Harvey Anderson (Sheffield Hallam University)</i> |

Moderator: Lori Dithurbide, Dalhousie University

Sport & Exercise Psychology Session 8B: Coaching and Group Process

| Time | Presentation Title | Lead Author/Presenter |
|---------|--|--|
| 9:30AM | Do coach injunctive norms and social identity moderate the relationship between peer descriptive norms and mentorship willingness among NCAA athletes? | <i>Matt D. Hoffmann (California State University, Fullerton)</i> |
| 9:45AM | The light and dark side of positional indispensability: Understanding the relationship among goalkeepers, indispensability, and psychological outcomes | <i>Carly Block (Boston University)</i> |
| 10:00AM | Canadian university coaches' mentorship experiences | <i>Ethan Cardinal (Nipissing University)</i> |
| 10:15AM | Identifying gaps to build bridges: Our students need social justice and inclusion-based kinesiology curriculum | <i>Sara Powell (California State University, Monterey Bay)</i> |

Moderator: Lindsay Kipp, Texas State University

Motor Learning and Control Session 8: Mental Practice & Decision Making

| Time | Presentation Title | Lead Author/Presenter |
|---------|--|--|
| 9:30AM | Testing the association between frequency of mental practice used in sport-specific training and action prediction ability | <i>Parres Holliday (University of British Columbia Okanagan)</i> |
| 9:45AM | Just imagine throwing the ball? The influence of imagery training on motor learning in children | <i>Cornelia Frank (Osnabrueck University)</i> |
| 10:00AM | The effects of mental imagery type on attentional focus performance effects | <i>Pin-Chen Lin (New Mexico State University)</i> |
| 10:15AM | An embodied choices perspective on decision-making paradigms in sport | <i>Maša Iskra (German Sport University Cologne)</i> |

Moderator: April Karlinsky, California State University, San Bernardino

Motor Development Session 8: Infancy

| Time | Presentation Title | Lead Author/Presenter |
|---------|--|---|
| 9:30AM | "Learners" and "non-learners" use visual anticipation during the learning process of a contingency learning paradigm in infants | <i>Marcelo Rosales (University of Southern California)</i> |
| 9:45AM | Cortical activity in response to visual motion in infants receiving extra motor stimulation, full-term control infants, and infants born preterm | <i>Audrey van der Meer (Norwegian University of Science and Technology)</i> |
| 10:00AM | Neonatal arm stepping with and without optic flow | <i>David I. Anderson (San Francisco State University)</i> |
| 10:15AM | Infants are sensitive to the different costs of crawling and walking postures | <i>Christina Hospodar (New York University)</i> |

Moderator: Janet Hauck, Michigan State University

June 3, Session 9 – 10:45AM to 11:45AM

| Sport & Exercise Psychology Session 9A: Coaches and Parents | | |
|---|---|---|
| Time | Presentation Title | Lead Author/Presenter |
| 10:45AM | National Collegiate Athletic Association coaches' basic psychological need satisfaction and frustration: A person-oriented investigation | <i>Ari Sapinsley (West Virginia University)</i> |
| 11:00AM | "That's good!" Moral behaviour and portrayals of the Canadian ice hockey family during the 2023 IIHF World Junior Championship | <i>Alex Murata (Queen's University at Kingston)</i> |
| 11:15AM | Parent support for physical activity and motor development during early childhood: An application of the multi-process action control framework | <i>Maeghan E. James (University of Toronto)</i> |
| 11:30AM | Coaches' perspectives on the impact of COVID-related isolation from athletes | <i>Anthony Battaglia (University of Toronto)</i> |

Moderator: Scott Pierce, Illinois State University

| Sport & Exercise Psychology Session 9B: Athlete Emotional Wellbeing | | |
|---|---|--|
| Time | Presentation Title | Lead Author/Presenter |
| 10:45AM | Collegiate student-athletes' commitment to school and sport: The role of academic and athletic identification | <i>Liam O'Neil (Utah State University)</i> |
| 11:00AM | Perceived malicious intent and emotional abuse in former college athletes | <i>Kat V. Adams (Utah State University)</i> |
| 11:15AM | Ripple effect: The team dynamics of positional subgroups in professional sport | <i>Marc Glaude (McGill University)</i> |
| 11:30AM | A retrospective examination of the prevalence and correlates of weight commentary in adolescent girls sport | <i>Kristen M. Lucibello (Brock University)</i> |

Moderator: J.D DeFreese, University of North Carolina at Chapel Hill

| Motor Learning and Control Session 9: Timing | | |
|--|---|---|
| Time | Presentation Title | Lead Author/Presenter |
| 10:45AM | Fair starts for all: Exploring multisensory reaction times in Deaf and hearing populations to develop a novel athletics standardized starting system. | <i>Libby Steele (Bangor University)</i> |
| 11:00AM | Neural aspects of prospective control through resonating taus in an interceptive timing task | <i>Ruud van der Weel (Norwegian University of Science and Technology)</i> |
| 11:15AM | Influence of crutches on mental chronometry while walking - A pilot study in children and young adults | <i>Nadja Schott (University of Stuttgart)</i> |
| 11:30AM | Does the repetitious round kick affect programming time? A perspective from working memory. | <i>Chun-Yen Yen (National Changhua University of Education)</i> |

Moderator: Breanna Studenka, Utah State University

Motor Development Session 9: Constraints

| Time | Presentation Title | Lead Author/Presenter |
|---------|--|--|
| 10:45AM | Development of motor performance and physical self-concept across primary school age – A six-year study | <i>Lena Henning (University of Münster)</i> |
| 11:00AM | The effect of space at home on motor skills and physical activity in parent-child dyads | <i>Stephanie Palmer (University of Michigan)</i> |
| 11:15AM | Changes in preschoolers skill mastery following a mastery motivational climate intervention | <i>Jerraco Johnson (University of North Texas)</i> |
| 11:30AM | Mother parenting skills, clinical, and contextual factors: Neurodevelopment of preterm children in the first two years of life | <i>Carolina Panceri (Universidade Federal do Rio Grande do Sul and Hospital de Clinicas de Porto Alegre)</i> |

Moderator: Mei-Hua Lee, Michigan State University

Poster Sessions

Presenters assigned posters with **even numbers will present at their poster the first 45 minutes** of the poster session. The presenters assigned posters with **odd numbers will present at their poster the second 45 minutes** of the poster session.

