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| Logo  Description automatically generated | ***2024 Conference Program & Schedule***  *New Orleans, Louisiana*  *June 2024* |

**Many thanks to our Platinum Exhibitors and Sponsors for their generous support**

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***\*Refer to the Conference Grid for detailed schedule and room locations\****

### Wednesday, June 5th, 2024

9:00am – 2:00pm **NASPSPA Board of Directors Meeting**

3:00pm – 7:00pm **Registration desk open *\*UPLOAD VERBAL PRESENTATIONS AT REGISTRATION ON WEDNESDAY*. If you do not do this on Wednesday, please do this as early as possible. There are session folders on the desk top of each room’s computer. Do not wait until right before the session to upload your presentation.**

4:00pm – 7:00pm **Pre-Conference Workshops (Pre-registration required):**

**Workshop: *Harnessing the Potential of AI to Transform Your Teaching in Higher Education.* Dr. Marcio A. Oliveira**

### Thursday, June 6th, 2024

8:00am – 9:30am **Conference Welcome and Opening Lecture. Sponsored by:**

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*Moderators: Anne Cox, Washington State University*

*Penny McCullagh, Executive Director, NASPSPA*

*Jackie Goodway, The Ohio State University*

***“Reshaping Academia: The Imperative to Adapt in the Age of AI”***

*Dr. Marcio A. Oliveira, University of Maryland*

*Moderator: Jackie Goodway,* The Ohio State University

9:45am–10:00am **Refreshment Break**

10:00am–11:15am **Verbal Presentations** **- Concurrent Sessions 1** *(Presentations listed below)*

11:30am–12:45pm **Verbal Presentations** **- Concurrent Sessions 2** *(Presentations listed below)*

12:45pm–1:45pm **Lunch on your own**

**Undergraduate Student & Ambassador Gathering – check grid for location**

**Faculty Mentoring Program Meeting** (for mid-career faculty mentees and mentors who have pre-registered for the mentoring program) – check grid for location

1:45pm–2:45pm **Verbal Presentations** **- Concurrent Sessions 3** *(Presentations listed below)*

3:00pm–4:00pm **Senior Lectures. Exhibitors and Sponsors:**

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**Sport and Exercise Psychology – “*The Social Side of Motivation in Youth Sport (and an Academic Career) – A Most Excellent Adventure*”**

Dr. Al Smith, Utah State University

***Motor Learning and Control –* “*Perceptual-Cognitive Expertise in Sport: Current Perspectives and Future Direction*”**

*Dr. Mark Williams,* Florida Institute for Human and Machine Cognition.

*Moderator: Jackie Goodway, The Ohio State University*

4:15pm–5:15pm**Sport & Exercise Psychology Keynote. Exhibitors and Sponsors:**

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**“From Recognition to Action: Racial Microaggressions in College Sports”**

Dr. Laura Reid Marks – Florida State University

*Moderator: Jennifer Tomasone, Queen’s University*

5:15pm-6:45pm **Poster Session 1** *(Presentations listed below)*

7:00pm-8:00pm **Reception**

8:00pm Evening and dinner on your own

### Friday, June 7th, 2024

7:30am-8:30am **Program Chairs Meeting** (all 2023 and 2024 Program Area Chairs)

8:30am-9:45am **Verbal Presentations** **- Concurrent Sessions 4** *(Presentations listed below)*

9:45am-10:00am **Refreshment Break**

10:00am-11:15am **Verbal Presentations** **- Concurrent Sessions 5** *(Presentations listed below)*

11:30am-12:30pm **Motor Development Keynote. Exhibitors and Sponsors:**

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***“Are We Born to Move on the Earth or on the Moon*?”**

*Dr. Marianne Barbu-Roth,* Integrative Neuroscience & Cognitive Center of the CNRS and the University Paris Cité in France 

*Moderator: Samuel Logan, Oregan State University*

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 **NASPSPA *Teaching Network* Workshop: “**Lessons learned from a global pandemic: Opportunities for teaching and learning in the “new era”

*Organizers*: *NASPSPA Teaching Network*

(All conference attendees are welcome to attend this workshop. Pre-registration is not required.)

*Purpose*: This 2-part workshop will guide NASPSPA members to: 1) reflect on the ways in which the pandemic changed the way educators and students conceptualize teaching and learning, 2) identify new challenges educators and students encounter in their teaching and learning in the post-pandemic era; 3) identify strategies that educators and students can implement to remain agile in the face of new challenges. Consistent with the expressed interest of NASPSPA constituents, a summary report will be developed to provide the community with clear, evidence-based, easy-to-implement strategies

following the workshop.

2:00pm-3:15pm **Verbal Presentations** **- Concurrent Sessions 6** *(Presentations listed below)*

3:15 Open – explore New Orleans

4:00-4:40pm **Student Meeting (no registration required, ALL students welcome and encouraged to attend)**

4:40pm  **Student Social (must have pre-registered and bring your ticket). Meet at the student**

**social and walk to event. Supported by Exhibitor:**

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### Saturday, June 8th, 2024

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-12:45pm **Early Career Distinguished Scholar. Exhibitors and Sponsors:**

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**“Movement within Movement: Developing an Early Career Research**

**Program Around the Within-Person Dynamics of Physical Activity**

**and Sedentary Behavior”**

*Dr. Jaclyn P. Maher, University of North Carolina, Greensboro*

*Moderator: Jackie Goodway, The Ohio State University*

12:45pm-1:45pm **Lunch on your own**

1:45pm-2:45pm **Motor Learning and Control Keynote. Exhibitors and Sponsors:**

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**“Microgravity Effects on the Human Brain and Behavior: Co-occurring Dysfunction and Adaptive Plasticity”**

*Dr. Rachael Seidler – University of Florida*

*Moderator: Tim Welsh, University of Toronto*

3:00pm-4:00pm **Business/Awards Meeting – Supported by Exhibitors and Sponsors:**

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**All NASPSPA members are encouraged to attend).**

4:00pm-5:30pm **Poster Session 2** *(Presentations listed below)*

6:00pm-6:30pm **Cocktails and Mingling**

6:30pm-Midnight **Dinner and** **Dancing**

**Verbal Presentations**

**June 6th, Session 1 – 10:00AM to 11:15AM**

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| **Sport & Exercise Psychology Session 1A: Physical Activity for Persons Experiencing Disability** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:00AM | Comparing the effects of exercise on psychosocial outcomes between persons with multiple sclerosis and spinal cord injury: A secondary meta-analysis | *Matteo Ponzano - University of British Columbia* |
| 10:15AM | Barriers and facilitators to exercise and physical activity among adults with multiple sclerosis with mobility impairments: A qualitative study | *Luca Beratto - University of Turin* |
| 10:30AM | More than physical: Multifarious potential of physical activity from life-story interviews with LGBTQ+ adults that experience disability | *Shannon S. C. Herrick - The University of British Columbia* |
| 10:45AM | A meta-analysis of behavioral interventions in people with multiple sclerosis: Effects on physical activity and psychosocial outcomes | *Lara Bressy - University of Turin* |
| 11:00AM | Identifying conceptual attributes of physical activity maintenance among adults with physical disability: A configurative review | *Tayah M. Liska - McGill University* |

*Moderator: Jenn Tomasone, Queen’s University*

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| **Sport & Exercise Psychology Session 1B: Elite Athletes and Transitions in Sport** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:00AM | Struggling to do Well – Development and Maintenance of Performance Crises in Professional Soccer | *V. Vanessa Wergin - The University of Queensland* |
| 10:15AM | A mixed methods evaluation of the AHEAD personal development intervention using a multiple-baseline across behaviors single-case design | *Helene Jørgensen - University of Alberta* |
| 10:30AM | A qualitative exploration of athletic partnership dissolutions in high-performance dyadic sport | *Emily V. Pike - McGill University* |
| 10:45AM | Transitioning out of elite sport: The experience of Integrated Support Team members. | *Paula Mazur - University of Alberta* |
| 11:00AM | Intuitive decision-making in the evaluation and prediction of athletic success: A systematic review | *Ari Joseph Sapinsley - West Virginia University* |

