



BATH

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Book of Abstracts

JULY 30th – August 1st
Pre-conference workshops July 29th

Department for
Health



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Centre for
Qualitative Research



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Tuesday 30th July

CB 1.10 Keynote 1: 10.30-11.30

Professor Sarah Riley

School of Psychology, Massey University, New Zealand

Title: Theory and method: Making sense of body-mind-technology entanglements using menstruation tracking apps as an example

Millions of people worldwide use digital applications to monitor their menstrual cycles. These apps are not neutral, but shape how users understand their bodies, and by extension, their selves, relationships, and place in the world. MTAs thus enact a public pedagogy. Given their potential to be shaping millions of people, MTAs thus offer an important site for exploring the body-mind-technology entanglements of digital technology. In this talk, I describe a current research project developing theoretical and methodological advances to researching human-digital entanglements, using MTAs as an example.

MTAs are marketed as tools of empowerment, and often experienced as such by users in interview and survey research. But from a critical perspective, this form of empowerment is problematically linked to disciplinary power and surveillance capitalism. To theorise such tools of 'empowerment', I draw together several separate and interrelated fields of feminist thought related to postfeminist healthism, intersectionality, and more-than-human theories. Asking, 'What happens when we apply these theoretical lenses to the object of menstruation tracking apps?', I show how homogenising these apps are, the conditions of possibility producing this homogeneity, and the importance of increasing capacities for multiple forms of knowing.

Considering methodological tools for increasing capacities of knowing, I then outline the principles of cooperative inquiry (CI). CI is a small-group action research method in which similar people collaboratively explore issues of mutual concern over time. The aim of CI is to enable participants to move from beyond what they already know, to create new, more liberatory knowledge together. Using our perimenopause cohort as an example, I discuss recruitment of people often excluded in health research, including people from ethnic minorities, Indigenous people, those managing chronic health conditions, identifying as fat or experiencing weight stigma, or who are sexually or gender diverse. I then outline the care and practices required to create safe spaces for inquiry, and showcase some of the inquiry directions that the 10 groups of 28 participants took when facilitated to explore into their experiences together. These directions affirmed diverse embodied experiences, empowered those marginalised not just by these apps but a wider sexist health care system, and enabled us to collectively envision possibilities for technologies in the future.

This research was funded by Royal Society Marsden Fund Te Apārangi, Aotearoa New Zealand.

Parallel session 1: 11.45-12.45

<p>Session 1A (CB1.10)</p>	<p>Martin Camiré (<i>University of Ottawa</i>)</p> <p>Qualitative and Postqualitative Inquiry in Sport and Exercise: Interrogating their Entangled Identity Politics</p> <p>“Post” approaches to inquiry (e.g., postqualitative, posthumanist, postfoundational) are expanding in many fields, including sport and exercise. Through a cascade questioning approach, in this presentation, I interrogate the identity politics entangling the posts with what is commonly labelled as “conventional” humanist qualitative research. The concepts of identity and politics are situated as performative and a conciliatory tone is adopted to diffract post/conventional inquiry as entangled in the manyfoldedness of their non-hierarchical coexistences. The interrogations focus on upending normative writing processes (e.g., Can we flatten the data/theory hierarchy?), challenging methodocentrism (e.g., Do we really need to label inquiry processes as methods?), confronting claims of elitism (e.g., Who really gets to “post?”), acknowledging our methodological footprint (e.g., Is knowledge production always justifiable, at any cost?), and critiquing the critical (e.g., Should we diffract rather than critique?). The presentation concludes by situating post/conventional inquiry as always already agentially separated, meaning that they can only be appreciated through their constant colliding/mixing. Moving forward, instead of wasting energy demarcating the boundaries of post/conventional inquiry, we must contemplate what futurities they move us toward through their tantalising potential for establishing alternative, hybrid, and forward- looking inquiries. If approaches to inquiry (of any kind) are to fulfil their political promise, they must remain nimble and open for debate by constantly challenging the territories, identities, and logics they erect. In a world besieged by polarisation, we need to unite and undertake the tough necessary work of asking: What happens now? What comes next? How do we adapt?</p>
	<p>Angela Beggan (<i>University of the West of Scotland</i>)</p> <p>Design in physical activity intervention: the art of following a thread in the dark</p> <p>Aim Recent scholarship asserts the ontological turn opens new ways of thinking/doing physical activity intervention (PAI) that are monist, more-than-human, and openly experiment with onto- epistemologies. Though promising, their logic can seem obscure, and their utility obfuscated by challenging language/concepts. It remains to be seen how these new ways of thinking might become a different kind of practice. This presentation explores a partial answer; through a postqualitative confessional tale, I aim to explicate intervention design as the art- science of change.</p> <p>Justification PAI typically begins with a framework providing an objective picture of the problem and mapping a pathway to specified outcomes. However, when I attempted to coproduce an intervention to promote intergenerational physical activity with local authority practitioners, parents, and their early-years children, the actual designing of it was like following a thread</p>

in the dark. Guidance frameworks gave no instructions on creativity. I had to cultivate a sensitivity to the ineffable, and through Haraway's concept, speculative fabulation, I stumbled into design's most efficacious feature, the affirmation of chance.

Implications

Nothing new can come from that which is empirically general; design seeks the exception to the rule. The mechanisms behind behavioural techniques have no way of touching the world on their own; they require the force of event. Events are non- normative and can be ramified, extending their lines of sense further than intended. This ramification provides the virtual conditions for all creative production in both science and art. PAI needs to give attention to design and think beyond effectiveness to aesthetic forms of practice.

Martin Roderick (*Durham University*), Chris McCready (*UK Sport*)

Affective injustice: the problems of interpreting 'privilege' in a story completion study

Objectives

The object of this paper is to understand better discourses and cultural meanings about the idea of 'privilege', and the relationship between privilege and professional sport.

Methods

To achieve this objective a story completion method was employed to explore discourses of privilege as they relate to the case of professional football. This involved 46 research participants, all fans of sport, writing fictional stories in response to a 'workload' oriented story stem.

The framework employed to organise and interpret the stories was stimulated by Fairclough's (2003) work on textual analysis, specifically his focus on the nature of assumptions employed by authors of texts, assumptions that are of an 'existential', 'propositional' and 'value' kind.

Findings & Discussion

This paper focuses on the notion of affective injustice, an idea that stemmed from the implied social and economic inequalities which saturated the stories, as characters compared their lives to those of football players. Structured round emotionally charged conversations, the stories are framed by symbolic language reflecting feelings of contempt, resentment, and anger.

While clear illustrations of empathy are evident, indicative of contemporary mental health discourse, these are suppressed by storyline characters who embrace uncritically a dominant ideology comprised of three central types of privilege, associated with economic capital, sense of vocation, and social status.

Conclusion

The stories produced all regulate complex, class-oriented comprehensions of who is privileged and how, detailing the (re)formation and operation of an ideology of privilege that is manifest in conceptions and expressions of everyday sporting life.

Robert Rowland (*University of Portsmouth*)

**Session
1B
(CB1.12)**

A Participatory Action Research Approach to Supporting the Gender Diversity of Strength and Conditioning Coaches

This oral presentation will showcase a project using a Participatory Action Research (PAR) design, where the research team will work with strength and conditioning coaches (SCCs) who are women, to understand the experiences of studying strength and conditioning (SC) at University, securing employment and working in industry. Using this knowledge generation, and in collaboration with participants, strategies to support the gender diversity of UK SC coaches will be developed, implemented and reflected upon.

Despite significant growth within the SC industry over the past 15 years, there is much less demographic diversity amongst SCCs, compared to the wider coaching cohort in the UK. Within the UK, 93% of SC coaches are male (Stewart et al. 2016), with little change across the previous decade (Lapchick et al., 2017). Women are expected to amend their behaviour to suit the male-dominated industry (Medlin-Silver et al., 2017), experience regular incidents of prejudiced banter and gender stereotyping (Thomas et al., 2021), with scarce advancement opportunities (Satore-Baldwin, 2013). Despite publicly good intentions, there are still significant barriers for women surrounding accessibility, retention and role progression within SC.

It is hoped that this research can demonstrate the power of using a PAR approach to support and empower individuals to be at the centre of developments in practices and policies of key stakeholders, as well as the benefits of working in collaboration with participants in achieving both research aims and changes in practice.

Alex Harris (*Nottingham Trent University, University College Birmingham*)

Beyond the token?: Exploring emerging workplace cultures of women sports journalists using event ethnography at international and domestic women's sports

Objectives

The recent growth of women's sport as a media product has been significant in many ways, and has provided additional opportunities for women who have typically operated on the margins of (men's) sport journalism. As such, this ongoing research pays important attention to the women's sport media landscape as a nascent subculture of mediasport. The research aim is to gain an insight into the emergent space of mediatised women's sport, in which female sport journalists are not tokenistic (15% or less of the overall workforce), and to assess how this impacts workplace practices and media production.

Methods

Using event ethnography at international and domestic women's sport fixtures, we explore the gendered cultures around women's sport in terms of media production and workplace environment, taking place in spaces including press boxes, press conferences and production galleries.