Thursday June 1, 5:15-6:45PM

| Sport and Exercise Psychology Poster Session 1 | | |
|--|---|--|
| No. | Title | Lead Presenter |
| 1 | An exercise service for university students experiencing mental illness: A feasibility study of the Stride program | <i>Aaron Simpson (University of Western Australia)</i> |
| 2 | The effects of mental fatigue and weight dissatisfaction on physical activity behaviours. | <i>Samira Sunderji (University of Toronto)</i> |
| 3 | Is exergaming useful for promoting mental health in university students? | <i>Esther S. Santos (Immersysve, Inc.)</i> |
| 4 | Experiences of emotional abuse in former male intercollegiate student-athletes | <i>Katherine N. Alexander (Utah State University)</i> |
| 5 | Examining the impact of COVID-19 on mental health, social life, and physical activity levels in individuals with Parkinson's disease | <i>Paige Bramblett (Appalachian State University)</i> |
| 6 | The acute effects of hatha yoga on heart rate variability and electroencephalography spectral power in young adults with mental health symptoms | <i>Danielle Lang (Auburn University)</i> |
| 7 | Adherence to an individually tailored physical activity counseling program in patients with major depressive disorders | <i>Markus Gerber (University of Basel)</i> |
| 8 | Evaluating a co-created yoga program for adults diagnosed with gynecologic cancer: A focus group study | <i>Jenson Price (University of Ottawa)</i> |
| 9 | Exploring the barriers and facilitators to national movement behaviour guideline dissemination among health promoting organizations | <i>Kaitlyn D. Kauffeldt (Queen's University)</i> |
| 10 | Physical activity and energy intake in US young adults with depression: National Health and Nutrition Examination Survey 2017 – 2020 pre pandemic | <i>Youngjun Lee (Michigan State University)</i> |
| 11 | Martial arts, combat sports, and mental health in adults: A systematic literature review | <i>Simone Ciaccioni (University of Rome)</i> |
| 12 | End-user involvement can help lead the way: The development of a smart phone application designed with and for individuals with prediabetes | <i>Natalie Grieve (University of British Columbia)</i> |
| 13 | "Being locked down, the outdoors was always available": The impact of COVID-19 on self-efficacy and autonomy in outdoor recreation | <i>Sara Powell (California State University, Monterey Bay)</i> |

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| 14 | Examining the interaction between social support and cognitive errors to predict physical activity during pregnancy | <i>Jenna Osborne (Brock University)</i> |
| 15 | Physical activity barriers among visible minority and Indigenous adults living with type 2 diabetes: A scoping review | <i>Kevin Mageto (University of Saskatchewan)</i> |
| 16 | Examining real-time physical activity in adolescents: An ecological momentary assessment study using the multi-process action control model | <i>Sheereen Harris (Brock University)</i> |
| 17 | The Whole Day Matters Toolkit for Primary Care: A consensus-building study to promote optimal movement behaviours in primary care in Canada | <i>Tamara L. Morgan (Queen's University)</i> |
| 18 | Blood, sweat and fears: The life-long challenge of using exercise as a form of agency while living within my chronically diseased body | <i>Christopher Shields (Acadia University)</i> |
| 19 | Associations between behavioral regulations and sedentary behavior among older adults | <i>Kelsey Bittel (University of North Carolina Greensboro)</i> |
| 20 | Motivational interviewing and physical activity counseling during pregnancy: Can we manipulate communication styles? | <i>Philip M. Wilson (Brock University)</i> |
| 21 | Developing physical literacy among newcomers to Canada: Qualitative examination of the IPLAY pilot intervention | <i>Fiona Teague (Brock University)</i> |
| 22 | Exploring changes in social experiences, physical activity, and psychological wellbeing among older adults during the COVID-19 pandemic | <i>Niana Lavallée (University of Calgary)</i> |
| 23 | Diversity, physical activity, and referral of university students utilizing campus healthcare services | <i>Gabriella Senior (University of North Florida)</i> |
| 24 | Exploring “meaning” in community exercise programs for older adults | <i>Alia Mazhar (York University)</i> |
| 25 | Comparing walking experiences of inactive women at moderately high intensity while listening to guided mindfulness and listening to a podcast | <i>Sara Thompson (Washington State University)</i> |
| 26 | The physicAl aCtivity Counseling for young adult canCEr SurvivorS (ACCESS) trial: A parallel, two-arm pilot randomized controlled trial | <i>Jennifer Brunet (University of Ottawa)</i> |
| 27 | Understanding the challenges of COVID-19 on social and physical activities: Perspectives of older adults and fitness professionals | <i>Bobbie-Ann P. Craig (University of Calgary)</i> |
| 28 | The LIFE Study: Lifestyle intentions for female empowerment | <i>Samantha Kennedy (Louisiana State University)</i> |
| 29 | “You cannot be serious!” Self-compassion predicts less anger and a lower likelihood of defending oneself when falsely accused of making an error | <i>Benjamin Schellenberg (University of Manitoba)</i> |
| 30 | “Be thankful. Be humble. Be proud”: Athlete definitions of self-compassion | <i>Ryan Beatson (University of Saskatchewan)</i> |
| 31 | The Goldilocks principle: Does self-compassion impact athlete well-being and performance beyond traditional psychological determinants of success? | <i>Danielle L. Cormier (University of Saskatchewan)</i> |