*Moderator: Svenja Wolf, Florida State University*

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| **Motor Learning and Control Session 1 Response Selection and Coordination** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:00AM | Effect of Acute State Mental and Physical Fatigue on Subsequent Motor Performance and Perceived Workload | *Joshua Springer - University of Tennessee, Knoxville & United States Army* |
| 10:15AM | Persistent Coordination Impairments following Anterior-Cruciate Ligament Reconstruction | *Adam King - Texas Christian University* |
| 10:30AM | Increased sensitivity to postural perturbation following COVID-19 infection | *Brittany Trotter - East Carolina University* |
| 10:45AM | The limits of motor planning span: findings from two iterations of a non-binary planning span assessment | *Caleb Phillips - Utah State University* |
| 11:00AM | The Development of a Novel, Non-Binary Measure of Motor Planning Flexibility | Jesse Hansen - Utah State University |

*Moderator: Breanna Studenka, Utah State University*

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| **Motor Development Session 1: Reaching, Walking, & Mobility of Young Children** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:00AM | Specialized chair use accelerates standing and stepping motor skills in children with Down syndrome | *Jennifr Didier - Sam Houston State University* |
| 10:15AM | Home observations of unsupported and supported walking by crawling and walking infants | *Paige Thompson – Purdue University* |
| 10:30AM | Power mobility device use patterns: A comparison of the Explorer Mini and modified ride-on car | *Samuel Logan – Oregan State University* |
| 10:45AM | Otteroo usage has mixed effects on infant motor, cognitive, and social development | *David Anderson – San Francisco State University* |
| 11:00AM | Evaluation of joint kinematics during reaching in infants with Down syndrome: A comparison of video analysis and computer vision | *Matthew Beerse – University of Dayton* |

*Moderator: Mary Rudisill, Auburn University*

**June 6th, Session 2 – 11:30AM to 12:45PM**

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| **Sport & Exercise Psychology Session 2A Symposium 3: How can we support psychosocial development through education-based athletics? Process and products from co-production and collaborative research** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 11:30AM | **An overview of co-production and collaborative research focused on psychosocial development through education-based athletics** | Scott Pierce - Illinois State University |
| 11:45AM | **A research world café with student services administrators in high school sport** | Jedediah E. Blanton - University of Tennessee, Knoxville |
| 12:00PM | **Assessing coach and athletic director responsibility for the social mission of education-based athletics** | Kylee J. Ault-Baker - The Ohio State University |
| 12:15PM | **Coach Beyond: Co-creating gamified coach education programming with high school athletic administrators** | Samantha Bates - The Ohio State University |
| 12:30PM | **A youth-adult partnership to develop and deliver educational programming for student-athlete leadership** | Scott Pierce - Illinois State University |

*Moderator: Bettina Callary, Cape Breton University*

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| **Sport & Exercise Psychology Session 2B: Ecological Momentary Assessment and Longitudinal Data** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 11:30AM | Interpreting person-specific and variable-centered relationships between readiness states and affective valence during leisure-time physical activity | *Kelley Strohacker - The University of Tennessee, Knoxville* |
| 11:45AM | Exploring social and physical contextual factors on adolescent’s physical activity: An ecological momentary assessment study | *Sheereen Harris - University of Waterloo* |
| 12:00PM | Does seeing physically active others lead to being more active over time? Testing the causality between descriptive norms and physical activity | *Jeemin Kim - Michigan State University* |
| 12:15PM | Movement-related behaviors and mental health in Latina women | *Brynn Hudgins - University of North Carolina Greensboro* |
| 12:30PM | Affective experiences at recess: A sub-group analysis | *Nazli Özkoca - Oregon State University* |

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

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| **Motor Learning and Control Session 2: Special Populations** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 11:30AM | Motor vs Brain Biomarkers for Freezing of Gait: The Most Severe Motor Impairment in Parkinson’s Disease | *Quincy J. Almeida - Carespace Health & Wellness Clinics* |
| 11:45AM | Motor performance as a function of compromised motor imagery ability in individuals with Down Syndrome? | *Nadja Schott - University of Stuttgart* |
| 12:00PM | Functional and Free-water Imaging in Rapid Eye Movement Behavior Disorder and Parkinson’s Disease | *Emily R. Tobin\* - University of Florida* |
| 12:15PM | The relationship between ankle proprioception and muscle rigidity in Parkinson’s disease | *Jacquelyn Sertic - University of Minnesota* |
| 12:30PM | Differences in the prefrontal cortex activity during the DASH17+ handwriting performance in young adults with and without ADHD | *Elham Bakhshipour - University of Delaware* |

*\*Outstanding Student Paper Award – Motor Learning and Control*

*Moderator: Arend Van Gemmert, Louisiana State University*

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| **Motor Development Session 2: Motor Competence & Intervention** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 11:30AM | Exploring advanced movement skills development in middle childhood: A one-year follow-up study | *Sz-Yan Wu – The University of Texas at Austin* |
| 11:45AM | Early childhood teachers’ use of time during a motor skill intervention explains variance in changes with perceived and actual motor skill competence | *Ali Brian – University of South Carolina* |
| 12:00PM | SKIPping together: a motor competence intervention promotes gender-integrated friendships for young children | *Sally Miedema - University of South Carolina* |
| 12:15PM | Are sport-based positive youth development programs fundamental to fundamental motor skills? | *Samantha Bates – The Ohio State University* |
| 12:30PM | Developmental associations of perceived motivational climate in physical education and motor competence in Finnish schoolchildren | *Timmo Jaakkola - University of Jyväskylä* |

*Moderator: David Anderson, San Francisco State University*

**June 6th, Session 3 – 1:45PM to 2:45PM**

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| **Sport & Exercise Psychology Session 3A: Coaches** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 1:45PM | An investigation of coaches’ and classifiers’ perceptions of working with athletes with a disability (2023) | *Rayona Silverman - Queen's University* |
| 2:00PM | Coaching for Winning or Holistic Athlete Development? Examining the role of coaching identities in coaching job satisfaction, stress, and burnout | *Mariya Yukhymenko - California State University, Fresno* |
| 2:15PM | Exploration of safe sport practices and safe sport culture through youth coach perspectives | *Samantha Burelle - York University* |
| 2:30PM | Practice as you preach? Coach emotions predict team emotions, which predict collective efficacy and satisfaction during a practice session | *Svenja Anna Wolf - Florida State University* |

*Moderator: Scott Pierce, Illinois State University*

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| **Sport & Exercise Psychology Session 3B: Considerations for Intervention Design** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 1:45PM | DE-PASS – Modifiable determinants of physical activity behaviours in older adults: Preliminary results of a systematic review | *Simone Ciaccioni - University of Rome "Foro Italico"* |
| 2:00PM | Examining the influence of smartphone use on time perception during exercise | *Paul Davis - Umeå University* |
| 2:15PM | Measurement of Barriers to Physical Activity and their Association with Leisure-Time Physical Activity in Jamaican Adults: A Cross-sectional Study | *Andre Bateman - The University of the West Indies* |
| 2:30PM | The emotional and cognitive effects of mental fatigue on physical activity enjoyment | *Samira Sunderji - University of Toronto* |

*Moderator: Steve Bray, McMaster University*

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| **Motor Learning and Control Session 3: Lifespan Motor Learning and Control** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 1:45PM | Mediolateral stability training improves gait velocity and reduces falls risk in older adults. | *Ben Sidaway - Husson University* |
| 2:00PM | Front leg strategy in older adults’ gait during step-to-step transition | *Elham Alijanpour - Old Dominion University* |
| 2:15PM | Relationship between gait fractal dynamics and fall risk in older adults | *Scott Ducharme - California State University, Long Beach* |
| 2:30PM | Concurrent validity and reliability of the FUS test app for the measurement of fundamental motor skills | *Hubert Makaruk, Józef Pilsudski University of Physical Education in Warsaw* |

*Moderator: Jared Porter, University of Tennessee, Knoxville*

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| **Motor Development Session 3: Motor Development and Autism Spectrum Disorder** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 1:45PM | Addressing motor competence for autistic children through a health-enhancing community-based program: Outcomes of a longitudinal study | *Samantha Miller – Wayne State University* |
| 2:00PM | Nintendo switch exergaming to promote gross motor development and physical activity in children with autism. | *Jacob Corey – University of Delaware* |
| 2:15PM | Service receipt during the COVID-19 pandemic and its relationship to various outcomes in children with autism spectrum disorder (ASD) | *Jungmei Tsai - University of Delaware* |
| 2:30PM | How do motor impairments help explain the behavioral variability of children with ASD? | *Anjana Bhat - University of Delaware* |