Findings

Preliminary findings suggest that although women's sport does have a majority female workforce, these spaces are still problematic from a production sense. Experiences of women are varied between print and broadcast media, and the

	<p>production of mediatised women’s sport retains elements of the gendered cultures seen in (men’s) sport journalism, especially behind the camera.</p> <p>Conclusion Despite the numeric advantages which in some way challenge the hegemonically masculine cultures of sport journalism, there is evidence that media spaces – even in women’s sport - are still problematic workplaces for women journalists. Different cultures exist across print and broadcast spaces, and the precarious nature of work and inconsistent facilities provide challenges for women in these spaces.</p> <hr/> <p>Stacey Pope (<i>Durham University</i>)</p> <p>Public Sociology and Feminism: Overcoming Tensions Between Qualitative Research and Doing Public Sociology Through the ‘Numbers Game’ and ‘Emotionless Feminist’ Strategies</p> <p>Objectives This presentation examines the tensions between feminist qualitative research and the methods required for sports feminist research to ‘make a difference’ in people’s lives through public sociology. I put forward two strategies to enable qualitative researchers to overcome the dominant world view that values numbers: the ‘numbers game’ and the ‘emotionless feminist’.</p> <p>Methods Drawing on a case study of my qualitative research addressing sexism and misogyny in football, I offer two approaches that can create positive change for women through public sociology: public engagement work and policy work. My research methods draw on in-depth qualitative interviews and qualitative survey results.</p> <p>Findings and Discussion My findings draw on my work addressing sexism and misogyny in football and my experiences of engaging in public sociology through international press releases and presenting evidence at UK Government inquiries. I argue that for research to make an impact beyond the Academy and achieve the central goal of feminism to improve women’s lives, there is a much greater likelihood of success by playing the ‘numbers game’ through combining rich qualitative data with quantitative numbers. In doing so, I propose adopting the position of the ‘emotionless feminist’ to present sports feminist research in a ‘scientific’ manner that key stakeholders are willing to engage with.</p> <p>Conclusion I argue that the strategies of the ‘numbers game’ and the ‘emotionless feminist’ present opportunities to showcase the value of rich qualitative research by successfully navigating the restrictions of a numbers-based world, and a university context where metrics dominate.</p>
<p>Session 1C (CB 2.6)</p>	<p>Jade Eccles, Stacy Winter, Ross Wadey (<i>St Mary’s University</i>)</p> <p>An Ethnographic Approach to Disordered Eating and Body Image in Elite Judokas</p>

Objectives: This study aimed to explore and understand, through an ethnographic approach, the cutting weight culture and relationship with disordered eating behaviours and body image perceptions of elite judokas.

Methods: A process of observations and fieldwork (189 hours) were undertaken within a full-time judo facility, where elite athletes were enrolled on a centralised training programme. Senior judokas (Mean \pm SD ages; 24.2 \pm 6.6 years) trained up to three times per day, five days per week, with sessions including judo technical and tactical, strength and conditioning, and sparring. Following the lead researcher immersing herself within the environment, insights informed five story completion focus groups (3 male and 2 female groups), followed by 15 semi-structured interviews (9 males and 6 females). All data was analysed using reflexive thematic analysis.

Findings & Discussion: Three overarching themes were constructed: 1) Embedded in the Sporting Culture, 2) Navigating the Mental Battle, and 3) The Judoka Body Experiences. Findings highlighted varying and often extreme cutting weight and disordered eating behaviours embedded within the culture. The judoka experienced negative psychological symptoms because of these practices, with changes to their bodies resulting in a spectrum from positive perceptions to body image concerns.

Conclusions: Complex relationships between the weight cutting culture, disordered eating, and body image were clearly present within the elite judo environment, with athletes experiencing many resultant negative affects. Those working within judo should consider the long- term psychological impacts from engaging in extreme cutting weight behaviours, and the development of informed guidelines and safe practices.

Helen Hathaway (*Loughborough University*)

Shared experiences, co-constructed narratives, and balloon tennis – reflections in interviews with families through an ethnographic case study

Objectives

There is a tendency for sport-based intervention (SBI) resources to be directed by a top-down understanding of need when addressing, often complex, socio-economic challenges faced within communities and in particular by young people (Coalter, 2010; Nicholls et al, 2010; Jeanes & Lindsey, 2014). This research prioritised the experiences of young people engaged in Sporting Communities' Youth Engagement Service (YES), to identify better ways to evidence the impact of SBIs within communities experiencing disadvantage.

Methods

An ethnographic case study conducted over 2.5 years enabled examination of the value of this SBI, and how impact through participation in this activity was experienced by young people and their families. Data collection involved observations of YES activities, and conversations and interviews with practitioners and participants.

Findings and Discussion

This paper reflects on engagement, fieldwork dynamics, shared experiences and co-constructed narratives during interviews (Darnell et al, 2018) with young people and their family members. The findings illustrate that the needs and

	<p>impacts articulated by the participating families provide a critically important perspective in our understanding around SBI efficacy and delivery approaches.</p> <p>Conclusion The findings support continued investment in high-quality SBIs within community settings. This is especially important within the context of limited support available for young people in England; through reductions in youth services (YMCA, 2020) and public infrastructure facilitating community sport (LG Inform, 2021), and coinciding with increased demand for young people’s mental health and wellbeing services (LGA, 2023).</p>
	<p>Robert Book (<i>University of South-Eastern Norway</i>), Joar Svendsen (<i>Halmstad University</i>), Natalia Stambulova (<i>Halmstad University</i>)</p> <p>Character Development in Narrative Inquiry</p> <p>It is commonly accepted within narrative inquiry that when “there is an identifiable genre, plot and character, there is usually a narrative” (Papathomas, 2016, p. 40). However, our recent state-of-the-art critical review of the last two decades of narrative research in the sport and exercise sciences (Book et al., 2024) revealed a complete omission of characters within narratives. In fact, within the hundreds of papers included (and excluded) in the review, there was not a single case of character development taking a primary or even tertiary position. Consequently, and considering the rise in popularity of narrative inquiry over the last number of years, the absence of this critical dimension of narratives is glaring. Yet, it could be difficult for researchers in the sport and exercise sciences to explore narrative characters without prior research to draw upon. Therefore, our recent perspective paper (Svensson et al., 2024) provides suggestions regarding which characters could be relevant in a sport and exercise context, why we need to deepen our understanding of characters within narratives, and how this knowledge might be useful in applied settings. For example, narrative research inherently follows the protagonist or perhaps even the “hero’s” journey, but what about the mentors, the catalysts, antagonists, and many others. Within this presentation, the possibilities of character development will be explored and examined in what is a necessary supplementation to the current discourse of narrative inquiry.</p>
<p>Session 1D (CB 3.1)</p>	<p>Katherine Tamminen, Rylan Curtis (<i>University of Toronto</i>), Andrea Bundon, Erica Bennett (<i>The University of British Columbia</i>)</p> <p>Using AI-Generated Images as a Visual Method in Qualitative Research</p> <p>Visual methods in qualitative inquiry have been used to enable participants to express themselves in non-verbal ways, build rapport with participants, support research engagement with participants who may otherwise not take part in a research study, and enable participants to gain autonomy and agency over their storytelling. Artificial Intelligence (AI) and image-generation programs such as Midjourney or Dalle•3 open up new opportunities for integrating visual methods into qualitative research; some opportunities include using AI to generate images that reflect participants’ intended meanings when they lack the skills, means, or ability to produce photographs or draw images, or using AI images in research outputs to protect participant anonymity and confidentiality. However, there has been a lack of research exploring the use of AI-generated images within qualitative inquiry and the potential risks and benefits that these may offer. Drawing on our processes and lessons learned from a study where</p>

we are exploring the uses of AI- generated images in qualitative research in relation to experiences of success and adversity among competitive athletes, in this presentation we will discuss: a) ethical issues concerning the generation of images using AI programs; b) copyright and ownership issues concerning the AI- generated images; c) expertise and knowledge required to work with AI programs to generate images as a visual method in qualitative research; and d) opportunities and potential benefits of using AI- generated images in qualitative research studies. This presentation will provide key considerations and critical reflections for researchers wishing to use AI-generated images in their research.

Lisa Trainor, Andrea Bundon (*The University of British Columbia*), Ross Wadey (*St. Mary's University*), Guy Faulkner, Peter Crocker (*The University of British Columbia*)

What is athlete well-being? Co- constructing concepts with Olympic and Paralympic athletes

Objectives

There is some confusion about what constitutes psychological well-being (PWB) in elite sport, as global frameworks of PWB have been used to study context-specific (athlete) PWB, which impede the theoretical understanding of athlete PWB. Knowledge of the factors that comprise context specific well-being (e.g., athlete PWB) are needed to understand athletes' experiences of PWB in sport. There is little understanding of what is athlete PWB. The objective of this study was to explore contextually relevant components of athlete PWB.

Methods

Semi-structured interviews and photograph elicitation were employed at two time points with 26 athletes (18 Olympic, 8 Paralympic; 17 female, 9 male) from four countries (Canada, United Kingdom, Australia, and New Zealand), and data was analyzed following Braun and Clarke's (2019) guidelines for reflexive thematic analysis. The purpose was to situate experiences of athletes' PWB in the high-performance context to advance theoretical understandings of athlete PWB.

Findings

Eight components of sport specific PWB were co-constructed to represent athletes' understandings of PWB in elite sport. The eight components included self-confidence and worth; personal balance; aligned purpose; fulfillment; performance; agency; psychological safety; and psychological adaptability. It is the combination of satisfied components that contribute to athlete PWB and the continual reassessment of components to maintain PWB.

Conclusion

Developed through an interpretive theoretical process, these components draw attention to the contextual differences of PWB in sport and extend our current theoretical understanding of athlete PWB. This research demonstrated the critical role of sport culture and the high-performance environment in comprising athletes' PWB.