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| 32 | Competitive sport as a complex social system: Illustrating the iterative process of designing a self-compassion intervention for women athletes | <i>Karissa L. Johnson (University of Saskatchewan)</i> |
| 33 | Systematic review of early personal characteristics as predictors of future professional ice-hockey performance | <i>Daniel Fortin-Guichard (York University)</i> |
| 34 | A social identity perspective on parental involvement in competitive youth sport | <i>Niël Strydom (Queen's University)</i> |
| 35 | Treating yourself in a fairway: Examining the contribution of self-compassion and well-being on performance in a golf putting task | <i>Melanie R. Burgess (Brock University)</i> |
| 36 | Design thinking practices used to enhance athlete retirement support through collaborative innovation | <i>Iman Hassan (University of Ottawa)</i> |
| 37 | Keeping sport safe: Using communities of practice to mobilise e-learning module content | <i>Diane M Culver (University of Ottawa)</i> |
| 38 | Understanding sport adherence strategies in masters athletes: A grounded theory | <i>Zakry Walsh (University of Lethbridge)</i> |
| 39 | Situational judgment test in sport scoring system: Comparing consensus and expert item ratings | <i>Peter Papadogiannis (York University)</i> |
| 40 | The impact of learning styles on academic and athletic motivation in collegiate athletes | <i>Kayleigh Hart (Long Beach State University)</i> |
| 41 | A knowledge translation tool? Exploring the effectiveness of an infographic to disseminate information on psychological skills training | <i>Samantha D'Agostino (University of Windsor)</i> |
| 42 | Psychosocial and physical functioning of currently and prospectively transitioning collegiate athletes | <i>J.D. DeFreese (University of North Carolina at Chapel Hill)</i> |
| 43 | Reappraisal as pertaining to the sport setting: A scoping review. | <i>Jake DeAngelo (Florida State University)</i> |
| 44 | A battle of wills: The complexities of role communication in youth sport | <i>Taylor Coleman (Wilfrid Laurier University)</i> |
| 45 | IPLAY Intervention: Examining the impact of a novel movement behaviour program for refugee youths transitioning to Canada | <i>Taylor Rowe (Brock University)</i> |
| 46 | Assessing a peripheral nerve stimulator for improving cardio-autonomic and clinical outcomes in adolescents with persistent post-concussion symptoms | <i>Kiersten Mangold (University of South Carolina)</i> |
| 47 | Chaos caused by different cut-off dates: The relative age effect and redshirting in United States collegiate volleyball | <i>Scott Pierce (Illinois State University)</i> |
| 48 | Leadership skills in high school student-athletes: Development through participation in a two-year advisory council experience | <i>Kylee Ault-Baker (Michigan State University)</i> |
| 49 | An investigation of coach autonomy support, life skills acquisition, and positive youth development in Batswana athletes | <i>Chelsi Ricketts (Michigan State University)</i> |
| 50 | A history and reflection on ten years of a community-academic partnership serving high school student-athletes | <i>Jedediah E. Blanton (University of Tennessee, Knoxville)</i> |

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| 51 | Game misconduct: Absence of formal staff positions to support the mental health of adolescent hockey players playing at competitive levels | <i>Christopher Shields (Acadia University)</i> |
| 52 | He shoots he misses: Talent identification and development in modern North American hockey goaltending | <i>Ben Csiernik (Ontario Tech University)</i> |
| 53 | How vignette studies and conjoint analyses can help to enhance talent selection research | <i>Birte Brinkmoeller (University of Muenster)</i> |
| 54 | Additional substitutions in soccer benefit young players in strong teams and load management in decided matches | <i>Johannes Meyer (German Sport University Cologne)</i> |
| 55 | Play to Lead: Designing, implementing, and evaluating a one-year leadership development program for adolescent girls in sport. | <i>Morgan Rogers (University of Calgary)</i> |
| 56 | Passion in youth hockey parents: Associations with need satisfaction and verbal aggression toward officials | <i>Benjamin Schellenberg (University of Manitoba)</i> |
| 57 | The barriers and benefits experienced by coaches of adolescent athletes during the COVID-19 shutdown | <i>Keith McShan (Missouri State University)</i> |
| 58 | A preliminary investigation of mindsets in sport coaches | <i>Benjamin S.P. Rittenberg (Dalhousie University)</i> |
| 59 | Are we on the same page? An investigation of parent-coach communication and alignment in youth soccer | <i>Valeria Claudia Eckardt (German Sport University Cologne)</i> |
| 60 | Youth sport participation during COVID-19: Exploring the role of parents' perceived barriers and investment | <i>Justin T. Worley (Utah State University)</i> |
| 61 | Parental support in professional youth soccer academies – A cross-cultural understanding of children's perceptions and expectations | <i>Anton Bechtloff (German Sport University Cologne)</i> |
| 62 | Examining predictors of mental health and well-being in community sport coaches | <i>Kelsey Hogan (Dalhousie University)</i> |
| 63 | Playing it safe: Is parent tolerance of risk in play associated with children meeting physical activity guidelines? | <i>Alethea Jerebine (Deakin University)</i> |

Motor Learning and Control Poster Session 1

| No. | Title | Lead Presenter |
|-----|---|---|
| 64 | The effectiveness of attentional focus instructions on sprinting performance | <i>Amanda Barclift (University of North Carolina at Greensboro)</i> |
| 65 | Does a bike computer attenuate visual attention to detect hazardous traffic situations? | <i>Christina Pfeifer (Saarland University)</i> |
| 66 | Effect of attentional focus distance on learning a soccer dribbling skill | <i>Mohammed Bila (Wayne State University)</i> |
| 67 | A holistic focus of attention enhances vertical jump performances among untrained individuals | <i>Tatiana Zhuravleva (New Mexico State University)</i> |