*Moderator: Jane Hauck, Michigan State University*

**June 7th, Session 4 – 8:30AM to 9:45AM**

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| **Sport & Exercise Psychology Session 4A Symposium 2: Abuse in Sport** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 8:30AM | **Introduction to definitions, methods, and participants across North America** | Katherine N. Alexander - Utah State University |
| 8:45AM | **Utilizing neuroimaging to examine prefrontal cortex activation: A pilot study on mental health in athletes** | Katherine N, Alexander - Utah State University |
| 9:00AM | **Experiences of interpersonal violence in sport and perceived coaching among college athletes** | Cheryl K. Zogg - Sports Equity Lab, Yale School of Medicine |
| 9:15AM | **Safeguarding in university sport: An analysis of Canadian Safe Sport Policies** | Gretchen Kerr - University of Toronto; |
| 9:30AM | **Parents’ expectations of youth sport coaches in USA and Canada** | Kat V. Adams - Utah State University |

*Moderator: Christine Pacewicz, Miami University*

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| **Sport & Exercise Psychology Session 4B: Women in Sport and Exercise** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 8:30AM | Resistance training and body-related self-conscious emotions among women: An integrated theoretical perspective | *Maryam Marashi - University of Toronto* |
| 8:45AM | “It should be my responsibility”: The invisible and inspirational labour of women coach mentors | *Caroline Hummell - Brock University* |
| 9:00AM | Testing a model of self-compassion as a motivational strategy for women’s physical activity | *Katarina Huellemann\* - Western University* |
| 9:15AM | Meeting their needs: Acceptability outcomes of a co-created yoga program for adults diagnosed with gynecologic cancer | *Jenson Price - University of Ottawa* |
| 9:30AM | An exploration of junior national team athletes’ experiences of the menstrual cycle: “It's like a double whammy of everything!” | *Helene Jørgensen - University of Alberta* |

*\*Outstanding Student Paper Award – Sport and Exercise Psychology*

*Moderator: Sheereen Harris, University of Waterloo*

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| **Motor Learning and Control Session 4: Individual Differences/Scheduling and Motor Learning** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 8:30AM | Accounting for individual differences in practice: A custom-made adaptive practice schedule shows no significant improvements in motor skill learning | *Andrew Strick - University of Tennessee, Knoxville* |
| 8:45AM | Is golf putting an appropriate motor skill to assess learning? An exploratory data processing to examine the study design and methodology | *Masahiro Yamada - College* |
| 9:00AM | Insights into self-control of feedback from analysis of motor performance: A conceptual model for trial-to-trial dynamics in motor learning. | *Keith R. Lohse - Washington University School of Medicine in Saint Louis* |
| 9:15AM | Can observational practice surpass physical practice? | *Stephan Panzer - Saarland University* |
| 9:30AM | How motor and proprioceptive learning interacts and transfers across body segments | *Juergen Konczak, University of Minnesota* |

*Moderator: William Berg, Miami University*

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| **Sport & Exercise Psychology Session 4D: Optimizing Performance in Sports – Part 1** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 8:30AM | Imagery intervention on D1 women’s tennis team serving performance | *Pin-Chen Lin - New Mexico State University* |
| 8:45AM | Examining sustained attention indices in elite youth athletes | *Michelle Blumberg - York University* |
| 9:00AM | The effects of strategic self-talk with consideration of attentional focus on discrete motor task performance. | *Jack Sampson - University of Texas at Austin* |
| 9:15AM | Multi-domain cognitive profiles across sport types of elite youth athletes | *Carmel Camilleri - York University* |
| 9:30AM | Relational efficacy beliefs relate to effort, resilience, and performance in ROTC cadets: Expanding sport efficacy research to military settings | *Christine Habeeb - East Carolina University* |

*Moderator: Kathleen Mellano, Springfield College*

**June 7th, Session 5 – 10:00AM to 11:15AM**

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| **Sport & Exercise Psychology Session 5A: Optimizing Performance in Sports – Part 2** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:00AM | Teammate Doping Confrontation Efficacy and Athlete Doping Consideration | *Tyler Harris - Adrian College* |
| 10:15AM | A multivariate approach to understanding cognitive functioning in elite youth athletes | *Carmel Camilleri- York University* |
| 10:30AM | Team performance crises: Cognitive evaluation processes before and after competitions | *Stephanie Bünemann - University of Muenster* |
| 10:45AM | Optic flow and cycling effort: Where to look to go faster | *Christophe Gernigon - University of Montpellier* |
| 11:00AM | Enhancing the Coaching Efficacy Scale – Youth Sports Teams II | *Anthony G. Delli Paoli - Rutgers University* |

*Moderator: Jedediah Blanton, University of Tennessee Knoxville*

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| **Sport & Exercise Psychology Session 5B: Body Perceptions in Sport and**  **Exercise** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:00AM | “It’s not bragging if you can back it up”: Fitness related self-conscious emotions across sport participation and gender | *Sarah Galway - Brock University;* |
| 10:15AM | Positive body image, sport-confidence, and subjective performance in Botswana athletes: Contributing role of body acceptance by coaches and teammates | *Chelsi Ricketts- Michigan State University* |
| 10:30AM | Comparing the associations between body appearance and fitness self-conscious emotions across physical activity modalities | *Kristen M. Lucibello - Brock University* |
| 10:45AM | Exploring adolescent girls' body-related emotions and psychosocial contexts in sport: A mixed methods study | *Sarah E. Ryan - University of Toronto* |
| 11:00AM | Does appearance matter? The impact of perceived body size and physical self-perceptions on students’ attraction to physical activity | *Danielle J. Belcher - University of Northern Colorado* |

*Moderator: Erica Bennett, University of British Columbia*

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| **Motor Learning and Control Session 5 - Symposium: The Road to Excellence – A Multidisciplinary Endeavor of Understanding Expertise** | | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:00AM | What do we understand about expertise in sports? | *Markus Raab - German Sport University* |
| 10:15AM | Expert anticipation research: Past, present and future | Rouwen Cañal-Bruland, Friedrich Schiller - University Jena, Germany |
| 10:30AM | **Considerations for perceptual training of prediction skills based on evidence for motor simulation** | Nicola J. Hodges, University of British Columbia |
| 10:45AM | **Advancing the identification and development of skill in decision-making** | David Mann, Vrije Universiteit Amsterdam, Netherlands |
| 11:00AM | Discussant | *Mark Williams -* Florida Institute for Human & Machine Cognition, Inc. |

*Moderator: Markus Raab - German Sport University Cologne*

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| **Motor Development Session 5: Physical Activity, Fitness, and Motor Competence** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:00AM | Health-related physical fitness status in Special Olympics Unified Sports: Impact of disability, country income status, and gender | *Franziska Loetzner - Wayne State University* |
| 10:15AM | Physical activity parenting practices in the family context | *Stephanie Palmer – University of Michigan* |
| 10:30AM | Physical Health of Children with Neurodevelopmental Disabilities: Analysis of the National Survey of Children’s Health (NSCH) dataset. | *Anjana Bhat - University of Delaware* |
| 10:45AM | Comparing caregiver and child perceptions with actual child physical activity and motor skill competence: a collective case study approach | *Andrea Taliaferro – University of South Carolina* |
| 11:00AM | Developmental trajectories of FMS, fitness, perceived motor competence, & MVPA predictors of standing long jump in children aged 4-11 years old | *Lin-Hsiang Kang – The Ohio State University* |

*Moderator: Adam Pennell, Pepperdine University*

**June 7th, Session 6 – 2:00PM to 3:15PM**

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| **Sport & Exercise Psychology Session 6A: Mental Health in Sport** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 2:00PM | NCAA’s mental health best practices still need coaching: Perceptions of Division I student-athletes on strategies and support offered by their schools | *Christopher Boyer – North Carolina State University* |
| 2:15PM | Psychological mattering predicts wellbeing in youth athletes | *Rachel E Williams - University of Tennessee Knoxville* |
| 2:30PM | Examining the relationship between alexithymia and symptoms of depression and anxiety among injured athletes | *Kirsten Hutt - University of Toronto* |
| 2:45PM | Perceived social support moderates the relationship between concussion history and depression in college-aged athletes | *Madison C. Chandler - Elon University* |
| 3:00PM | Assessing the validity of the Dual Continuum Model of mental health with intercollegiate student athletes | *Josh Celebre - Brock University* |