Hester Hockin-Boyers, Kim Jamie, Stacey Pope (*Durham University*)

Intuitive Tracking: Blending competing approaches to exercise and eating

	<p>Under the conditions of neo-liberal individual responsabilisation, self-tracking has become the predominant model of health management. More recently, though, intuition-based approaches to exercise and eating are also gaining traction. These two approaches are often located in opposition. While self-tracking uses datafication and calculability to structure health decisions, intuitive approaches encourage abandonment of rules and restrictions around exercise and food in favour of corporeal self-awareness and attunement to sensation. Although navigating these competing approaches is a common experience for all populations, the tensions between them are felt particularly acutely by people with complex health histories, such as eating disorders. In this presentation, we draw on mixed-methods longitudinal data, analysed using phenomenological analysis, to propose a novel framework - 'intuitive tracking' – which moves beyond understandings of self-tracking as the antithesis of intuitive engagement with exercise and health. Drawing on longitudinal interviews and photo elicitation with 19 women who are in recovery from eating disorders and using weightlifting as a tool to support their recovery, we demonstrate how attentiveness to bodily and emotional cues is successfully combined with an emphasis on monitoring health behaviours to support wellbeing. We conclude that theoretical understandings of self-tracking can and should make space for intuition-led decision-making.</p> <p>Please note: this presentation covers the potentially challenging topic of eating disorders. The research explored the experiences of women who are using weightlifting as a tool for eating disorder recovery and, as a result, some content relates to restrictive eating and dysfunctional exercise.</p>
<p>Session 1E (CB3.15)</p>	<p>Richard A.C. Simpson (<i>Leeds Trinity University</i>)</p> <p>The Role of Interpersonal Interviews in Broadening our Garden of Knowledge of Psychological Well-Being among Sport Performers</p> <p>Objectives Psychological well-being (PWB) is inextricably linked to the social context people are situated within (Lomas & VanderWeele, 2022). Qualitative researchers have frequently identified the importance of relationships to the PWB of sport performers. Yet little attention has been paid to how interpersonal, rather than individual, experiences can be judged as 'good' in their own terms. Nor has methodological progress aligned to this intersubjective experience. This presentation considers the value of interpersonal interviews for advancing knowledge on PWB among sport performers.</p> <p>Methods This presentation draws on two qualitative empirical studies wherein the author has used interpersonal interviews to focus on PWB. The first study comprised three triadic interviews with the coach-athlete- sport psychology practitioner triad. Study two focused on the PWB experiences of three mixed doubles badminton partnerships using dyadic interviews.</p> <p>Findings and Discussion The author considers three methodological reflections: 1) understanding relational dynamics (e.g., distinguishing agency and communion), 2) redescribing and retelling stories (e.g., through carefully crafted questions and prompts), and 3) axiological considerations (e.g., recognizing value judgements, solipsistic and immoral interview experiences). These reflections</p>

underline the promise and pitfalls for researchers using interpersonal interviews to comprehend the intersubjective complexities of PWB in sport.

Conclusions

This presentation considers the value of interpersonal interviews in advancing knowledge of PWB among sport performers. Future research should carefully align their methodology to the research questions posed and anticipate potential sensitivities. Harnessing the profound story-telling opportunities afforded while carefully negotiating the axiological 'shades of grey' that may define understandings of PWB through these methods.

Dan Martin (*Newcastle University*), Ale Quartiroli (*University of Wisconsin-La Crosse; University of Portsmouth*), Chris Wagstaff, Richard Thelwell (*University of Portsmouth*)

Tales of a practitioner's self-care at the Olympic Games: A longitudinal single-case research study

Grounded in an interpretivist paradigm, the present study set out to explore the experiences of one SPP in relation to their self-care during the Tokyo 2020 Olympic Games. Self-care is an important factor of holistic well-being and professional competence among sport psychologist practitioners (SPPs; Quartiroli et al., 2021; Martin et al., 2022). Researchers have examined self-care throughout SPPs' careers, yet none have specifically explored practitioner self-care during elite competitions, where SPPs are required to perform (McCann, 2008). Further, studies to date have primarily been cross-sectional, with limited investigation of how SPP self-care is experienced over time. Here, we present a longitudinal, single-case research design, using semi-structured interviews to explore the self-care practices of one SPP over three distinct time-points. Data were collected three months before, three months after and twelve months after the SPP's work at the Tokyo 2020 Games. After conducting a reflexive thematic analysis, we used creative non-fiction to craft three composite vignettes illustrating the nuanced experiences of the practitioner. Our aim was to better illuminate the complexities that scholars have previously identified regarding self-care. These vignettes will be presented as graphical representations (Ho et al., 2021), that provide rich insight into the nuance of engaging in self-care while providing psychological support as an SPP at an elite competition. By providing a resonant and credible representation of the self-care practices of an SPP before, during, and after the Olympic Games, we believe this work could serve as a valuable resource for other SPPs in preparing for similar work.

Maria Luisa F Pereira Vargas, Anthony Papatomas, Florence Kinnafick (*Loughborough University*)

Using athlete mental illness stories for coach education: Perils and opportunities

Sensitive Content Caution

This presentation covers the potentially challenging topic of mental illness in athletes. The research is a reflexive thematic analysis from interviews with coaches on their responses to an athlete story of mental illness disclosure, where the quotes from coaches make reference to athlete mental illness.

	<p>Background: Given their frequent interactions with athletes, coaches are in a position where athletes are likely to disclose mental illness directly to them. However, coaches are rarely confident in dealing with mental health issues, which is concerning given that a negative response to a disclosure can cause an athlete further psychological distress.</p> <p>Objectives: Exploring the power of narrative as an educational resource, in this study we elicited coach responses to an athlete's first-hand written account of disclosing mental illness to their coach.</p> <p>Methods: We recruited 12 professional sports coaches from a range of sports to take part in the study. After reading the disclosure story, coaches were interviewed about their perceptions, attitudes and experiences of athlete mental illness disclosure. Over 11 hours of interview data was analysed using reflexive thematic analysis.</p> <p>Findings and Discussion: Coach responses were represented across the following themes: a) (Un)believable stories: Trusting athlete accounts; b) The power of stories to prompt self-reflection, and c) Inability to infiltrate dominant narratives. Coach responses suggested that although there is potential for narrative to become an effective coach education tool and to facilitate self-reflection, there may be a limits to a narrative which seeks to challenge the deeply entrenched performance narrative in sport. Conclusions: We suggest narrative has great potential as an educational tool, but its risks must also be considered. Future research may choose to focus on optimising the use of narrative as an educational tool to better challenge harmful coaching ideologies for coaches resistant to change.</p>
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Tuesday 30th July

Parallel session 2: 13.45-14.45

<p>Session 2A (CB1.10)</p>	<p>Amy Spencer (<i>Southampton FC</i>), Tim Holder, Jo Batey (<i>Winchester University</i>)</p> <p>The Power of Being Present: a creative non-fiction representation of embedding mindfulness into elite football</p> <p>Organisational psychology is an area that has grown in interest over the years, especially within sport. Understating how sporting organisations can function optimally is key to success as they are often held accountable for the development of their athletes through maintaining a culture that promotes well-being and duty of care. Furthermore, achieving a state of consciousness where individuals pay attention to present moment experiences has a high correlation to health and well-being. Mindfulness is a tool that can aid this; however, little is known about the factors that facilitate the experience of mindfulness.</p> <p>Objectives: Therefore, this study explored various multi- disciplinary staff viewpoints on the exposure of mindfulness within a professional football club.</p> <p>Methods: Ten male employees and one female employee (ranging from 3-30 years' experience in football) participated in semi-structured interviews lasting 60 mins. The data was analysed through Thematic Analysis, then adopting the role of 'story analysts' to create realistic accounts of staffs' experiences. The</p>
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	<p>researchers also adopted the role of the storyteller from using participants narratives to produce emotional and lived experiences.</p> <p>Findings and Discussion: The first vignette captured the perceptions of mindfulness from the multi- disciplinary staff highlighting the complexities of everyone’s experiences and integration of mindfulness. The second vignette highlighted the importance of behaviour, actions, emotions, and social interactions.</p> <p>Conclusion: Collectively, the findings offer vital and accessible information for practitioners to help embed mindfulness to aid togetherness, social connection and communication.</p>
	<p>Christoph Szedlak, Kevin Harris (<i>Hartpury University</i>), Louis Ryan, Taylor Hannah, Matthew Smith (<i>University of Winchester</i>)</p> <p>Stories of Change: Documenting social change to promote physical activity in a deprived area</p> <p>Objective As part of a participatory action research realist evaluation of Active Essex’s implementation of Asset- Based Community Development (ABCD), the aim of this presentation is to show how narrative methods were used to develop a “Story of Change” of how the reclaiming of a notorious public park promoted physical activity within a deprived area.</p> <p>Methods First, through a series of realist informed workshops with 50 stakeholders, the reclaiming of a notorious public park was identified as a suitable story representing an effective ABCD approach. Second, 18 Stakeholders (i.e., primary school, police, council, park physical activity delivers, and community members) partook in focus groups (no=2) or individual interviews (n=8). A reflexive thematic analysis informed by realist programme theories was performed.</p> <p>Findings & Discussion Themes essential to reclaim the park to promote physical activity included: effective communication between stakeholders, developing relationships through trust (school), being present and approachable (police), and mobilising community members to lead (council). Framed around these themes creative analytical writing (CAP) techniques were used to develop a “Story of Change” documentary, which incorporated quotes that best represent the themes. Methodologically, our findings explored an innovative process of how CAP could be used within participatory action research to illuminate the process of social change to stakeholders, which is novel within current realist approaches.</p> <p>Conclusion Our findings address recent calls to more effectively embed qualitative methods within co-produced research. Furthermore, our findings highlight how explanatory stories have the potential to impact on policy and practice development to promote physical activity.</p>
	<p>Shannon S. C. Herrick (<i>University of British Columbia</i>), Laura E. Shearer, Robin Luckwaldt (<i>Concordia University</i>), Lindsay R. Duncan (<i>McGill University</i>)</p>