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| 68 | Video vs. in-person dance instruction or studio focus: Outcomes in motor skill acquisition | <i>Emily Weber (Sam Houston State University)</i> |
| 69 | Augmented reality teaching aid for lumbar puncture in graduate nursing education | <i>Andrew Shaw (University of Tennessee)</i> |
| 70 | Preference for deliberate or playful practice affects motor skill performance and learning differently | <i>David I. Anderson (San Francisco State University)</i> |
| 71 | Effects of instructional and motivational self-talk: A meta-analysis | <i>Takehiro Iwatsuki (University of Hawaii at Hilo)</i> |
| 72 | Systematically increasing contextual interference during practice facilitates protective motor learning effects | <i>Andrew Strick (University of Tennessee, Knoxville)</i> |
| 73 | The effects of practicing a golf putting task in virtual reality | <i>Andrew Strick (University of Tennessee, Knoxville)</i> |
| 74 | Investigating transfer of learning and neural activation of extended VR practice | <i>Logan Markwell (University of Tennessee Knoxville)</i> |
| 75 | Two sides of the same coin: Visual illusions reveal contrasts in perceptuomotor processing in physical, virtual, and augmented reality | <i>Xiaoye Michael Wang (University of Toronto)</i> |
| 76 | Augmented reality teaching aid for central line insertion in graduate nursing education | <i>Andrew Shaw (University of Tennessee)</i> |
| 77 | Modelling baseball hitting success as a function of gaze location | <i>Taylor Kinney (East Carolina University)</i> |
| 78 | Effects of bat weight on baseball batters' gaze behavior | <i>Hiroshi Ueda (NTT)</i> |
| 79 | Batter's perceptual bias of ball trajectory induced by pitcher's handedness correlates with batter's eye movement | <i>Daiki Nasu (NTT Communication Science Laboratories)</i> |
| 80 | How do baseball batters perceive and hit a rising fast ball? | <i>Toshitaka Kimura (NTT Communication Science Laboratories)</i> |
| 81 | Effects of simulated microgravity on bimanual force control | <i>Deanna M. Kennedy (Texas A&M University)</i> |
| 82 | Bimanual coordination was different depending on the task goals in individuals with strokes | <i>Masahiro Yamada (Moss Rehabilitation Research Institute)</i> |

Motor Development Poster Session 1

| No. | Title | Presenter |
|-----|---|--|
| 83 | Virtual reality effectiveness on motor assessment in children with autism | <i>Ting Liu (Texas State University)</i> |
| 84 | Quantifying motor impairments with wearable sensors | <i>Jeffrey Konrad (Washington University)</i> |
| 85 | Understanding levels of physical activity among children with autism spectrum disorder: Time spent in support services versus participation | <i>Jamie L. York (Texas Woman's University)</i> |
| 86 | What matters most for children with intellectual and developmental disabilities: Time spent in physical activity or physical activity with others | <i>Nicole F. Royall (Texas Woman's University)</i> |
| 87 | Are fundamental motor skills more impaired among children with autism spectrum disorder than is expected based on IQ scores? | <i>Behnaz Saghaei (Texas Woman's University)</i> |

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| 88 | A systematic review of motor impairments in children with autism spectrum disorder | <i>Melika Kangarani-Farahani (University of British Columbia)</i> |
| 89 | Unveiling mechanisms of hippotherapy: Is physiological coupling the answer? | <i>Dimitrios Katsavelis (Creighton University)</i> |
| 90 | The effects of a 6-week hippotherapy program in irritability and social behavior of children with ASD | <i>Anastasia Kyvelidou (Creighton University)</i> |

Moderators – MLC Daniel Fortin-Guichard, Université Laval
– MD Emily Munn, University of South Carolina
– SEP Seungmin Lee, Binghamton University

Friday June 2, 2023 3:45-5:15PM

| Sport and Exercise Psychology Poster Session 2 | | |
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| No. | Title | Lead Presenter |
| 1 | Physiological and self-report indices of emotional experience during the mammalian dive response | <i>Florian Roth (University of Florida)</i> |
| 2 | Mindfulness induction and executive function after high-intensity interval training with and without mindful recovery intervals | <i>Rida Khatri (Purdue University)</i> |
| 3 | Does a brief VR-based mindfulness meditation counteract the detrimental effects of ego-depletion in an experimental penalty shoot-out under pressure? | <i>Matthias Wagner (Universität der Bundeswehr München)</i> |
| 4 | Acute effects of intense interval and moderate-aerobic exercise on inhibitory control in preadolescent children | <i>Kyoungmin Noh (Purdue University)</i> |
| 5 | Assessing a peripheral nerve stimulator for remediating cognitive and executive dysfunction in adolescents with persistent post-concussion symptoms | <i>Kiersten Mangold (University of South Carolina)</i> |
| 6 | The effect of acute high-intensity resistance exercise on memory | <i>Nicholas W. Baumgartner (Purdue University)</i> |
| 7 | Color vision deficiency: Prevalence in elite sport and the impact on participation and progression | <i>Adam Bibbey (Oxford Brookes University)</i> |
| 8 | Exploring links between physical activity characteristics and perceived cognitive impairment in young adults after cancer treatment | <i>Sitara Sharma (University of Ottawa)</i> |
| 9 | Understanding the mechanisms of action: A preliminary analysis of cognitive reframing compared to action planning | <i>Isabelle F. Hill (Brock University)</i> |
| 10 | Assessing eye-movement performance and executive functioning after concussion | <i>Emma Pownall (Trent University)</i> |
| 11 | Quality participation in exercise interventions to improve mental health and quality of life in people with spinal cord injury: A systematic review | <i>Matteo Ponzano (The University of British Columbia, Kelowna, Canada)</i> |
| 12 | Exploring gender equity in Canadian para-sport: A case study of Défi-Sportif AlterGo | <i>G. Siobhan Rourke (University of Ottawa)</i> |