*Moderator: Markus Gerber, University of Basil*

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| **Sport & Exercise Psychology Session 6B: Physical Activity Among Older Adults** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 2:00PM | Older adults’ experiences of engaging in physical activity throughout the COVID-19 pandemic: Implications for social connections | *Kaitlyn Sawford - University of Calgary* |
| 2:15PM | The Psychosocial Assets Scale: A preliminary instrument to measure psychosocial development in older adults | *Shruti Patelia - University of Toronto* |
| 2:30PM | Trajectories of change: social connections and physical activity among older adults during the COVID-19 pandemic | *Niana Lavallée - University of Calgary* |
| 2:45PM | Examining the effects of tailoring messages to socioemotional goals on attention and retention of health behaviour messages in older adults | *Laurence Bouchard - McGill University* |
| 3:00PM | The feelings of having meaningful goals and a sense of directedness in life are related physical activity among midlife and older adults | *Heesoo Roh - Purdue University;* |

*Moderator: Steve Amireault, Purdue University*

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| **Motor Learning and Control Session 6: Emotion and Motor Learning** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 1:45PM | Adaptation and retention of visual-motor tracking as a function of goal orientations and motivational climate | *Cameron S. Olsen - Utah State University* |
| 2:00PM | Effects of anxiety on motor sequence learning | *Ashley Murray - Washington State University* |
| 2:15PM | **Stay positive! Knowledge of results about more accurate versus less accurate trials benefits motor learning and psychological factors** | *Joei Velten - University of Tennessee, Knoxville* |
| 2:30PM | Feedback-related and motor-preparatory brain activity are affected by perceptions of success during motor skill acquisition | *Juliana O. Parma - San Francisco State University* |
| 2:45PM | Asymmetrical Specificity of Learning: Auditory feedback neither helps nor hinders implicit sequence retention and transfer | *Elena M. Broeckelmann - University of Manitoba* |

*Moderator: Luc Tremblay, University of Toronto*

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| **Motor Development Session 6 Symposium: Community-based Physical Activity Programs for Youth: Using Implementation Science to Guide Program Development** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 2:00PM | **Development of a youth embodiment-based program designed for female and gender diverse youth** | Anne Cox - Washington State University |
| 2:15PM | **Application of the quality implementation framework to an embodiment-based wellness program** | Corlyn Estelle - Washington State University |
| 2:30PM | **Development and outcomes of longitudinal community-based physical activity and nutrition programs for families with an autistic child** | Franziska Loetzner - Wayne State University |
| 2:45PM | **Scaling health promotion programs for autistic children and their caregivers using implementation science framework** | Leah Ketcheson - Wayne State University |
| 3:00PM | Discussion |  |

*Moderator: Ali Brian*

**June 8th, Session 7 – 8:00AM to 9:15AM**

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| **Sport & Exercise Psychology Session 7A Symposium 1 Emotions, Emotion Regulation, and Mental Health in Sport and Performance Settings: Directions for Researchers and Practitioners** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 8:00AM | **Emotions, emotion regulation, and mental health in sport and performance settings: Directions for researchers and practitioners** | Morgan J Milne - University of Birmingham |
| 8:15AM | **Body-related self-conscious emotions and mental health among women athletes who continue or drop out of sport: A longitudinal study** | Catherine M Sabiston - University of Toronto |
| 8:30AM | **of emotion regulation strategies explain stability in student-athletes’ mental health profiles over an academic year?** | Georgia Bird - University of Birmingham |
| 8:45AM | **Emotion dysregulation and performance concerns are associated with symptoms of depression and anxiety among competitive athletes** | Katherine A Tamminen - University of Toronto |
| 9:00AM | **Investigating the influences around using emotion regulation in vocational dance students** | Morgan J Milne - University of Birmingham |

*Moderator: J.D. DeFreeze, University of North Carolina Chapel Hill*

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| **Sport & Exercise Psychology Session 7B: Advancements in Sport and Exercise Psychology** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 8:00AM | Foundational considerations regarding the conceptualization and operationalization of performance in sport Psychology research: A scoping review | *Karissa Johnson - University of Saskatchewan* |
| 8:15AM | Rethinking normative referent elicitation: A randomized experiment approach | *Jeemin Kim - Michigan State University* |
| 8:30AM | Comparison of exercise videos and exergaming: Physiological and psychological responses | *Jessica Smith-Ricketts - Kent State University* |
| 8:45AM | Exploring athletic and exercise identities in the South Korean context: A confirmatory factor analysis approach | *Yeongjun Seo\* - University of North Carolina at Greensboro* |
| 9:00AM | The effects of attentional strategies on affective responses and pain tolerance during isometric contraction exercises | *Sara A. Thompson - Washington State University* |

*\*Outstanding Student Paper Award – Sport and Exercise Psychology*

*Moderator: Matt Hoffman, California State Fullerton*

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| **Motor Learning and Control Session 7A: Applied Motor Learning and Control** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 8:00AM | Evaluating the effect of load on visual attention during a live ice hockey practice | *Nikki Aitcheson-Huehn - University of North Carolina at Chapel Hill* |
| 8:15AM | Gaze Dynamics in Vision-Impaired Tennis: Unravelling Strategies for Serve Returns | *Ward Nieboer - Vrije Universiteit Amsterdam* |
| 8:30AM | Anticipatory ability scales with spatial exaggeration of an opponent’s action | *Kazunobu Fukuhara - Tokyo Metropolitan University* |
| 8:45AM | Investigating Lost Move Syndrome in the rolling of recreational white-water kayakers | *Philip Kearney - University of Limerick* |
| 9:00AM | Neuromotor performance is influenced by blast magnitude in military personnel | *Charlend Howard - Old Dominion University* |

*Moderator: Jacquelyn Sertic - University of Minnesota*

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| **Motor Learning and Control Session 7D: Attentional Focus** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 8:00AM | A holistic focus of attention enhances vertical jump performances among Division 1 football players | *Tatiana Zhuravleva - Southwestern University* |
| 8:15AM | Preference, familiarity, and usefulness of attentional focus instructions on golf putting performance | *Haley Kivett - Whittier College* |
| 8:30AM | Effects of attentional focus and autonomy support in motor learning complex movement tasks | *Tomasz* Niźnikowski - *Faculty of Physical Education and Health in Biala, Podlaska* |
| 8:45AM | The motor learning effects of combining an external attentional focus and task-relevant autonomy | *Jerzy Sadowski - Jozef Pilsudski University of Physical Education in Warsaw* |

*Moderator: Andrea Mason, University of Wisconsin, Madison*

**June 8th, Session 8 – 9:30AM to 10:30PM**

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| **Sport & Exercise Psychology Session 8A: Youth Development in Sport** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 9:30AM | From theory to practice: A re-examination of the DMSP 25 years after its inception | *Travis Dorsch, Utah State University* |
| 9:45AM | Impact of a sport-based positive youth development program: Parents’/caregivers’ perspectives | *Nicole D. Bolter, San Francisco State University* |
| 10:00AM | A linguistic and meaning extraction analysis of lessons learned from high school sport | *Jedediah Blanton, University of Tennessee, Knoxville* |
| 10:15AM | Adolescent female swimmers’ navigation of femininity and muscularity | *Samantha Adler, Springfield College* |

*Moderator: Anthony Delli Paoli, Rutgers University New Brunswick*

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| **Sport & Exercise Psychology Session 8B: Physical Activity Interventions** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 9:30AM | Friend or Friendly Stranger: Examining how the source of social support influences physical activity goals | *Kathleen S. Wilson - California State University* |
| 9:45AM | The brain CARs (Compassion Appreciation Research) intervention: A qualitative exploration within physical activity | *Maya Trajkovski - Oregon State University* |
| 10:00AM | Latent Self-efficacy to Regulate Physical Activity and its Effects on Physical Activity in a Physical Activity Intervention for Adults with Obesity | *Andre Bateman - The University of the West Indies* |
| 10:15AM | Effects of a 10-week exercise intervention on post-traumatic stress disorder symptoms in refugees: The SALEEM pragmatic randomized controlled trial | *Markus Gerber - University of Basel, Switzerland* |