	<p>Playwriting as a method for exploring experiences of physical activity and embodiment with LGBTQ+ youth: Pooled findings from Playbright 2022-2023—a theatre-based research project based in Montreal, QC</p> <p>Objectives: To explore how playwriting as a theatre-based research methodology can be used to foster understanding and expression of LGBTQ+ youth experiences.</p> <p>Methods: Alongside the National Theatre School of Canada, we created Playbright—a two-week intensive playwriting program wherein the first week addresses research questions through a series of freewriting exercises and the second week focuses on the creation and refinement of short playlets. Playbright first took place in 2022 and guided by questions related to physical activity. In 2023, Playbright was reconvened and guided by broader questions related to embodiment and societal discourses. During Playbright 2022 and 2023, the following data that informed program development were collected and analyzed: (i) extensive logs of planned and revised curricula, (ii) reflexive daily journal entries from program facilitators, (iii) one-on-one exit interviews with participants, and (iv) participants’ playlets.</p> <p>Findings and Discussion: Both years were attended by 5 transgender and gender-nonconforming youth (N=10). In each program, playwriting facilitated a protective artistic distance that enabled youth to discuss experiences that may otherwise be too difficult to explore or express. Although participants in year 1 enjoyed aspects of the program, particularly those that encouraged engagement in physical activity through new creative ways, they did not choose to explore these topics in their playlets. Contrastingly, in year 2, more coherence between freewriting prompts and playlets was observed.</p> <p>Conclusions: Pooled findings from the Playbright program suggest that playwriting as a research method with LGBTQ+ youth may be ideally suited for exploring broader, more intrinsic phenomena.</p> <p>Sensitive Content Caution: Although this presentation is methodologically focused, given that Playbright (as a research approach) was used to address the potentially challenging topics of LGBTQ+ youth experiences within physical activity contexts and LGBTQ+ youth embodiment, illustrative examples (e.g., excerpts from participants’ playlets) may be difficult for some audience members to view. Specifically, participants’ experiences and sensations of gender dysphoria were explored and expressed through playwriting in both years of the Playbright program and will be featured in this presentation.</p>
<p>Session 2B (CB1.12)</p>	<p>Michaela Kousalova, Chris Wagstaff (<i>University of Portsmouth</i>), Francesca Cavallerio (<i>Anglia Ruskin University</i>), Daniel Brown (<i>University of Portsmouth</i>)</p> <p>'A ticket to a very different show': Poetic ethnodrama through the eyes of young elite gymnasts</p> <p>Dear reader, if you are reading this, it means you have received my invitation for tonight’s poetic ethnodrama performed in the theatre of your mind. But before we start the play, I want you to reflect on what comes to mind when you think about ‘Women’s Artistic Gymnastics’. Please keep these thoughts in mind as you experience tonight’s performance, which will start in 10 minutes.</p>

This play, which stems from longitudinal ethnographic research, is intended to take you, the Reader, into a youth elite gymnastics club, where you will be situated alongside the cast and exposed to a poetic representation of psychological maltreatment. In this environment, the cast and I [the Primary Researcher], while wearing (happy) theatrical masks, will perform poetry to you in the form of a prologue, eight acts, one interlude, and an epilogue. The prologue provides contextual framing for the poetry acts to follow. During the interlude, the cast speaks to the audience without their theatrical masks. The epilogue includes the behind-the-scenes of psychological maltreatment, the backstage work put into this playscript, and a monologue of a gymnast asking, 'What are you going to do about it?'

I want to encourage you to construct your own understanding of this ethnodrama and to think *with* rather than *about* the cast's lived experiences. Using a layered account in this art-based work, I will present you with information on descriptions, interpretations, and methods as an episodic mosaic. Through this play, I hope to stimulate sensory and evocative resonance, prompt dialogue, and advance the current discourse on maltreatment in youth elite sports. Now, please, come in and meet the co-authors, they will help you find your seat.

Grace Tidmarsh, Mary L Quinton, Dorothy Butchard, Jessica Pykett, Jennifer Cumming (*University of Birmingham*)

Poetry as a vehicle for enhancing understanding, evaluation, and challenging stereotypes: Learnings from a community health and wellbeing approach to youth homelessness

As qualitative research in sport and exercise continues to expand, inclusive of interdisciplinary approaches to the implementation of creative methods, lessons learned from the use of poetry within a broader mental skills training programme to address stigma will be applied to the sport context. However, the application of art-based methods (e.g., poetry) to exploring perceptions of those experiencing disadvantages and harmful stereotypes that prevent engagement in support services for improving health is limited. The evolution of a sport psychology mental skills training programme (My Strengths Training for Life™) for young people experiencing homelessness into a public engagement project using poetry as a vehicle for challenging harmful stigma (e.g., public, self, and anticipated stigma) and influencing policy will be explored in this presentation. Poetry is a participatory method that is multifaceted in its benefits to understanding peoples' experiences, helping to evaluate interventions, and provide empowering opportunities for expression for those involved. Poems (n=12) were collected during two public engagement events, and through an open call to our community partner. Poems were analysed using literary analyses that considered themes of the poems content as well as the poems structure and language. Lessons learned from the project pertain to ethical considerations of both the participant and researcher, authorship rights, the importance of participatory research, and the complexities of literary analysis. The application of poetry in qualitative research is appropriate across a variety of sport and exercise settings and advances the discipline by promoting the use of inclusive and engaging participatory methods.

This presentation covers the potentially challenging topic of stigma related to homelessness. The presentation considers the conceptual idea of the application of arts-based participatory methods within the discipline of sport and exercise. It will cover topics related to homelessness as well as provide specific

	<p>examples through poems produced within the project (e.g., homelessness itself, substance misuse, domestic abuse/general violence, mental health such as depression and anxiety).</p> <p>Hayley E. McEwan, Johanne Miller (<i>University of the West of Scotland</i>)</p> <p>‘I’m really pleased with myself. I can function normally on days when I don’t feel the best’. Using I-Poems to explore male sport coach’s development of mental health literacy</p> <p>Sensitive Content Caution This abstract/presentation covers the potentially challenging topic of mental health in male sport coaches. We present I-poems from qualitative longitudinal data (interviews, focus groups) to explore change and continuity in participants’ sense of their mental health literacy over time. The experiences of the participants are provided as poems where mental health, depression, suicide, and anxiety are mentioned. The participants talk about their recovery and how developing their own and other people’s mental health literacy is part of their recovery.</p> <p>Objectives: In this study, we examined the change and continuity in male sport coach’s mental health literacy (MHL) over 12 months as part of a wider project designed to co-produce a MHL resource.</p> <p>Methods: We conducted 6 interviews and a focus group with 3 male sport coaches over 12-months as part of a broader qualitative study to examine the development of participants’ MHL. We curated I-Poems for each of the 3 participants from the interview and focus group transcripts. I-poems are a form of poetic inquiry and demonstrate participant’s positioning within the world. We created I-Poems by extracting sentences made by the participants that included the word “I,” and without changing the order of those sentences, to present them in poetic stanzas.</p> <p>Findings and Discussion: The I-Poems reflect participant’s change from storying their own mental ill-health as part of their recovery to sharing their story in support of others to promote help- seeking behaviour. Participant’s I- Poems reflect a redemptive self- narrative where they became energised to use their experience of mental ill-health to help others by decreasing stigma and advocating how to self-care. Continuity is represented where participants shared how they navigated maintaining good mental health in reference to being male, involved in sport, and as coaches.</p> <p>Conclusions: I-Poems provide a poignant and evocative means of representing lived experience of developing MHL. By centralising the participant’s voices, the cultural and contextual issues and temporal shifts in developing MHL can be considered.</p>
<p>Session 2C (CB 2.6)</p>	<p>Laura Wilcock, Andrew C. Sparkes (<i>Leeds Beckett University</i>), Toni L. Williams (<i>Durham University</i>), Adam B. Evans (<i>University of Copenhagen</i>)</p> <p>“I should have been dead at 40, what am I worried about?” The impact of ableism and ageing on experiences physical activity for individuals ageing with spinal cord injury</p>

Objectives: The concepts of ageing and disability are often considered in isolation and the experiences of those ageing with disability are overlooked. The purpose of this presentation is to explore the leisure time physical activity (LTPA) experiences of older adults who are ageing with a spinal cord injury (SCI). **Methods:** Semi-structured interviews were conducted with nine spinal cord injured men over the age of 50. All participants were injured through playing rugby union and the length of time since injury ranged from 19 to 56 years. Interview data was subject to a thematic analysis.

Findings and Discussion: Experiences of LTPA can be altered dramatically by SCI and this presentation reports in depth on specific themes identified within interview data relating to the impact of ableism and ageing on such experiences. The belief that sport is 'not for me', the problematic nature of the normative view of 'successful ageing', and the absence of narrative resources that exist for older adults with SCI are discussed in relation to engagement in LTPA. The implications of these findings for our understanding of LTPA for individuals ageing with SCI are discussed in relation to dominant cultural narratives of both disability and ageing.

Conclusions: This research suggests that dominant cultural narratives regarding disability and ageing can have a profound effect on the LTPA experiences of individuals who are ageing with SCI, and so they need to be challenged as part of expanding the narrative resources available to people as they age with SCI.

Suzanne Cosh (*University of New England*), Dominic McNeil (*Federation University*)

An athlete or a snowflake? Public discourse and debate around publicly publishing player weights

Objectives. In 2024, the Australian Football League announced that player weights would no longer be included in publicised statistics, aligning with the women's league. This move sparked wide-ranging controversy within the mass media and public spheres. This study aims to explore public discourse around this decision, in particular, how athletes' bodies and wellbeing were constructed and debated.

Methods. Data were drawn from the social media platform Reddit. The corpus consisted of discussion threads debating the decision on the r/AFL feed, with over 550 comments posted within 24 hours. Data were analysed using discursive psychology.

Findings and Discussion. Discourse routinely characterised the decision as unnecessary and even problematic, thereby disavowing a need for concern around athlete wellbeing. Athletes bodies were depicted as part of their job rather than belonging to the athlete and, thus, as under the public purview. Weight and 'fatness' were routinely stigmatised through the invocation of pejorative language. Athletes bodies were also constructed as the marker of professionalism, thereby delegitimising concerns around publishing weights. Further, athletes supporting the removal of reporting weights were depicted as 'soft' and as needing to 'harden up', functioning to stigmatise athlete mental health. Gendered notions around bodies and weight concern were also frequently invoked, further perpetuating stigma around men's mental health.