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| 13 | Exploring personal motivations for participation in community-based exercise programs designed for persons with physical disabilities. | <i>Marley Alana Rose Schlieman Mullan (Queen's University)</i> |
| 14 | Para-athletes' experiences with an online psychological skills training program: A qualitative study | <i>Frank O. Ely (University of Windsor)</i> |
| 15 | A systematic review on children's executive functions through physical activity: The role of aerobic and/or cognitively engaging programs | <i>Marcelo Cabral De Andrade (Michigan State University)</i> |
| 16 | Understanding physical activity behaviour in people with spinal cord injury: A pilot application of the multi-process action control framework | <i>Joan Úbeda-Colomer (Universitat de València)</i> |
| 17 | The relationship between physical activity and inhibitory control in adults with ADHD | <i>Gage Ellis (Indiana University)</i> |
| 18 | Do learning disabilities or mental health diagnoses modify the association between physical activity behaviour regulation and physical activity? | <i>Erin K. O'Loughlin (University of Toronto)</i> |
| 19 | Psychological effects of passive recumbent cycling in able-bodied and spinal cord-injured adults | <i>Kathryn Rougeau (Oakland University)</i> |
| 20 | Preference & tolerance of active versus passive cycling on enjoyment and state anxiety | <i>Lauren Gamache (Oakland University)</i> |
| 21 | Methodological considerations when conducting participatory design workshops with autistic adults | <i>Homa Rafiei Milajerdi (University of Calgary)</i> |
| 22 | Barriers and facilitators to initial and ongoing implementation of community-based exercise programs for persons with disabilities | <i>Olivia J. S. Varkul (Queen's University)</i> |
| 23 | Creating an athlete questionnaire to assess coaching life skills | <i>Scott Pierce (Illinois State University)</i> |
| 24 | Examining the predictive validity of the Shared Professional Leadership Inventory for Teams: Testing the athlete leadership-cohesion relationship | <i>Megan Kalbfleisch (University of Windsor)</i> |
| 25 | Validity evidence for responses to the newly expanded version of the I COPPE Actions scale from adults with obesity | <i>Seungmin Lee (Binghamton University)</i> |
| 26 | Initial validity evidence for responses to the Well-Being Actions Self-Efficacy Scale from adults with obesity | <i>Nicholas D. Myers (Michigan State University)</i> |
| 27 | The psychometric evaluation of two leadership questionnaires to assess athlete leadership behaviours | <i>Matthieu Boisvert (University of Windsor)</i> |
| 28 | Assessing the factorial validity of the Shared professional Leadership Inventory for Teams | <i>Mason Sheppard (University of Windsor)</i> |
| 29 | Testing measurement invariance of the 7-item Social Physique Anxiety Scale | <i>Christine E. Patewicz (Miami University)</i> |
| 30 | Self-efficacy to regulate physical activity: Exploring factor structure, temporal invariance, and external validity in a latent variable framework | <i>Andre Bateman (The University of the West Indies, Mona)</i> |
| 31 | An examination of the psychometric properties of the exercise identity scale and its adaptation to physical activity | <i>Denver Brown (The University of Texas at San Antonio)</i> |

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| 32 | Development of the multidimensional inventory of physical activity identity | <i>Denver Brown (The University of Texas at San Antonio)</i> |
| 33 | DIY 6-Minute Walk Test: How does a self-administered 6-minute walk test on a smartphone application compare to the standard protocol? | <i>Kyra Braaten (University of British Columbia - Okanagan)</i> |
| 34 | A quantitative investigation of perfectionistic reactivity and performance in NCAA golf student-athletes | <i>Daniel J. M. Fleming (Utah State University)</i> |
| 35 | Performance Recovery and Optimization for Teams (PRO-TEAMS): A psychological skills training program to enhance team functioning | <i>Piotr Piasecki (Boston University)</i> |
| 36 | A closer look at differential treatment in sport | <i>Cheryl Stuntz (St. Lawrence University)</i> |
| 37 | A mental toughness intervention to mitigate stress in firefighters | <i>Jean-Charles Lebeau (Ball State University)</i> |
| 38 | Examining dancers' imagery based on how often they train at the studio | <i>Irene L. Muir (Pennsylvania State University Altoona)</i> |
| 39 | Action capabilities shape decision-making in an invasive sport | <i>Daniel Müller (Vrije Universiteit Amsterdam)</i> |
| 40 | Basic psychological need profiles, mental toughness, and team resilience of White and non-White baseball athletes | <i>Alec Treacy (Florida State University)</i> |
| 41 | Psychological predictors in performance: An exploratory study of a virtual ultra-marathon | <i>Michael McTighe (Rochester Institute of Technology)</i> |
| 42 | Do profiles of attention use predict trait and state flow experiences during endurance running? A compositional data analysis | <i>Alyson J. Crozier (University of South Australia)</i> |
| 43 | Preliminary effects of sex and task difficulty on motor imagery performance | <i>Kathryn Lambert (University of Alberta)</i> |
| 44 | The psychology of elite figure skating: A systematic review | <i>Antonia Cattle (York University)</i> |
| 45 | Mental toughness and sport anxiety among student-athletes in Taiwan | <i>Lin-Hsiang Kang (The Ohio State University)</i> |
| 46 | Effects of imagery techniques on emotional regulation of elite athletes in Oyo State Nigeria | <i>Alberto Cordova (University of Texas San Antonio)</i> |
| 47 | Perfectionism and excellencism are differentially associated with pro-cheating attitudes | <i>Patrick Gaudreau (University of Ottawa)</i> |
| 48 | Improving decision making and acting under stress: The effect of pressure training on self-defense skills in police officers | <i>Laura Voigt (German Sport University Cologne)</i> |
| 49 | "What about me": Understanding the experience of providing interpersonal emotion regulation on the regulator in competitive sport dyads | <i>Rebecca Foti (Florida State University)</i> |
| 50 | Effects of virtual reality training on boxing performance | <i>Mildred Loiseau Taupin (Université de Montréal, Institut national du sport du Québec)</i> |
| 51 | Mental skills coaching: A teaching intervention | <i>Enzo Everett (Florida International University)</i> |
| 52 | Exploring the experiences and desired forms of support for individuals who are professional female hockey players and full-time employees | <i>Christiana Colizza (McGill University)</i> |