*Moderator: Spyridoula Vazou, Michigan State University*

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| **Motor Learning and Control Session 8: Movement in Social Contexts** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 9:30AM | Dyadic motive fit: A meaningful predictor of joint performance in teams? | *Florian Müller - Friedrich Schiller University* |
| 9:45AM | Subliminal priming of whole-body motor responses | *Christoph Schütz - Bielefeld University* |
| 10:00AM | Oops you did it again: Imitative and compensatory biases after error observation in golf putting | *Carrie M. Peters - University of British Columbia* |
| 10:15AM | Human adults show a modest preference for individual actions over joint actions | Mikayla Lalli - McMaster University |

*Moderator: April Karlinsky, Cal State University San Bernardino*

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| **Sport & Exercise Psychology Session 8C: College Athletes** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 9:30AM | The toll of the scroll: A path toward burnout | *Christine E. Pacewicz, Miami University* |
| 9:45AM | PAUSE-Yoga: An 8-week mindfulness-based yoga intervention for women’s sport student-athletes | *Ling Beisecker, The University of North Carolina at Chapel Hill* |
| 10:00AM | Exploring contingent self-worth and the transition to first year varsity sport | *Chloe Ellard, University of Toronto* |
| 10:15AM | Organized sport and binge drinking in Canadian student populations | *Edina Bijvoet, University of Toronto* |

*Moderator: Erin Reifsteck, University of North Carolina Greensboro*

**June 8th, Session 9 – 10:45AM to 11:45AM**

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| **Sport & Exercise Psychology Session 9A: Physical Activity and Mental Illness** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:45AM | Long-term effects of physical activity counseling in in-patients with major depressive disorder: The PACINPAT randomized controlled trial | *Markus Gerber - University of Basel, Switzerland* |
| 11:00AM | The physical activity and sports behaviour of adolescents with mental illness - correlations with physical self-concept, motivation and anxiety | *Maike Tietjens - University Münster, Germany* |
| 11:15AM | Exercise identity as a mediator of the relationship between physical activity and depressive symptoms | *Ross Murra - University of Toronto* |
| 11:30AM | 1:1 virtual and 1:1 in-person physical activity is effective for reducing anxiety and depression symptoms among post-secondary students | *Melissa L. DeJonge - University of Toronto* |

*Moderator: Michelle Ogrodnik, University of Waterloo*

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| **Sport & Exercise Psychology Session 9B: Contextual Considerations for Sport and Exercise Participation** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:45AM | Daily associations between social support, the built environment, and physical activity among adolescent girls | *Emily M. Postlethwait - University of North Carolina Greensboro* |
| 11:00AM | The psychology of indoor and outdoor climbing: A crossover in-situ comparison | *Patrick Boudreau - Ara Institute of Canterbury* |
| 11:15AM | Perceptions of Youth Sport Experiences Among Black Adolescent Boys: Insights from Parents, Coaches, and School Administrators | *Amand L. Hardiman - Utah State University* |
| 11:30AM | Physical activity, approach bias, and inhibitory control in young adults who binge drink | *Luke Poole - Rutgers University* |

*Moderator: Jeemin Kim, Michigan State University*

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| **Motor Learning and Control Session 9: Mediated Realities** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:45AM | Really Different: Virtual and Augmented Reality Alter Motor Planning and Control | *Xiaoye Michael Wang - University of Toronto* |
| 11:00AM | Examining attentional focus, anxiety, and mental workload in a CPR augmented reality simulation | *Aleiza Higgins - University of North Carolina Greensboro* |
| 11:15AM | The effects of traditional practice conditions and augmented reality on motor skill acquisition | *Andrew Shaw - University of Tennessee* |
| 11:30AM | Spatiotemporal gait changes when stepping over obstacles in natural and virtual reality environments | Alejandra Padilla - University of Wisconsin-Madison |
| *Moderator: Nadja Schott, University of Stuttgart* | | |

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| **Sport & Exercise Psychology Session 9C: Physical Activity Across the Lifespan** | | |
| **Time** | **Presentation Title** | **Lead Author/Presenter** |
| 10:45AM | Effects of physical activity on executive functions in children: A meta-analysis on the role of cognitively engaging and aerobic programs | *Marcelo Odilon Cabral de Andrade - Michigan State University* |
| 11:00AM | Testing the moderating role of internalized weight bias in the association between weight perception and physical activity among adolescents over time | *Kristen M. Lucibello - Brock University* |
| 11:15AM | The negative effect of stress on physical activity is reduced for adults who have stronger habit and identity: A repeated-measures investigation | *Emily Jakob, Purdue University* |
| 11:30AM | Physical and psychosocial benefits of a judo program for children with autism | *Candace Brink - West Virginia University* |