	<p>Conclusions. Public discourse largely reinforced notions of sporting ownership of athletes' bodies. While there was some legitimising around the mental health of men and athletes, debate predominantly functioned to stigmatise mental health and deny a need for promoting athlete wellbeing.</p> <p>Michael McDougall (<i>The University of Stirling</i>), Milla Saarinen (<i>Norwegian School of Sport Sciences</i>), Mac Ross (<i>Western University</i>), Noora Ronkainen (<i>University of Bern</i>)</p> <p>“Our city our ‘Crew’”: Sense of Place and Cultural Entrepreneurship in Fan Movements of Resistance</p> <p>In this study, we examined Columbus Crew (Major League Soccer) fans resistance to owner attempts to relocate the club to a different city. We used ‘Sense of place’ (the collection of meanings people assign to place) and cultural entrepreneurship (how entrepreneurial actors draw from and harness the cultural milieu to gain favour and support for their ideas and ventures) to frame and explicate the case study; aiming to show how fans develop culturally resonant narratives that can aid “counter- power” and resistance practices. 4000 Tweets associated with the #Savethecrew (the official hashtag of the Columbus soccer community's advocacy group) were examined through Critical Thematic Analysis, alongside associated media (e.g., news coverage, MLS press releases). Two main themes 1) Place as community, local and as belonging, and 2) Fighting for the Soul of Soccer’ showed how the sense of place that Crew fans experienced and constructed centralised around meanings of community. Community served as a rich and symbolic cultural centre-point and resource for meaning-making, whilst also serving a deeply strategic function. Making a unique contribution to the study of football fan movements, which to date have been Eurocentric, the findings demonstrate how ideas of place and community are much more resilient than many scholars have intimated. Moreover, meanings assigned to place can be central discursive tools to mobilise resistance - showing that fans are not mere passive consumers but agentic cultural entrepreneurs who can play a significant role in shaping decisions that are made concerning their teams.</p>
<p>Session 2D (CB 3.1)</p>	<p>Assaf Lev (<i>Ono Academic College</i>)</p> <p>The Pop-Up Pain: A Phenomenological Analysis of Transient Pain Among Non-Injured Distance Runners</p> <p>Objective: Various types of transient pain are a common experience among non-injured long-distance runners. This study seeks to fill the research gap by exploring the relationship between transient pain and its multifaceted consequences. Drawing on Leder's (1990) phenomenological notion of the “Dys-appearing body”, the study investigates how non-injured runners interpret and attribute context- dependent significance to sudden, transient pain due to their runs. Methods: Over a two-year period, ethnographic research was conducted utilizing participant observation within two distinct running groups situated in northern and central Tel Aviv. Furthermore, semi-structured interviews were conducted with 10 male runners and 8 female runners.</p> <p>Findings and Discussion: Three distinct categories of transient pain were identified: (1) “Pre-flow bodily pain” - discomfort that emerges during the first kilometers of a running session, (2) “Impromptu pain” - unexpected, sharp pain</p>

that occurs during the running flow, taking runners by surprise, and (3) “Resurgent pain” – an ache that manifests after the end of a running session as a result of lingering effects from prior injuries. While some runners may undergo only one type of pain, others may encounter the full spectrum of these pain experiences.

Conclusion: The study’s implications should lead to a fresh perspective, emphasizing that transient pain cannot be approached as a self- evident phenomenon occurring in isolation. Instead, it should be viewed as a nuanced pain epistemology that encompasses the lived experience of bodily pain within the subjective perception of long- distance runners.

Morgan Milne (*University of Birmingham*), Sarah E Williams (*University of Birmingham*), Kacey C Neely (*Gymnastics Canada*), Mary Quinton (*University of Birmingham*)

An Interpretive Description of Vocational Dance Students’ Emotions and Emotion Regulation

Objectives: Emotions experienced by dance students in vocational training can have debilitating effects on multiple outcomes including performance, drop-out considerations, career aspirations, and mental health (Pekrun et al., 2023). These potential effects can be mitigated if dance students are able to use healthy emotion regulation strategies to modify their emotion experiences (Robazza & Ruiz, 2018). However, the specific emotions experienced and regulation efforts by dance students on these emotions is unclear. The purpose of this study was to understand the emotions experienced by vocational dance students and the strategies they use to regulate these emotions.

Methods: Using interpretive description (Thorne, 2008), semi- structured interviews including 11 primary interviews and 10 member reflection interviews were conducted. Participants included 11 dance students (aged 17-22 years) enrolled on 3-year UK vocational training courses. The interview guide asked participants questions about the types of emotions they experienced, and how they attempted to manage these emotions. Interviews were transcribed verbatim and analysed using reflexive thematic analysis (Braun & Clarke, 2018).

Findings and Discussion: Dance students experienced intense emotions, but struggled to label what these were. To regulate emotions, dance students avoided acknowledging and expressing emotions, isolated or distracted themselves, and reflected on memories. Findings provide implications for practitioners to work with dancers to increase emotional awareness and encourage the use of adaptive emotion regulation strategies such as acceptance and cognitive reappraisal.

Conclusion: Dance students experience a range of emotions but lack emotional awareness and would benefit from learning how to best regulate emotions from applied practitioners.

Brooklynn H. Ratzlaff (*The University of British Columbia*), Sharleen Hoar (*Canadian Sport Institute – Pacific*), Trent Stellingwerff (*Canadian Sport Institute - Pacific; The University of British Columbia*), Rob Gathercole (*Iululemon athletica*), Erica V. Bennett (*The University of British Columbia*)

	<p>Women striving for further: Exploring women’s coping strategies while preparing for a 6-day ultra-endurance running event</p> <p>We examined how seven women athletes experienced preparations for and participation in a unique ultrarunning event with the objective of running as far as possible in 6 days. Data were generated over five months through ethnographic observations of and informal conversations with athletes at a training camp, as well as semi- structured individual interviews at two time points. Using reflexive thematic analysis, we identified and interpreted three overarching themes: 1) (dis)connection through ultrarunning; 2) ultrarunning as a concomitant stressor and coping mechanism; and 3) constructions of women ultrarunner identities through stories of joy and empowerment. The women’s experience of ultrarunning was characterized by a sense of connection to community, and relationships with others, nature, and oneself. While running often served as a form of coping with personal stressors, the demanding nature of ultrarunning itself often engendered stress due to high training loads, injury, discomfort, and organizational demands (i.e., a corporation marketing plan and working with both sport science performance and research teams). The women experienced the psychological burden of fighting for equitable opportunities in running, yet continued to celebrate their own resilience and perseverance to retain a strong sense of self and as an act of resistance to their underrepresentation in sport. The findings contribute to our understanding of the personal and environmental stressors faced by women athletes while preparing to perform in an ultra-endurance event.</p>
<p>Session 2E (CB 3.15)</p>	<p>Lewis Murapa, Camilla Knight, Denise Hill, Kurtis Pankow (<i>Swansea University</i>), Chris Harwood (<i>Nottingham Trent University</i>)</p> <p>Conducting an Interpretive Descriptive study within an academy football club: Opportunities and Challenges</p> <p>Aim To reflect on a neophyte researcher- practitioner’s experience of conducting an Interpretive Description (ID; Thorne, 2016) study within an applied setting.</p> <p>What are you proposing / considering in this presentation? Drawing on experiences of conducting an ID study over the last eight months, this presentation will explore the challenges and opportunities faced by a researcher- practitioner within an academy football club. Specifically, this presentation will explore some of the conceptual, ethical, methodological, and logistical challenges encountered by a research- practitioner doing ID and strategies that have been useful for overcoming these challenges. Opportunities and benefits that have arisen due to being embedded within the organisation will also be discussed, along with recommendations for maximising them.</p> <p>Why is it important? Embedded research projects are becoming more popular, particularly within football (Champ, 2021; McKay., 2021). This provides a unique opportunity to overcome the research-to-practice gap and conduct research that can have immediate impact. However, there are a variety of challenges associated with such projects, particularly when conducting qualitative research which may blur boundaries between research and practice. This presentation will provide an opportunity for researchers to reflect on the ethical, practical and logistical</p>

	<p>challenges they may face in such situations and develop strategies to overcome these before they become an issue.</p> <p>What might be an outcome or consequence of what you're suggesting? Through discussing this topic, it is anticipated that future researchers working within applied settings may feel better prepared and confident to overcome potential challenges they may encounter, while enhancing the quality of both their applied and research work.</p>
	<p>Callum T. M. Morgan (<i>University of Essex</i>), Edward T. Hall, Paul Potrac (<i>Northumbria University</i>)</p> <p>“I know it’s quite selfish, but ...”: A critical analysis of dramaturgical discipline, loyalty and circumspection in coach education work</p> <p>Recently, scholars have begun to attend to the dramaturgical dimensions of working life in sport organisations. Insofar, research has focused on impression management strategies employed by individual sport workers. Subsequently, our critical understanding(s) of how teams of sport employees practically coordinate their acts of teamwork remains embryonic. Developing the insights presented by Allanson, Potrac, and Nelson (2019), this study critically investigates the collective workplace performances of coach educators, inclusive of the social complexities, tensions, dilemmas and opportunities they experience. Field observations and in-depth interviews were employed to generate data with eight coach educators. In total, 151 hours of observational data and 55 hours of interview data were generated. A phronetic-iterative approach was used for data analysis; primarily informed by Goffman’s (1959) and Hochschild’s (1983) dramaturgical theorising, as well as Crossley’s (2011) text on relational networks. Our analysis highlighted that the employment conditions of coach education work caused a blurring of regions and problematised team solidarity. To navigate these challenges and “give off” desirable images of themselves to scrutinising audiences, participants demonstrated considerable dramaturgical discipline, loyalty and circumspection. This included the strategic management of their personal front(s), the setting, and utilisation of tasks to mask deliberations. Our analysis also showed that a performance director frequently oversaw bouts of team collusion and staging talk. The findings shed light on how self-interest(s) may feature in seemingly collaborative acts. This study is significant because it employs novel theorising, alongside sustained ethnographic methods, to develop original knowledge relating to the construction of collective impression management.</p>
	<p>Kaitlin L. Crawford, Rachel Arnold, Carly D. McKay, Daniel J. Brown, Desmond McEwan (<i>University of Bath</i>)</p> <p>Athletes' and Coaches' Experiences in Season-Long Teamwork Training: A Qualitative Exploration</p> <p>Objectives: To date, research on teamwork in sport has focused primarily on conceptualizing and measuring teamwork, and testing its impact on salient consequences (e.g., athlete commitment, team resilience). Less attention has been invested into examining how teamwork might be facilitated. Teamwork training in sport has been identified as one potential antecedent that may promote teamwork behaviours, which in turn could benefit other group constructs such as team cohesion, collective efficacy, and team performance.</p>