Motor Learning and Control Poster Session 2

| No. | Title | Lead Presenter |
|-----|---|---|
| 53 | Increasing the distance of an external focus of attention improves golf putting performance | <i>Young Joon Kim (The University of Tennessee)</i> |
| 54 | The attentional focus effects with or without visual knowledge of results in golf putting | <i>Masahiro Yamada (Moss Rehabilitation Research Institute)</i> |
| 55 | Investigating the effect of attentional focus instructions on learning a whole-arm sequence task | <i>Charles Smith (College of Saint Mary)</i> |
| 56 | Comparison of standardized balance measures and tests with the temporal and spatial measures captured from a phone app | <i>Ruth Stout (University of North Carolina at Greensboro)</i> |
| 57 | Real-time auditory feedback improves aging balance in immersive virtual environments | <i>Alberto Cordova (University of Texas San Antonio)</i> |
| 58 | | |
| 59 | Gait variability in spatiotemporal gait parameters in young adults | <i>Alejandra Padilla (University of Wisconsin-Madison)</i> |
| 60 | The effects of high intensity interval training vs moderate intensity continuous training in a Parkinson's disease population | <i>Julia Shannon (University of Guelph)</i> |
| 61 | A somatic movement intervention for older adults to improve body awareness and spinal mobility: A pilot study | <i>Diana K. Lara (San Francisco State University)</i> |
| 62 | The role of anticipatory and reflexive compensatory muscle activation in catching errors under load uncertainty | <i>William Berg (Miami University)</i> |
| 63 | The effects of IQ and dual-task interference on gait in young adults | <i>Ralph W. Nelson (University of Wisconsin - Madison)</i> |

Motor Development Poster Session 2

| No. | Title | Presenter |
|-----|---|---|
| 64 | Eye tracking in children taking embedded figures test | <i>Venkata Naga Pradeep Ambati (California State University San Bernardino)</i> |
| 65 | Object control predictors of perceived motor competence in children aged 4-11 years old | <i>Blaize Shiebler (The Ohio State University)</i> |
| 66 | Effects of relatively long induction of negative gender stereotypes on motor skill learning in young adolescents | <i>Takehiro Iwatsuki (University of Hawaii at Hilo)</i> |
| 67 | Locomotor predictors of perceived motor competence in children aged 4-11 years old | <i>Dimetri Brandon (The Ohio State University)</i> |
| 68 | Immediate and sustained effects of the CHAMP intervention on anthropometrics | <i>Leesi George-Komi (University of Michigan)</i> |
| 69 | Influence of adiposity and maturity status on motor performance in boys and girls 2-18 years old | <i>DJ McDowell (Michigan State University)</i> |
| 70 | The association between adult physical activity and number of and age of children present in the household: A secondary analysis using NHANES | <i>Jerraco Johnson (University of North Texas)</i> |

Late-Breaking Undergraduate Student Posters: Poster Session 2

| No. | Title | Presenter |
|--------------------------------------|--|---|
| Sport and Exercise Psychology | | |
| 71 | An exploration of the dual-career transition of high school student-athlete to college student | <i>Brooklyn Barnes (University of Tennessee)</i> |
| 72 | Investigating the role coaches play during adolescent athlete injury rehabilitation | <i>Olivia Christendat (University of Toronto)</i> |
| 73 | Online coaching: Psychosocial coaching approaches for masters athletes | <i>Kimberley Eagles (Cape Breton University)</i> |
| 74 | A prospective think aloud study of athletes' experiences with return to play protocol following a sport related concussion | <i>Cayley Fleischman (University of Lethbridge)</i> |
| 75 | Readability analysis of experimental vignettes used to communicate physical activity information during pregnancy: What did we learn? | <i>Kyra Hollins (Brock University)</i> |
| 76 | Giving back: A proposed study on the motives of female volunteer youth sport coaches | <i>Juliana LeBlanc (Acadia University)</i> |
| 77 | Why drop out? A proposed study exploring the coaching perceptions of former competitive adolescent athletes | <i>Gillian McWilliam (Acadia University)</i> |
| 78 | Construct validity of the leisure time physical activity questionnaire for people with disabilities (LTPAQ-D) | <i>Ava Neely (University of British Columbia)</i> |
| 79 | Exploring exercise identity in people living with and beyond cancer: A qualitative inquiry into exercise behaviour within early survivorship | <i>Jada Roach (University of Toronto)</i> |
| 80 | Examining the role of accountability and identity on sport commitment | <i>Mikayla Roman (Hope College)</i> |
| 81 | Effects of social exclusion and inclusion on exercise performance | <i>Owen Spiwak (McMaster University)</i> |
| 82 | Pause-cardio: Moderate-intensity exercise intervention for women's sport student-athletes transitioning into college and collegiate sport | <i>Emily Thomas (University of North Carolina at Chapel Hill)</i> |
| 83 | Positive body image experiences in women and feminine of center athletes | <i>Taylor Unger (University of British Columbia)</i> |
| 84 | Evaluating the reach and use of a physical activity promotion website tailored for individuals with chronic pain | <i>Laura M. Zottl (Brock University)</i> |
| 85 | The "ideal" dancer: An investigation into predictors of body dissatisfaction among male dancers, female dancers and their non-dancing counterparts | <i>Jessica Boyes (Northumbria University)</i> |

| Motor Learning and Control | | |
|----------------------------|--|--|
| 86 | "Don't do this" vs. "do that": The influence of instruction on interference effects from observed actions | <i>Cassie Chan (University of Toronto)</i> |
| 87 | An exploratory study of emotion and movement in healthy young adults | <i>Morgan Gladson (Auburn University)</i> |
| Motor Development | | |
| 88 | The relationship between early and later motor problems in children with developmental coordination disorder (DCD) | <i>Promise Robinson (University of Texas at Arlington)</i> |

Moderators – MLC Cheryl Glazebrook, University of Manitoba
 – MD Janet Hauck, Michigan State University
 – SEP Andy Driska, Michigan State University