*Moderator: Kathleen Wilson, California State University Fullerton*

**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 6th, 5:15-6:45PM

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| **Sport and Exercise Psychology Poster Session 1** | | |
| **No.** | **Title** | **Lead Presenter** |
| 1 | Exploring physical activity counseling for young adult cancer patients: Insights from the ACCESS pilot randomized controlled trial | *Jennifer Brunet - University of Ottawa* |
| 2 | Motivation states to move: A scoping review of studies focused on physical activity and exercise | *Matthew Stults-Kolehmainen - Yale New Haven Hospital* |
| 3 | The effect of stress exposure on motivation states to be active and sedentary in novice and expert rock climbers | *Matthew Stults-Kolehmainen - Yale New Haven Hospital* |
| 4 | Motivation states to move and be active in healthy and clinical populations: A scoping review | *Matthew Stults-Kolehmainen - Yale New Haven Hospital* |
| 5 | Designing sport and physical activity interventions for children and adolescents with ADHD | *Jennifer Meggs - Heriot-Watt University* |
| 6 | Clarifying the psychological states underpinning excellent performance: A critical review | *Patrick Boudreau - Ara Institute of Canterbury* |
| 7 | Exploring the impact of Mobile Apps for Adolescents Physical Activity | *Markus Nystrom - Luleå University of Technology* |
| 8 | Explaining the age-moderation effects in the relation between immediate benefits and physical activity: A mediated moderation analysis | *Kin-Kit Li - City University of Hong Kong* |
| 9 | The effects of time-based strategies on physical activity participation moderated by future time perspective in older adults | *Kin-Kit Li - City University of Hong Kong* |
| 10 | Understanding changes in identity and motivation in collegiate athletes immediately after retiring from sport | *Karan Bhatia - Ball State University* |
| 11 | Exploring cumulative effects of sport participation over time on mental health difficulties among US youth | *Matt D. Hoffmann - California State University, Fullerton* |
| 12 | Fostering physical literacy: A cross-sectional cohort study on newcomer youth's participation in multi-sport physical activity programs | *Taylor Rowe - Brock University* |
| 13 | An incubator for best-practices: Establishing a national community of practice of community-based exercise programs for persons experiencing disabilities | *Jennifer R Tomasone - Queen's University* |
| 14 | Home Court Advantage During Pandemic | *Sarah Mitchell - Texas A&M University-Commerce* |
| 15 | Effects of Self-Control and Brain Endurance Training on Physical Endurance Performance | *Steven R Bray - McMaster University* |
| 16 | Feasibility of a two-arm aerobic exercise trial assessing clinical and neural outcomes in transitional-aged youth with depression | *Sitara Sharma - University of Ottawa* |
| 17 | Anxiety Levels for Return to Play Division I Athletes | *Dean Culpepper - Texas A&M University-Commerce* |
| 18 | Five modules of support: A coaches’ guide to helping athletes experiencing pre-performance anxiety | *Courtney Stevens - University of Lethbridge* |
| 19 | The dark side of sport: Athletes’ experiences of abuse and mental health symptomology | *Katherine N. Alexander - Utah State University* |
| 20 | Sustaining and disrupting psychologically abusive coaching practices: A critical analysis on the case of National Hockey League coach Mike Babcock | *Anthony Battaglia - University of Toronto* |
| 21 | Experiences with physical activity in venous thromboembolism (VTE) survivors following diagnosis: an elicitation study | *Julie Partridge - Southern Illinois University Carbondale* |
| 22 | Initial validity evidence for responses to the coach precompetitive communication questionnaire – preference under an exploratory bifactor approach | *Corinne T. Zimmerman - Michigan State University* |
| 23 | The correlation between training hours and injuries in Canadian elite figure skaters | *Antonia Cattle - University of Toronto* |
| 24 | Development and Initial Validation of the Emotional Regulation Questionnaire in Korean Athletes | *Haeyong Chun - Michigan State University* |
| 25 | Unama’ki surf program: The importance of leading place-based sport | *Bettina Callary - Cape Breton University* |
| 26 | How does sport impact an athlete’s psycho-social development? A systematic and scoping review to examine what we know so far | *Hannah S. Rabinovitch - York University* |
| 27 | Promoting adaptive transition out of collegiate sport: A person-centered approach | *Yeongjun Seo - University of North Carolina at Greensboro* |
| 28 | A pathway to resilience: Sport confidence as a mediator between imagery use and psychological resilience in athletes | *Samantha D'Agostino - University of Windsor* |
| 29 | "Run for something bigger than yourself": Collegiate athlete experiences of group dynamics differ from cross country to track and field | *Seth Papineau - Wilfrid Laurier University* |
| 30 | Differential ratings of perceived exertion and coach-athlete congruency in women’s collegiate ice hockey | *Ben Csiernik - Ontario Tech University* |
| 31 | Physical activity and mental health during COVID-19 in four African countries | *Chelsi Ricketts - Michigan State University* |
| 32 | Between the pipes: the influence of team practice structure on the training demands of ice hockey goaltenders | *Ben Csiernik - Ontario Tech University* |
| 33 | Social support strategies for fitness professionals and participants in physical activity interventions for adult populations: A rapid review | *Bobbie-Ann P. Craig - University of Calgary* |
| 34 | How Parents’ views about the value of sports impact their children’s participation, experiences and outcomes in West Africa | *Ayomiposi Oluwaseun Aribasoye - Utah State University* |
| 35 | Parents’ Perspectives on the Junior Lifeguard Program as a Context for Positive Youth Development | *Danielle Vickland - California State University, Fullerton* |
| 36 | Sports and recreation-related concussions in children, Centers for Disease Control and Prevention’s national concussion surveillance system | *Alexis Peterson - Centers for Disease Control and Prevention* |
| 37 | Yoda was wrong… body size does matter: Contrast effects emerge when rating body types of individuals presented with peers | *April Karlinsky - California State University San Bernardino* |
| 38 | How are affective forecasts and affective exercise experiences related to current and future exercise behavior? | *Zachary Zenko - California State University Bakersfield* |
| 39 | Exert more and feel more accomplished, but not better? Re-examining the links among changes in exertion, accomplishment, and feeling state | *Cheryl Stuntz - St. Lawrence University* |
| 40 | Evaluating adolescent athletes’ scores on the Sport Friendship Quality Scale using CFA and ESEM | *Justin T. Worley - Utah State University* |
| 41 | Exploring the impact of Olympic combat sports on mental health of young individuals with disabilities: A meta-review protocol with preliminary insights | *Youngjun Lee - Michigan State University* |
| 42 | Psychology of exposure in modern Korean creative dance | *Hyun-Soon Beck - Korea National Sport University* |
| 43 | Relationships among adolescents’ weight status, VO2max, self-efficacy, and motivation for physical activity and healthy eating | *Corinne T. Zimmerman - Michigan State University* |
| 44 | High school coaches who create caring, task-involving motivational climates on their teams found to promote athlete well-being and motivation | *Candace M. Hogue - University of Minnesota, Twin Cities* |
| 45 | Tailoring over quantity: The number of behavior change techniques is not associated with the effectiveness of interventions in people with MS | *Matteo Ponzano - University of British Columbia* |
| 46 | Life skills as a resource in physical activity-related health competence among university physical education students | *Nadja Schott - University of Stuttgart* |
| 47 | Physical activity for anxiety for autistic people: A systematic review | *Kathryn Riis - Auburn University* |
| 48 | Understanding how Ontario travel coaches maintained their coach-athlete relationships during the COVID-19 pandemic | *Keith McShan - Missouri State University* |
| 49 | Can morning exercise reduce the negative affect from insufficient sleep? | *Anjali M. Bedi - McMaster University* |
| 50 | A systematic scoping review of the research on peer motivational climate in youth sports and physical activity | *KeonYoung Chung – Michigan State University* |
| 51 | The mediating effect of autonomy motivation in the relationship between perceived teacher feedback and dance satisfaction of dance class participant | *Eun-sim Yang - Korea National Sport University* |
| 52 | Effects of COVID-19 on performance development in athletics | *Bernd Strauss - University of Muenster* |

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| **Motor Learning and Control Poster Session 1** | | |
| **No.** | **Title** | **Lead Presenter** |
| 53 | Absence of visual information hinders coupling of bimanual reaching and grasping movements in Virtual Reality | *Guilherme Martins - University of Wisconsin-Madison* |
| 54 | Virtual variability: The motor learning effects of practice variability within an immersive environment | *Jaelyn Smith - University of Tennessee, Knoxville* |
| 55 | The current landscape of virtual reality use in physical rehabilitation: A systematic review | *Gholamreza Pousti - Old Dominion University* |
| 56 | Analysis and validation of commercially available immersive virtual reality games | *Bruna de Souza da Silva - Georgia State University* |
| 57 | Adaptation and savings are differentially impacted by the type of virtual partner | *Nour Al Afif - McMaster University* |
| 58 | The influence of different virtual partners when performing a redundant visuomotor rotation task | *Daniel Deletsu - McMaster University* |
| 59 | Understanding individuals’ decision processes when choosing between individual and joint actions | *Jiaqiao Tang - McMaster University* |
| 60 | The effect of variability practice on baseball hitting | *Min-Jae Ju - Yonsei University* |
| 61 | **The improvement and learning rate of a golf putting task between varying task difficulty groups: A preliminary result.** | Masahiro Yamada - Whittier College |
| 62 | Testing for between-partner contextual interference effects in the learning of different movement sequences | *Porter M. Trevisan - University of British Columbia* |
| 63 | The whole (practice) is not greater than the sum of its parts: Part-task practice is as effective as whole-task practice for polyrhythm learning | *Matthew Scott - University of British Columbia* |
| 64 | Neural activity associated with execution of a visuomotor adaptation task performed in different workspace locations | *Arend W. A. Van Gemmert - Louisiana State University* |
| 65 | Investigating effortful practice and its association to long-term learning using electrophysiology | *Jet Taylor - Boise State University* |
| 66 | Manipulating observational and physical practice to investigate how they independently and sequentially influence visual and kinesthetic motor imagery | *AnnaMae K. Pond - University of British Columbia* |
| 67 | Motor imagery of individuals with intellectual disabilities at the Special Olympics 2023 sports competitions in Berlin | *Nadja Schott - University of Stuttgart* |
| 68 | Similarities in brain activity during motor imagery and motor execution: A systematic literature review | *Judith Jiménez-Díaz - Universidad de Costa Rica* |
| 69 | Successfully controlled BCI through minimal dry electrodes | *Joshua Lawton - Old Dominion University* |
| 70 | Exploring the relationship between physical activity levels and implicit learning proficiency in young adults | *Richard Guerra - Eastern New Mexico University* |
| 71 | Physical activity may not protect against proprioceptive decline in Parkinson’s disease | *Jason Kang - University of Minnesota* |
| 72 | The impact of aging and Parkinson’s disease on interlimb coordination: An investigation of gait adaptability | *Morteza Farivar - Texas Christian University* |
| 73 | Comparing executive function in adults with and without ADHD | *Elham Bakhshipour - University of Delaware* |
| 74 | Effects of treadmill training intervention on kinematic patterns of stepping in infants with Down syndrome | *Alexandre dos Santos Kotarski - Georgia State University* |
| 75 | The effects of physical activity on bilateral transfer in young and older adults | *Sean Cochran - Roanoke College* |
| 76 | Performance on cognitive assessments is related to fall risk in community-dwelling older adults | *Jacquelyn Moxey - Old Dominion University* |
| 77 | Prior training experience may influence the expression of hand performance abilities | *Pamela Bryden - Wilfrid Laurier University* |
| 78 | Unraveling decision-making and evidence accumulation in single anticipation trials | *Henrietta Weinberg - Friedrich Schiller University Jena* |
| 79 | "Taking the easy route": Procrastination in a sequential task | *Timothy Welsh - University of Toronto* |
| 80 | The effect of lower limb motor experience on the moving rubber foot illusion | *William Berg - Miami University* |
| 81 | Horizontal vestibular ocular reflex yields low cue fixation times during the Vestibular Ocular Motor Screening test | *Gustavo Sandri Heidner - Montclair State University* |
| 82 | Synchronization in space: Exploring bimanual skills on the vomit comet | *Deanna Kennedy - Texas A&M University* |
| 83 | Leveraging eye tracking machine learning system for predicting successful targeting skill performance | *Ayoub Asadi - Iowa state university/ Alzahra University* |
| 84 | Standing dual-task balance in healthy adults | *Connor Cantrell – Auburn University* |
| 85 | The Effects of Visual Feedback on Dominant Leg Balance | *Haden Ray -* Texas Christian University |