	<p>The purpose of this study was to examine university-level team sport athletes' and coaches' experiences of participating in a season-long teamwork training intervention.</p> <p>Methods: We recruited 29 members from the five participating intervention teams to participate in semi-structured interviews and focus groups at two time points (i.e., mid- intervention and post intervention). The coach participants (n=6; 1 female; Mage = 38.7) completed one-to-one interviews at two time points, and 2-4 athletes from each team participated in focus groups at each time point (n=23 athletes total; 8 female; Mage = 20.3). Using reflexive thematic analysis, we generated 14 subthemes and three higher-order themes.</p> <p>Findings & Discussion: Specifically, the higher-order themes were: leadership as a catalyst (and/or barrier) for change, forging and sustaining optimal relationships, and intervention engagement drivers and inhibitors (e.g., apprehension towards teamwork training, season- long participation, and facilitator integration). Findings provide insights into how the design, facilitation, and implementation of teamwork training impacts teams' teamwork behaviours, team cohesion, and performance. Conclusion: This study provides valuable insights for both future researchers looking to design teamwork training programmes in sport, as well as applied practitioners who are interested in improving their teams' teamwork behaviours.</p>
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Tuesday 30th July

Parallel session 3: 15.15-16:35

<p>Symposium 3A (CB1.10)</p>	<p>Cassandra Phoenix, Emily Tupper (<i>Durham University</i>), Véronique Chance (<i>Anglia Ruskin</i>), Claire Warden (<i>Loughborough University</i>)</p> <p>The moving bodies lab/the spaces in between: Embedding creativity and care in methodologies</p> <p>The Moving Bodies Lab is a core part of the Discovery Research Platform in Medical Humanities (DRP-MH) at Durham University, which was launched in September 2022 following a £9million investment from Wellcome. Part methods incubator, part research hub, Lab activities seek to identify and bridge different framings of movement from across the social sciences, arts, and humanities, broadening how it is understood and included in health and wellbeing contexts.</p> <p>Interdisciplinary, experimental work of this nature can be difficult and fall short of realising its full potential. Accordingly, we see a further aim of the Moving Bodies Lab is to attend to the processes and practices through which its members unfold into spaces that exist in between the comfort and familiarity of disciplinary norms, knowledge, and favoured methodologies. In other words, 'How we Lab'.</p> <p>In this symposium, we will collectively discuss three practices, that have come to the surface in the first 12 months of 'Lab-ing': Disruption, experimentation, and interpretation. Using examples to illustrate, we will explore how and why these practices are important when doing research on – and indeed with – moving bodies. In doing so, we will reflect on the different ways in which creativity and care can become embedded in the research process.</p>
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	<p>Given the current interest in creative methods in sport and exercise sciences, the symposium will create an opportunity to explore the directions we might take the creative process, extending beyond the “toolkit” metaphor, and thinking about how creativity, care might also become embedded in research practices, relationships, spaces, and data itself.</p> <p>The symposium will take the form of a roundtable session. The presenters, all members or affiliate members of the Moving Bodies Lab and spanning a range of fields/disciplines including sport and exercise sciences (Phoenix), anthropology (Tupper), fine arts (Chance), performing arts (Warden), will contribute to a series of brief provocations, including:</p> <ul style="list-style-type: none"> • Warming up and disrupting space. • Experimenting and playfulness. • Interpreting: Moving between analysis and description. <p>These will illustrate and interrogate these practices, the place of creativity and care within them, and the value they might hold for doing research on and with moving bodies across the social sciences, arts, and humanities. Presented in turn, each provocation will be followed by an interactive, roundtable discussion where contributions from the audience will also be invited.</p>
<p>Symposium 3B (CB1.12)</p>	<p>Andrea Bundon (<i>University of British Columbia</i>), Victoria Goodyear (<i>University of Birmingham</i>), Marianne Clark (<i>Acadia University</i>), Kerry McGannon (<i>Laurentian University</i>), Hester Hockin-Boyers (<i>Durham University</i>)</p> <p>Navigating digital platforms to research women’s experiences of exercise and sport</p> <p>This symposium will interrogate how qualitative researchers are using digital platforms and social media to learn about women’s lives in relation to sport and exercise. In the ‘early days’ of the social Web, there was talk that digital technologies would be a democratizing force granting individuals access to previously inaccessible information. Social technologies were presented as opportunities for individuals to bypass the traditional gatekeepers and engage in media production practices and the online public sphere in ways previously not possible. Among the many groups named as ‘beneficiaries’ of technological advances were women – women who had been for historical, political, and cultural reasons under- represented in mainstream media or represented in ways that stereotyped, objectified or otherwise devalued them. The ability to produce and consume digital content also had promise to actualize the call of earlier feminist movements by providing a space where women’s concerns could be made visible – making the personal public and political.</p> <p>Two decades on, research on women’s use of and engagement with digital technologies paints a less positive picture. Studies have found that digital technologies have not necessarily led to better or more coverage of women’s sport and that sportswomen are subjected to high rates of online maltreatment. Constant engagement with social media content has also shown to increase body dissatisfaction and further entrench unrealistic body ideals and normative views of femininity and body appearance (e.g. fitspiration). Dangerous exercise routines and diet behaviours proliferate online and uphold neoliberal understandings of what it means to be an active or athletic woman.</p>

And yet, women also act in agentic ways when they produce, consume, and interpret digital content. They resist dominant discourses of exercise and sport culture and their uses of technology are endlessly inventive. This creativity is also demonstrated by researchers who leverage the affordances of technologies to learn about the lives of women. Informed by traditional qualitative methods, researchers have adapted practices to make meaning of how women are using digital platforms and, in doing so, providing new insights, theorizing and practical advice.

This symposium includes 4 papers by scholars at different career stages who are researching women exercisers and athletes through digital methodologies. Vicky Goodyear will then lead a discussion of the methodological and ethical questions the researchers encountered to consider how to optimize the use of digital platforms in sport, exercise and physical education contexts.

PAPER 1: Seeking, surfing and searching – the state of digital methods for researching women’s experiences in and with sport and exercise.

Authors: Andrea Bundon, Sara Kramers (*University of British Columbia*)

This paper presents a ‘state of the field’ overview of digital qualitative research methods with a focus on how methods have been used to advance understandings of women’s active and athletic lives. It will discuss how affordances in technology have led the proliferation of certain types of research and research questions - reproducing ‘old research’ with ‘new technology.’ It will highlight how researchers have taken up digital technologies to push our practices and develop new ways of thinking with and about qualitative methods. This paper sets the scene for the papers that follow.

PAPER 2: What can a menstruating body do (in the gym)?: Exploring how young people negotiate period- related content on social media, personal fitness regimes, and bodily capacities

Authors: Marianne Clark (*Acadia University*), Clare Southerland (*LaTrobe University*)

This paper explores young people’s (18-23 years) embodied encounters with menstruation-related information circulating on social media. We examine how young people who menstruate negotiate information in relation to their physical activity and exercise engagement. While increased attention has been paid to the impact of the menstrual cycle on the training and performance of elite athletes, less has focused on the menstrual experiences of recreational exercisers. Given that digital and social media contribute substantially to the ways young people make sense of and understand the body and health, how they navigate period-related information merits attention. Drawing from feminist new materialisms and digital sociology we conceptualize menstruation as a bio-social phenomenon and understand young people’s encounters with digital media as active, embodied, and affective. We engage digital ethnographic methods and semi-structured interviews to identify the menstruation-related information young people regularly encounter on social media (particularly as it relates to exercise), explore how young menstruators actively construct their own personal period pedagogies through these encounters, and understand how these period pedagogies shape embodied experiences of exercise and physical activity. Results suggest digital media fill a gap left by conventional modes of menstrual education, particularly in relationship to exercise and physical activity, and indicate a need for more

	<p>accessible information about periods and physical activity for recreational exercisers.</p>
	<p>PAPER 3: Navigating fragmented (in)visibilities of identity and athlete-motherload on Instagram: Reflections on small story methods and feminist narrative inquiry methodology Authors: Kerry R. McGannon (<i>Laurentian University, Canada</i>); Andrea Bundon (<i>University of British Columbia</i>), Ann Pegoraro (<i>University of Guelph</i>), Willa Hladun (<i>Laurentian University</i>), Shaantanu Kulkarni (<i>Laurentian University</i>)</p> <p>In a digital landscape that includes representation, production, and consumption of stories, the visibility of elite athlete mothers takes on personal, social, and cultural dimensions. This presentation builds on big story narrative research on athlete mothers, by expanding conversations about what counts as a story in social media research, by focusing on small stories (Georgakopoulou, 2023). Small stories on social media platforms include fragmented and short visual and textual posts (e.g., tidbits about life, (in)active images, mundane updates), that provide insight into context-specific identity meanings and lives of athlete mothers (McGannon et al. 2022). Drawing on examples from a feminist narrative inquiry of 285 Instagram posts of Canadian professional hockey athlete mothers (two with same sex partners, two with opposite sex partners) we outline small stories as a method(ology) to advance Banet- Weiser's theory of gendered economies of visibility (Toffoletti & Thorpe, 2018). We use an example from our narrative analysis - the digital identity of 'mumtrepreneur'- to show how small stories of 'grit and grace', 'just like normal mums', and 'growing the Game' (re)create fluid agentic intersectional self-hood(s) in a neoliberal feminist economy of visibility. We conclude with advantages and challenges of a small story method(ology) in digital social media spaces.</p>
	<p>PAPER 4: Diet culture and generational conflict in the #almondmom trend on TikTok Author: Hester Hockin-Boyers (<i>Durham University</i>)</p> <p>This paper explores the cultural significance of the #almondmom trend on TikTok. Using the #almondmom hashtag, TikTok users share content relating to their experiences with mothers who engage in diet culture and associated food and exercise practices. Much of this content involves daughters doing skits and impressions, depicting interactions with mothers who comment on their weight or food consumption and recommend dieting strategies. This trend is theorised as a contemporary cultural representation of generational conflict around food/exercise values and practices, which can provide rich insights into women's various generational understandings of what it means to live a healthy life. To explore the #almondmom trend on TikTok, multimodal discourse analysis was used to analyse a sample of 80 'top' videos in this trend. Key findings from the analysis will be discussed during the paper presentation including; 1) understanding disordered eating through a generational lens and 2) mother-daughter consumptive conflict in the home. The paper will also explore the ethical complexities associated with collecting and representing social media data on sensitive topics like the #almondmom trend.</p>
<p>Symposium 3C</p>	<p>Nicola J. Clarke, Kate Marks (<i>Leeds Beckett University</i>), Toni Williams (<i>Durham University</i>), Annette Stride (<i>Leeds Beckett University</i>)</p>