Saturday June 3, 2023 4:00-5:30PM

| Sport and Exercise Psychology Poster Session 3 | | |
|--|--|---|
| No. | Title | Lead Presenter |
| 1 | An intervention using self-determination theory in the education of student strength and conditioning coaches | <i>Ashley Flemington (University of Windsor)</i> |
| 2 | Coach training and education in the United States: Findings from The National Coach Survey | <i>Dawn Anderson-Butcher (The Ohio State University)</i> |
| 3 | Exploring youth sports coaches' definition of a coaching philosophy | <i>Manal Beydoun (York University)</i> |
| 4 | Transitioning out of elite sport: The central role of groups in support experiences | <i>Pete Coffee (Heriot-Watt University, UK)</i> |
| 5 | Exploring the strategies and behaviours of successful University team sport coaches during seasons of low performance and team culture | <i>Madison M. Fraser (McGill University)</i> |
| 6 | Strength and conditioning coaches' psychosocial education: Planning change via participatory action research | <i>Brian Gearity (University of Denver)</i> |
| 7 | The role of coach communication, athlete gender, and grade on burnout in high school athletes | <i>Obidiah Atkinson (The Ohio State University)</i> |
| 8 | Coach outcomes from a two-day functional fitness seminar to train autistic athletes | <i>Janette Hynes (Indiana University)</i> |
| 9 | Fostering athlete performance with pressure: Exploring successful elite sport coaches' behaviours | <i>Jedd Dow (University of Queensland)</i> |
| 10 | From season to season: A phasic approach to sport team development | <i>Sebastian Harenberg (St Francis Xavier University)</i> |
| 11 | When is "tough love" too much? An exploratory study of tough love coaching in sport | <i>Sarah Saxton (West Virginia University)</i> |
| 12 | How the COVID-19 pandemic affected adolescent travel sport coaches' perspectives of coach-athlete relationship characteristics | <i>Keith McShan (Missouri State University)</i> |

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| 13 | Composite vignettes of high school coaches' descriptions of facilitating life skills development through education-based athletics | <i>Rachel E. Williams (University of Tennessee, Knoxville)</i> |
| 14 | Academy for student-athlete development: An environmental scan to inform a feasibility study | <i>Roxy Helliker O'Rourke (University of Toronto)</i> |
| 15 | Exploring twitter sentiment analysis as a tool for teams in performance crises: A pilot study | <i>Stephanie Buenemann (University of Muenster)</i> |
| 16 | Passion in sports and the quality of coach-athlete relationships among American athletes and coaches | <i>Diala El-Khazen (Long Beach State University)</i> |
| 17 | A scoping review of Canadian fringe team sports | <i>Jason Mergler (University of Manitoba)</i> |
| 18 | Is it good to be in a group? Relationship between mental health and perceptions of groupness during remote and in-person physical activity classes | <i>Kathleen S. Wilson (California State University, Fullerton)</i> |
| 19 | Rival or role model? How perceived teammates' displays of pride predict emotional responses and behavioral consequences related to performance | <i>Jordan C. Smith (Florida State University)</i> |
| 20 | Inclusive leadership in sport: A scoping review | <i>Margaret Nieto (St. Francis Xavier University)</i> |
| 21 | Evaluation of a systems convener on a social learning space promoted by a tennis federation for sports coach development in Brazil | <i>Alexandre Tozetto (Federal University of Santa Catarina)</i> |
| 22 | A model of social influence in sports | <i>Edda van Meurs (University of Münster)</i> |
| 23 | A mixed-methods investigation of elite US figure skaters' social media use and the perceived implications on their mental health and sport performance | <i>Hannah Hunter Miller (West Virginia University)</i> |
| 24 | "They're not tired of being supportive, everyone is just used to it": Prospective study of social support during prolonged concussion return-to-sport | <i>Carley Jewell (University of Lethbridge)</i> |
| 25 | Athlete-to-athlete informal help-seeking: A qualitative inquiry | <i>Stephanie Fuller (East Carolina University)</i> |
| 26 | Investigating factors associated with suicide related behaviours among Canadian university student-athletes | <i>Quinten Carfagnini (Brock University)</i> |
| 27 | Comparative analysis of motivation for delivering Nassar victim impact statements | <i>Kat V. Adams (Utah State University)</i> |
| 28 | The relationship between sleep hygiene, sleep quality, and indicators of psychological distress in Canadian student-athletes | <i>Maxime Landry-Lurette (Nipissing University)</i> |
| 29 | A first look at the mental health of developing athletes: What prevents them from seeking help? | <i>Sophie Brassard (Université de Sherbrooke)</i> |
| 30 | The depression, anxiety, and stress of student-athletes from a pre- to post-COVID world | <i>Georgia Bird (University of Birmingham)</i> |
| 31 | Emotional intelligence and mental well-being of college student athletes during the COVID-19 pandemic | <i>Kelly O'Neill (Denison University)</i> |
| 32 | The impact of sexism on psychophysiology, performance, and wellbeing in female athletes. A mixed methods approach. | <i>Jessica O'Kelly (University of Greenwich)</i> |

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| 33 | Experiences of abuse among former NCAA Division I female student-athletes: Understanding the potential role of control and surveillance behaviors | <i>Katherine N. Alexander (Utah State University)</i> |
| 34 | Positioning mental health: An investigation into Canadian Olympic sport organization websites | <i>Isabella L. Tremonte (Brock University)</i> |
| 35 | Analyzing the mental health of Canadian university student-athletes through the lens of the dual continuum model | <i>Joshua Celebre (Brock University)</i> |
| 36 | A study of collegiate athletes' sport commitment, accountability, and flourishing | <i>Olufemi Oluyedun (Hope College)</i> |
| 37 | "Be stronger than your excuses": Examining biased evaluations of fitspiration | <i>Jesica Jabbar (Brock University)</i> |
| 38 | Food restriction for weight change: Prevalence and correlates in a large Canadian adolescent sample | <i>Kristen M. Lucibello (Brock University)</i> |
| 39 | Body-related shame negatively impacts attentional focus over time among adolescents | <i>Madison F. Vani (University of Toronto)</i> |
| 40 | Examining changes in functionality appreciation and physical self-concept: A resistance training intervention for women diagnosed with breast cancer | <i>Madison F. Vani (University of Toronto)</i> |
| 41 | Exploring the relationship of muscle dysmorphia, orthorexia, social physique anxiety, and disordered eating behavior in male bodybuilders | <i>Andrew Driska (Michigan State University)</i> |
| 42 | A meta-synthesis of body image and sport | <i>David M. Brown (University of Toronto)</i> |
| 43 | "What're you wearing?": Imitation of exercise partners and trainers with different body sizes and clothing styles | <i>Chris Pilienci (University of Toronto)</i> |
| 44 | Correlates of anti-fat attitudes in health professionals | <i>David M. Brown (University of Toronto)</i> |
| 45 | Associations of masculinity and femininity with positive body image and resistance training | <i>Delaney E Thibodeau (University of Toronto)</i> |
| 46 | University culture differentiates body image and social physique anxiety among female athletes | <i>Thatcher Coleman (University of South Carolina)</i> |
| 47 | Mental health implications of body image and mother's age at menarche associations in female collegiate athletes | <i>Eva V. Monsma (University of South Carolina)</i> |
| 48 | Examining the within- and between-person associations between body-related emotions and device-measured physical activity among university students | <i>Kelsey Sick (Western University)</i> |
| 49 | Examining factors associated with undergoing bariatric surgery | <i>Chi Whan Choi (Boston University)</i> |
| 50 | Effect of exercise and mindfulness on cognitive and psycho-emotional functioning in children with ADHD | <i>Barbara Fenesi (Western University)</i> |