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| **Motor Development Poster Session 1** | | |
| **No.** | **Title** | **Presenter** |
| 86 | Should we adopt data papers in the MLC/D community? | *Keith Lohse - Washington University School of Medicine in Saint Louis* |
| 87 | Cognitive functions improve following assisted cycle therapy in children with Down syndrome | *Shannon Ringenbach - Arizona State University* |
| 88 | Gait variability in children and adults during treadmill walking with rhythmic auditory stimulation | *Haneol Kim - University of Wisconsin-La Crosse* |
| 89 | Developmental trajectories in perceived and actual motor competence: differences by gender and ethnicity/race | *Chloe Kin – The Ohio State University* |
| 90 | Differences in process and product measures of standing long jump by gender, age category, and ethnicity in 4-11 year old children | *Blaize Shiebler – University of Maryland* |
| 91 | The effects of a 4-week SKIP on young children’s fundamental movement skills | *Conner Meldrim\*\* - Minot State University* |
| 92 | Who can, should, and usually does: The effects of a motor skill intervention on the object control skill stereotypes of preschoolers | *Ali Brian – University of South Carolina* |
| 93 | Self-regulation and fundamental motor skills: Prospective associations among preschoolers with and without exposure to a motor skill intervention | *Stephanie Palmer – University of Michigan* |
| 94 | **Stakeholder input on feasibility and acceptability of a novel exergaming intervention for individuals with Autism Spectrum Disorder** | *Jacob Corey – University of Delaware* |
| 95 | Predicting future physical military readiness using youth motor competence and fitness growth curve trajectories | *Ozgur Altintas - University of South Carolina* |
| 96 | Motor and language development are highly related in infants with Down Syndrome | *Madelyn Burton - Georgia State University* |

*\*Outstanding Student Paper – Motor Development*

*Moderators: SEP - Liam O’Neil, Utah State University; MLC - Nicola Hodges, University of British Columbia;*

*MD – Kylee Ault-Baker*

**Saturday June 8th, 2024 4:00-5:30PM**

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| **Sport and Exercise Psychology Poster Session 2** | | |
| **No.** | **Title** | **Lead Presenter** |
| 1 | Hatha yoga improves anxiety and stress for middle-aged women | *Kathryn Riis - Auburn University* |
| 2 | Motivation states for physical activity and sedentarism change in response to stressful and pleasant stimuli in the laboratory: ANTREC analysis 1 | *Matthew Stults-Kolehmainen - Yale New Haven Hospital* |
| 3 | Concurrent and lagged effects of stress and anxiety on motivation states to be physically active and sedentary: ANTREC analysis 2 | *Matthew Stults-Kolehmainen - Yale New Haven Hospital* |
| 4 | Expert dancers have higher motivation states for physical activity but not sedentarism compared to controls when exposed to dancing stimuli | *Matthew Stults-Kolehmainen - Yale New Haven Hospital* |
| 5 | Factor analysis with ordered categorical indicators and measurement of self-efficacy in physical activity: A substantive-methodological synergy | *Christine E. Pacewicz -Miami University* |
| 6 | ‘Levelling the Playing Field’ for at risk ethnic minority youth through sport: Indicators of psychosocial development and well being | *Joan L. Duda - University of Birmingham* |
| 7 | Between peak performance, hormones, and individuality: The impact of menstrual cycle symptoms on the performance of female elite athletes | *Hanna de Haan - German Sport University Cologne, Germany* |
| 8 | A sports psychologist’s perspective of the mental preparation required when climbing at altitude | *Adele Muscat - University of Malta* |
| 9 | Players or referees: Who is affected most by the home crowd? | *Bernd Strauss - University of Muenster* |
| 10 | Playing your part: The nuanced roles of coaches, peers, and parents in positive youth development through sport | *Jim P. Arnold - Oregon State University* |
| 11 | Walk a Mile: Behavioral Economics Perspectives on a Charity-Based Physical Activity Intervention | *Andrey A. Sanko Posada - Appalachian State University* |
| 12 | “Have you tried yoga?” The quest for exercise strategies that actually work for women with ADHD | *Heather K. Larson - University of Alberta* |
| 13 | A Scoping Review of Physical Education Interventions for Youth with Intellectual and Developmental Disabilities: A narrative synthesis | *Thi Huynh - University of Toronto* |
| 14 | Does the Formula Buff Really Exist? | *Ye-ji Choi - Yonsei University* |
| 15 | The mediating effect of resiliency on the relationship between athlete status and mental health outcomes in university students during COVID-19 | *Quinten Carfagnini - Brock University* |
| 16 | Testing the Applicability of a Competing Values Framework-based 360? Leadership Feedback with Coaches in the German Gymnastics Federation | *Maike Tietjens - University of Muenster* |
| 17 | The acute effect of resistance exercise and chronotype on memory consolidation in young and middle-aged adults | *Mark Naguib - Purdue University* |
| 18 | Exploring tender and fierce self-compassion: A case of Canadian mixed-doubles curlers | *Shannon R. Pynn - Utah State University* |
| 19 | Psychosocial factors facilitating anabolic-androgenic steroid dependence | *Barnaby Zoob Carter - University of Birmingham* |
| 20 | The effectiveness of female coach mentorship programs | *Mia Landry - Brock University* |
| 21 | The independent and combined associations of perceived competence and control with feelings of efficacy in youth sport | *Liam O'Neil - Utah State University* |
| 22 | The dynamics of approach and avoidance motivations in sport: An attempt at agent-based system modeling | *Christophe Gernigon - University of Montpellier and IMT Mines Alès* |
| 23 | Identity disruption among performers during the COVID-19 pandemic | *Kirsten Hutt - University of Toronto* |
| 24 | Exploring the lexicon of NBA and NHL draft profiles | *Garrett Blakey - Ontario Tech University* |
| 25 | Accept and move on – the interplay between reinvestment and mindfulness | *Patricia Grove - German Sport University Cologne* |
| 26 | Comparing mental performance and mental health support role titles in the NHL, NBA, and MLB. | *Bryan McLaughlin - Ontario Tech University* |
| 27 | Exploring the association between mindful eating and health behaviours in university students | *Kristan Amendola - McMaster University* |
| 28 | The Wild, Wild West: Exploring Relationships of Sport and Physical Activity Leaders across the Intermountain West United States | *Daxon Toone - Utah State University* |
| 29 | Collegiate Athlete Health and Well-Being Profiles, Transition Markers, and Life Satisfaction | *J.D. DeFreese – University of North Carolina-Chapel Hill* |
| 30 | How kids feel at recess matters: An investigation into the relationships between body size, affective experiences, and attraction to physical activity | *Megan Babkes Stellino - University of Northern Colorado* |
| 31 | Leisure time physical activity is associated with greater post-error accuracy during a cognitive control task | *Emma McCabe - University of Illinois Urbana-Champaign* |
| 32 | Challenge and Threat: The Football Academy Environment | *Claire Joanne Louise Rossato - University of Greenwich* |
| 33 | Do physical activity behavioral interventions increase physical activity in people with a lower limb amputation? A systematic review and meta-analysis | *Luca Beratto - University of Turin* |
| 34 | Personality traits among Canadian high performance youth athletes | *Alia Mazhar - University of Toronto* |
| 35 | A Student Perspective: The Need for Inclusion of Social Justice-based Courses in Kinesiology Curriculums | *Andrey A. Sanko Posada - Appalachian State University* |
| 36 | Stressful life events, habits, and physical activity in older adults | *Peyton Greco - University of North Carolina at Greensboro* |
| 37 | Team effects of the perceived motivational climates on athletes’ goal motives and burnout symptoms | *Isabel Balaguer - University of Valencia* |
| 38 | Exploring physical activity motivators and barriers: A comparison of university students and faculty/staff | *Irene Muir - Pennsylvania State University Altoona* |
| 39 | Physical activity and depressive symptomology among university students who utilize campus healthcare | *Gabriella Senior - University of North Florida* |
| 40 | A proof of concept: Self-monitoring dose-response relationships in overreaching freestyle kayak athletes | *Chris Wing - Appalachian State University* |
| 41 | Exploration of professional development in a health coaching experiential learning program | *Alison Phillips Reichter - Louisiana Tech University* |
| 42 | Does Education Prepare Teachers to Learn: An Analysis of Pre-service Physical Education Teachers' Reflective Ability | *Eric Baker - West Virginia University* |
| 43 | Does sport and uniform type influence body image in female athletes? | *Diana Avans - Vanguard University* |
| 44 | Mental health of college athletes post COVID-19 restrictions | *Diana Avans - Vanguard University* |
| 45 | Effects of immersion-plus-exercise on state stress, connectedness to nature and mood state in middle-aged adults | *Diana Avans - Vanguard University* |
| 46 | The role of family on promoting physical activity behaviors in youth with Autism Spectrum Disorder: A systematic review | *Andrew C. Parks - Louisiana Tech University* |
| 47 | A randomized control trial study of a mental health intervention in varsity sport | *Mishka Blacker - Brock University* |
| 48 | Performance in physical activity affects social identification | *Vista Beasley - SUNY Brockport* |
| 49 | The influence of water-based breathing interventions on heart rate variability and response time during a decision-making task. | *Ana Smalling – University of Florida* |
| 50 | Exploring the relationships between body image perceptions and emotional regulation tendencies | *Alyssa Hughes - University of Lethbridge* |
| 51 | Preliminary results on a pilot intervention to reduce postpartum weight retention: Application of 3D optical scanning | *Kayla Bowes - Louisiana State University* |
| 52 | Does early success predict later success in figure skaters? | *Michelle Lee – University of Toronto* |