(CB2.6)

Opportunities and Dilemmas in Doing Intersectional Research in Sport and Physical Activity

With its roots in Black feminism (Crenshaw, 1991), central to intersectionality is the recognition that race, gender, class, ability, sexuality, and similar systems of power are co-constructed, and produce interdependent, complex social inequalities (e.g., Hill Collins, 2019). For sport and physical activity, intersectional research offers much potential to examine and challenge how historical, political, cultural, and structural forces produce shifting relations of power that marginalise and exclude groups from spaces, policies, and practices. This symposium aims to highlight the methodological possibilities and pitfalls involved in doing intersectional research, through sharing our experiences of projects centring the lived experiences of diverse communities navigating multiple intersecting inequalities, in different sport and physical activity contexts.

Intersectionality's flexible positioning as a research approach, theoretical framework, and analytical tool means there is potential to utilise a variety of qualitative methodologies and methods within intersectional projects. However, undertaking this type of research in sport and physical activity contexts is necessarily complex. Much of the scholarly work in the field has conceptualised intersectionality in a static way, often unintentionally reconstructing the hierarchies of oppression or focusing on 'single issues', rather than viewing identities in combination; without fully exploring the researcher's place in this complexity; or neglecting the integral role of social justice in this work (e.g., Penney, 2002; Rice et al., 2019). The three papers presented will each explore how we have sought to address these limitations in different ways. Following Rice et al.'s invitation to position failures in intersectional research as a counter- narrative to neoliberal ideas that privilege success, we highlight our methodological mistakes as critical moments for reflection and learning.

The goal of intersectional theorising and practice is not simply to add to the breadth of work demonstrating the nuances of the experiences of groups who are marginalised in and through sport and physical activity spaces. Instead, to avoid misappropriating the historical and political roots of intersectionality, we align with the view that it is to seek meaningful ways of disrupting and challenging pervasive and unequal power relations that create conditions for inequalities to persist (e.g., Hill Collins, 2019). To conclude the symposium, the final session will invite the audience to engage in reflexive dialogue about the potential for intersectional research to realise these social justice aims. This will be through sharing co- researchers' and participants' stories, in creative ways, to prompt reflection and discussion on the opportunities and dilemmas we may encounter and embrace through doing intersectional research.

Paper 1. Methodological reflections, dilemmas, and opportunities: Behind- the-scenes insights from undertaking intersectional research in the field of sport and physical activity.

Authors: Kate Marks, Jonny Allen, Viji Kuppan (*Leeds Beckett University*)

This section of the symposium will offer a behind-the-scenes insight into the authors' collaborative self-study (Ovens and Fletcher, 2014) and experiences of undertaking intersectional research in the field of sport and physical activity.

The paper will explore the methodological ambiguities and opportunities that emerged in both authors' doctoral research projects. The authors' reflections will be grounded in personal and intersectional insights, consisting of data from multiple sources including: (1) 'coffee shop' collaborative meetings between authors; (2) interview transcripts from authors' research projects; and (3) authors' extensive field notes. The audience will be invited to interactively experience some of the emotional rollercoaster placing them in the position of the researcher and provoking emotive, reflective responses. Key areas the authors intend to explore are: (1) psychological safety and emotionally demanding research for both the authors and their participants (e.g., weight of responsibility, the role of the interviewer, and researcher reflexivity); and (2) practical and operational realities of mobilising intersectionality theory (e.g., complexities of conversation, research setting, and fulfilling research imperatives). After exploring some of the methodological intricacies of conducting intersectional research, we will draw to a close by considering the opportunities and potential scope for future intersectional workings in sport and physical activity contexts.

Paper 2. Doing intersectionality through co-production: Addressing inequalities in physical activity for disabled people.

Authors: Toni L. Williams, Aaron G. Hughes (*Durham University*), The Moving Intersectionality co-production group

The impact of physical inactivity is exacerbated by the inequalities experienced by disabled people, especially those with intersecting marginalised identities. Intersectionality is well placed to explain why unequal opportunities and participation in physical activity exist for disabled people. Yet, few research studies have taken an intersectional approach to explore this issue. To address this gap in knowledge, we are exploring the needs and priorities of disabled people with intersecting marginalised identities in relation to physical activity inequalities through intersectionality methodology and co-production. We collaborated with Disability Rights UK (DRUK) – the UK's leading organisation led by, run by, and working for disabled people – to create the Moving Intersectionality co-production group comprised of disabled people from diverse backgrounds.

Drawing upon this project, the aim of this presentation is to examine the possibilities and pitfalls of doing intersectional co-production. We build upon our experiences captured through interviews, reflective diaries, and meetings, to illustrate the challenges we faced in co-production and how we addressed them. This includes how we created, and adhered to, our principle values, how decision-making was managed, how we negotiated conflict, and how assumptions, power, and lived experience influenced the research. We end with theoretical and practical recommendations to support the use of intersectional co-production to address inequalities and promote social justice in relation to physical activity.

Paper 3. Truth, power, and ethics: How intersectional research methodological decisions can facilitate or limit opportunities for social change.

Nicola J. Clarke (presenting author), Ruth Brazier, Annette Stride, Leeds Beckett University, UK.

This presentation offers methodological reflections from two intersectional research projects that sought to critique and address the systems of power

	<p>that produce inequalities in experiences for students from diverse backgrounds studying sport-related undergraduate degree programmes in the UK. Our findings highlighted the gap between institutional intentions for enhancing diversity and inclusion in university sport programmes, and critical knowledge of students' complex, fluid experiences in these spaces. Intersectionality was applied as a heuristic device and as critical praxis (Hill Collins, 2019), to generate context-sensitive knowledge collaboratively with students, for the purposes of addressing this gap.</p> <p>Through these projects, we were challenged to find meaningful ways to keep intersectionality's commitment to social justice central to the research process. Critical reflection upon the power and truths embedded in the methodologies and methods we worked with, provided a way of navigating tension arising from different interpretations of what counts as social change. Analytical pluralism (e.g., Clarke et al., 2014), alongside traversal practices of rooting and shifting (Yuval-Davis, 2011) were used to dialectically respond to institutional interest in objective measures tied to one identity characteristic; our ethical prerogative as researchers to understand the workings of power that produce sameness and difference in students' racial, religious, and gendered experiences; and students' own theorising in relation to their experiences, research questions, and priorities for action. We share our reflections on how our methodological choices and practices both enabled and constrained the opportunities for producing critical knowledge from divergent epistemological foundations, for the intention of moving different audiences to take action.</p> <p>Sensitive Content Caution: This symposium covers the potentially challenging topics of racism, sexism, ableism, homophobia, transphobia, and xenophobia through exploring the lived experience of disabled populations, Muslim university students, women sport leaders, and young people seeking asylum, in a variety of sport and physical activity contexts. While the focus of the presentations is on methodological insights and reflections, the voices of our co-researchers and participants are central to this work.</p>
<p>Symposium 3D (CB 3.1)</p>	<p>Thierry R. F. Middleton (University of Portsmouth), Francesca Cavallerio (Anglia Ruskin University), Christopher R. D. Wagstaff (University of Portsmouth), Michaela Kousalova (University of Portsmouth), Melissa C. Day (University of Chichester)</p> <p>Telling Tales in Sport, Exercise and Performance Psychology</p> <p>Sport, exercise and performance (SEPP) scholars have begun to recognise the value of (re-)presenting their research findings in a creative manner. Drawing inspiration from scholars such Sparkes (1995, 2002), Frank (2000) and Richardson (2000), there has been a growing appreciation for how creative forms of writing can help audiences to engage with research findings by bringing increased clarity to understanding social reality/realities. The recent increased use of creative analytical practices (CAPs) by SEPP scholars can be seen in the form of published confessional tales, autoethnographies, polyphonic vignettes, poetry and comics amongst others. The past decade, in particular, has seen a dramatic increase in the number of manuscripts featuring forms of CAP published in leading SEPP journals. While a cursory glance at published work would indicate a bright outlook for CAP use by SEPP scholars, a recent critical scoping review conducted by some of the speakers</p>

(see Middleton et al., under review), showed there remains much unexplored terrain. Twenty years on from Andrew Sparkes' (2002) influential text 'Telling Tales in Sport and Physical Activity: A Qualitative Journey' and owing to the recent growth in the use of CAPs by SEPP scholars, the time appears right to take stock of where we are and where we could go.