Motor Learning and Control Poster Session 3

| No. | Title | Lead Presenter |
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| 51 | Are you sensitive to your co-actor's response predictability? | <i>Melanie Y. Lam (St. Francis Xavier University)</i> |
| 52 | The influence of mental fatigue on explicit and implicit contributions to visuomotor adaptation | <i>David Apreutesei (University of Ottawa)</i> |
| 53 | Putting it into perspective: Does sleep deprivation impact cognitive load and individual perception of motor performance? | <i>Joshua Springer (University of Tennessee)</i> |
| 54 | Sources of variability in police officers' motor responses to a deadly use-of-force encounter | <i>Robert Horn (Montclair State University)</i> |
| 55 | Association between physical function and stride velocity and stride length at various walking speeds in older adults | <i>Hannah Samaniego (California State University of Long Beach)</i> |
| 56 | Effects of Alexander technique-based instructions on young adult gait | <i>Derek Otterstetter (San Francisco State University)</i> |
| 57 | Relationship between gait fractal dynamics and physical function in older adults | <i>Scott Ducharme (California State University, Long Beach)</i> |
| 58 | Stretching different ankle muscles does not alter associated proprioception or balance | <i>Taylor M. Gauss (Louisiana State University)</i> |
| 59 | Variations in Biodex motor control balance test scores in college students | <i>Ben Meyer (Shippensburg University)</i> |
| 60 | The effects of a secondary motor task in early and late movement preparation on cross education | <i>Daniel Gwon (Montclair State University)</i> |
| 61 | Motor learning student perceptions of professional development and enjoyment. | <i>Joei R. Velten (University of Tennessee, Knoxville)</i> |
| 62 | Can motor learning without seeing enhance perceptual judgments? | <i>Alexandra Pizzera (German Sport University Cologne)</i> |
| 63 | Manipulations in contextual interference failed to impact tennis serve performance in experienced players | <i>Dimitrio Martinez (Denison University)</i> |
| 64 | Bias and precision in two-dimensional accuracy tasks remain mostly ignored in motor behavior research | <i>Brad McKay (McMaster University)</i> |
| 65 | Physical practice, mental practice or both: A systematic review with meta-analysis | <i>Judith Jimenez-Diaz (University of Costa Rica)</i> |
| 66 | Aborting practice trials – A preliminary investigation | <i>Cheryl Coker (Plymouth State University)</i> |
| 67 | Perception of affordances in female volleyball players: Serving short versus serving to the sideline | <i>Danilo Arruda (University of Minnesota)</i> |
| 68 | Action-effect priming on a ball tossing task: The influence of quality and quantity of movement-contingent sensory feedback on performance | <i>William Land (University of Texas at San Antonio)</i> |
| 69 | Difficult skill – narrow balance beam? Effects of skill difficulty on size perception in gymnastics | <i>Alexandra Pizzera (German Sport University Cologne)</i> |
| 70 | An assessment of the construct validity of a performance test for visually impaired tennis players | <i>Ward Nieboer (Vrije Universiteit Amsterdam)</i> |

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| 71 | The relationship between visual abilities and sports skills | <i>Mandy Kirkham (Weber State University)</i> |
| 72 | Anticipating the depth boundary in returning flick serves during badminton double play | <i>Qin Zhu (University of Wyoming)</i> |

Motor Development Poster Session 3

| No. | Title | Presenter |
|-----|--|---|
| 73 | Step-by-step: Examining foot targeting precision in children versus adults | <i>Victoria Rapos (University of British Columbia)</i> |
| 74 | A dynamic system's approach to understanding adaptive locomotion in individuals with developmental coordination disorder: A systematic review | <i>Victoria Rapos (University of British Columbia)</i> |
| 75 | Associations among psychological skills, functional motor competence, and fitness scores in Military Reserve Officers Training Corps Cadets | <i>Giovanna Leone (University of South Carolina)</i> |
| 76 | Cognitive orientation to occupational performance in very preterm preschool-age children with developmental coordination disorder: A pilot study | <i>Olivia Tsihlias (University of British Columbia)</i> |
| 77 | Motor and cognitive performance in children with developmental coordination disorder: A scoping review of assessment tools and the role of technology | <i>Kristen De Melo (University of Guelph)</i> |
| 78 | Parent's knowledge on manual behavior and the impacts of social distancing on Brazilian infant care and stimulation practices during COVID-19 pandemic | <i>Priscilla Ferronato (Paulista University)</i> |
| 79 | Motor behavior and specific language impairment | <i>Matthias Wagner (Universität der Bundeswehr München)</i> |

Moderators – MLC Louisa Raisbeck, University of North Carolina at Greensboro

– MD Sam Logan, Oregon State University

– SEP Sara Powell, California State University at Monterey Bay

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