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| **Motor Learning and Control Poster Session 2** | | |
| **No.** | **Title** | **Lead Presenter** |
| 53 | Effects of neural motivational system, impulsivity, and working memory on performance of a shoot/don’t shoot task with and without high cognitive load | *Robert Horn - Montclair State University* |
| 54 | Virtual reality displays mitigate head orientation effects on coordination dynamics: Insights from a bimanual force coordination study | *Madison Weinrich - Texas A&M University* |
| 55 | The impact of balance and mindfulness training on young biathletes' riffle aiming trajectories | *Kajetan J. S*ł*omka - Academy of Physical Education in Katowice, Poland* |
| 56 | Biceps brachii EMG signal regularity after different types of fatigue | *Anna Brachman - The Jerzy Kukuczka Academy of Physical Education, Katowice, Poland* |
| 57 | Effect of mental and physical fatigue on force production capability and Stroop error rate | *Joshua Springer - University of Tennessee, United States Army* |
| 58 | Hand and foot reaction time in eSports gamers and university athletes: A pilot study | *Haneol Kim - University of Wisconsin-La Crosse* |
| 59 | Handedness in young Canadian baseball players | *Pamela Bryden - Wilfrid Laurier University* |
| 60 | The impact of an internal focus, external focus, and cognitive distraction tasks on the performance of a balancing task | *Kevin Becker - University of Tennessee, Knoxville* |
| 61 | Attentional focus does not impact balance in healthy young adults | *John Henry Ballard - University of Tennessee, Knoxville* |
| 62 | When might an internal focus prove beneficial? An exploration of attentional focus instructions across skill levels | *Edward Hebert - Southeastern Louisiana University* |
| 63 | Effect of attentional focus on force curve learning in a dual-task paradigm | *Mohammed Bila - Wayne State University* |
| 64 | The impact of attentional focus on motor learning and competitive state anxiety | *Young-Joon Kim - The University of Tennessee* |
| 65 | Instructional adherence during a sprinting task using attentional focus cues | *Alice Hibbard - University of North Carolina Greensboro* |
| 66 | Perceived workload following a sprinting task using attentional focus instructions | *Amanda Barclift - University of North Carolina Greensboro* |
| 67 | Stretch times of acute opposing ankle muscles: Stretch less to sway less | *Taylor Gauss - Louisiana State University* |
| 68 | Repetitive stepping practice improves spatiotemporal components of comfortable walking gait: the more directions, the better | *Kelly Rodriguez - Louisiana State University* |
| 69 | Tandem balance as a predictor for balance asymmetries in women | *Atousa Ebrahimi - University of North Carolina at Greensboro* |
| 70 | Terminal versus concurrent feedback during a dynamic balance surfing task | *Kristoph Lopata - Wayne State University* |
| 71 | Specificity of test measures in university student balance performance | *Ben Meyer - Shippensburg University* |
| 72 | The effect of unilateral ankle loading on spatiotemporal gait parameters in adults and children during treadmill walking | *Yeon-Joo Kang - Georgia State University* |
| 73 | Postural control entropy is greater when barefoot compared to when wearing shoes in children aged 4-6 years old | *Bryon C. Applequist - Texas A&M University - Corpus Christi* |
| 74 | Gait variability in autistic young adults during the performance of dual-motor tasks of low and high complexity | *Ralph Nelson - University of Wisconsin - Madison* |
| 75 | The correlation of a physiological profile assessment, fall-risk index and gait parameters of community dwelling, older adults | *Kyle Langerhans - Old Dominion University* |
| 76 | Sociocultural factors, gender, and sensorimotor control: A scoping review examining implications for anterior cruciate ligament injury | *Katherine F. Wilford - Mary Baldwin University; Texas Tech University Health Sciences Center* |
| 77 | Evidence-based program to reduce kinesiophobia in chronic low back pain: A meta-analytic approach | *Jonghyeon Lee - Yonsei University* |
| 78 | Evaluating the effects of history of multiple sports-related concussions on inhibitory control and P3 event-related potential | *Megan M. O'Brokta - University of North Carolina at Greensboro* |
| 79 | Differences in the prefrontal cortex during the Purdue Peg test performance in young adults with and without ADHD | *Elham Bakhshipour - University of Delaware* |
| 80 | Effect of dual tasking on cognitive performance among college students with concussion history: A pilot study | *Prasanna Acharya - Illinois College* |

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| **Motor Development Poster Session 2** | | |
| **No.** | **Title** | **Presenter** |
| 81 | Sticky mittens training in infants with Down syndrome: Arm reaching kinematics and coordination | *Robert Zeid II - Georgia State University* |
| 82 | Motor skills in children with developmental disabilities following a physical activity program | *Pamela Bryden - Wilfrid Laurier University* |
| 83 | Developmental changes in motor competence: The influence of physical activity and weight metrics | *Aaron Wood - University of Michigan* |
| 84 | Investigating parental perceptions and actual motor skills in children: Exploring the potential interaction of sex | *Leesi George-Komi - University of Michigan* |
| 85 | Supine-to-stand and go: Examining the feasibility of combining supine-to-stand and 10-m shuttle run as a functional motor competence assessment | *Ozgur Altintas - University of South Carolina* |
| 86 | Profiles and correlates of supine-to-stand performance in younger individuals with visual impairment | *Adam Pennell - Pepperdine University* |
| 87 | **Movement differences between healthy and anterior cruciate ligament reconstruction individuals using a bilateral coordination task** | Andrew Brizzell - Texas Christian University |

*Moderators: SEP - Tyler Harris, Adrian College; MLC - Matt Miller, Auburn University; MD – Stephanie Palmer, University of Michigan.*

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