This roundtable discussion will begin by the speakers providing insights into the current landscape of CAPs use by SEPP scholars. Findings from the scoping review will be shared including a discussion of the current prevalent forms of CAP (e.g., creative nonfiction and composite approaches). Following this brief overview, the discussants will share a short story about how they became interested in, and have begun to use, CAPs in their research. All the discussants have experience of engaging with CAPs (e.g., multi-voiced stories, creative nonfiction, ethnodrama, poetry). Thierry, a Senior Lecturer in Sport and Exercise Psychology at the University of Portsmouth, will share a brief story about his early foray into engaging with CAPs as a way to (re-)present findings from a community-based participatory action research project with asylum seeking and refugee youth. Fran, a Senior Lecturer in Sport and Exercise Psychology at Anglia Ruskin University, will share her story of becoming fascinated by CAPs during her PhD due to her hope to be able to use her research findings with young athletes. Chris, a Professor of Applied Psychology at the University of Portsmouth, will share a story of his journey toward the use of CAPs to reach new audiences across research, practice, and policy contexts. Michaela, a PhD candidate in Sport and Exercise Psychology at the University of Portsmouth, was an ethnographer, before finding her role as a playwright, theatre director, and poet. She will briefly share her journey towards engaging with CAPs to be able to share sensitive topics with younger athletes. Mel, a Reader in Sport and Exercise Psychology at the University of Chichester, will share her experiences using CAPs with written data, focusing specifically on the use of letter writing and exploring creative ways in which letters may be disseminated.

The roundtable discussion will culminate with Thierry, Chris, and Fran, who were co-authors of the scoping review that lays the foundation for the proposed roundtable, reflecting on how the scoping review was a thought-provoking experience that provided them with further inspiration for further engagement with CAPs. Building from these reflections, the audience will be invited to engage in an interactive discussion focused on three questions:

- (1) What makes you hesitant to push the boundaries in how you engage with CAPs?
- (2) How can we better reach diverse audiences with the stories we tell?
- (3) What ethical issues do you foresee in choosing to engage in CAPs?

The presenters recognise (and hope) the audience will be made up of scholars from diverse disciplinary backgrounds. We believe the potential offered by engaging with the audience in exploring answers to these questions has the potential to contribute to a deeper understanding of how CAPs may be put into practice by scholars interested in sport, exercise and health related topics. The hope is the rich discussion generated between audience and panel members will lead to continued increase in the use of CAPs and, more importantly, a further diversification in the way SEPP (and non-SEPP) researchers choose to engage with CAPs. The potential also exists for the discussion to inspire future contributions by both those experienced in engaging with CAPs and those at the precipice of choosing to do so.

<p>Session 3E (CB 3.15)</p>	<p>Aalaya Milne, Ashley Stirling (<i>University of Toronto</i>)</p> <p>Persons, places, and pictures: Dancers’ photographed experiences of informal disclosure of harm</p> <p>This presentation covers the potentially challenging topic of harm in dance. The research focuses on the experience of informal disclosure and not on instances of harm itself, however, in some cases, participants may reference harmful instances in their stories and quotes.</p> <p>Objectives: Recent media cases in tandem with the development of academic research is bringing awareness to ongoing instances of harm experienced in the dance environment. Consequently, more attention is being placed on preventing and addressing harm in dance, including learning to recognize when harm has occurred. Dancers speaking about their experiences and engaging in informal disclosure, importantly, may support recognition of harm. Unfortunately, little is known about the experiences surrounding informal disclosure and how dancers engage in these conversations. Therefore, the purpose of this study was to explore stories of dancers’ informal disclosure experiences.</p> <p>Methods: Following institutional REB approval (#44888), a combination of purposeful and snowball sampling were used to recruit participants. Seven participants of various gender identities, racial identities, and sexual orientations engaged in a photovoice reflection followed by unstructured interactive interviews. Ongoing consent practices were used alongside ongoing dialogues regarding the capture of images, permissions related to them, and the ownership of said images. Data were analyzed using narrative thematic analysis.</p> <p>Findings and Discussion: Several themes were generated from the photos and reflections produced by participants as well as through interviews including: support from confidantes, influence of physical spaces, and photographs as communication. Interpretations of the findings will be discussed, and future directions will be proposed. Conclusions: It is crucial to understand experiences of disclosure of harm in order to recognize the emotional needs and challenges dancers face through disclosure, and to understand risk factors and systemic issues that inhibit disclosure.</p>
	<p>James Shepherd (<i>Nottingham Trent University</i>)</p> <p>Consent in Combat Sports: Some Initial findings and future directions</p> <p>Objectives The recent work on consent in sport by Channon and Matthews (2022) provides a starting point for this presentation. To develop and widen this academic contribution I outline some key findings in relation to consent in medicine and sex. This has helped develop conceptual tools which highlight how consent is often (mis)communicated, as a complex interpersonal process.</p> <p>Methods 33 semi-structured interviews have been carried out with current and former martial arts/combat sport coaches and athletes.</p>

	<p>Findings and Discussion Although combat sport athletes are expected to understand the physical dangers associated with their sports, they describe consenting to certain risks and not others. Coaches often play a role in this process with health and safety waivers being a tokenistic formality of joining gyms/dojos. Athletes often deferred their consent processes to coaches, placing their trust in them to guide and train them in the development of their skills, tactics, and fitness. The simple presence of being within a gym provides an often-assumed consent to injury and illness, rather than overt communication of what athletes can/cannot consent to. Only once an athlete is confronted with illness or injury that is beyond their expectations, do they take greater ownership of their wellbeing via a more proactive consideration of consent.</p> <p>Conclusions Athletes engage in ritualised sports violence and accept a lack of knowledge around the risks, deferring consent to coaches in pursuit of excitement and status that such activities provide. This deference highlights the conceptual issues of informed consent in sport.</p>
	<p>Marit Hiemstra (<i>Nottingham Trent University</i>), Reem AlHashmi (<i>Independent researcher</i>), James Shepherd, Christopher R Matthews (<i>Nottingham Trent University</i>)</p> <p>Guiding, Sparring and Rolling – Sensing Consent in Cooperative Sporting Interactions</p> <p>Consent lies at the heart of all healthy sports engagement, serving as a critical benchmark for discerning acceptable or unacceptable behaviour within a specific sporting context and during sporting interactions. Much of the existing research in sports has primarily concentrated on scenarios where consent is either lacking, misunderstood, or violated—such as instances of (sexual) exploitation, harassment, or injury. As a result, there has been limited exploration of how athletes establish and maintain control over their actions, as well as manage their emotional, mental, and physical autonomy during sporting encounters (Channon and Matthews, 2022). This means there is a knowledge gap in our understanding of this pivotal element in the development of healthy sports participation. This presentation begins by conceptualising consent as a communicative social practice, which is understood as a dynamic social interaction between sportspersons and their diverse forms of sensing. To understand how consent is established, communicated, and sensed within cooperative sporting encounters, personal reflections on guided running, Brazilian Jiu-Jitsu, and Muay Thai boxing are examined. The goal is to offer tangible examples which shed light on the intricate interplay of social, historical, relational, and sensory processes involved in communicating consent. Investigating how athletes define, understand and establish consensual interactions will then help to define the absence of consent and prevent ineffective, unhealthy or abusive sporting practices.</p>
	<p>Nicholas de Cruz (<i>University of Surrey</i>), Yuto Yasuda (<i>University of Alberta</i>), Alexander McKenzie (<i>University of Canberra</i>)</p> <p>Making the Unseen Seen: Navigating Ethical Standards as Minorities in Sport Psychology</p> <p>Aim</p>

The focus of this presentation will be on illuminating the implications of the "WEIRD" phenomenon (Western, educated, industrialised, rich, and democratic) and the subsequent over-representation of these backgrounds in research. The presentation specifically delves into the omission of cultural factors in sport and exercise psychology and aims to shed light on the lived experiences of outgroup researcher- practitioners in navigating the complexities of procedural and situational ethics.

Justification

A review by Dorsch et al. (2023) of 15,650 peer reviewed articles from 12 leading journals in sport and exercise psychology between 1930 to 2021, involving 4,487,437 human participants, found that 75.6% were from the United States, United Kingdom, Canada, and Australia, revealing a significant bias towards WEIRD backgrounds, hindering the understanding of diverse cultural perspectives. The enforcement of ethical standards from a stereotyped-universal worldview further perpetuates the privileged sociocultural space of dominant discourses. This presentation will justify the need to address these issues and will underscore the importance of incorporating cultural competence in research and practice.

Implications

By drawing upon cultural sport psychology and social identity theory, the speakers will share their experiences as outgroup researchers, aiming to foster a deeper understanding of the challenges faced in procedural and situational ethics. Through the examination of unique cases, the presentation seeks to highlight the dynamic nature of negotiating cultural nuances as minority outgroup members. It is hoped that this exploration will guide neophyte psychologists in contextualising ethical principles and dissuade senior colleagues and reviewers from imposing privileged ethical standards on diverse groups.

Wednesday 31st July

Wednesday 31st July

Parallel session 4: 10.00 -11.00

<p>Session 4A (CB 1.10)</p>	<p>Javier Monaforte, Joan Úbeda-Colomer (<i>Universitat de València</i>), Brett Smith (<i>University of Durham</i>)</p> <p>So, what's the difference between co-production and co-design in action?</p> <p>Co-production and co-design are really in. As a recent special issue in QRSEH shows, calls for and use of these 'co' approaches are now gathering across our field. Yet despite this, when sport and exercise researchers and their partners are asked about the differences and overlaps between the two approaches, they often falter. Are we co-producing, or co-designing? For many, that is the question.</p> <p>Developing a clear and transparent answer is good practice because, otherwise, people will not be supported to know why co- production/design has been used, and how the work has been conducted. Without such answer, it would also be easier to deny its worth and legitimacy as a form of inquiry. In our oral presentation, we will hopefully contribute to the conceptual self-defence of 'co' researchers by shedding light on what differentiates co-production from co-design, and vice versa. In the presentation, we will not simply define the concepts; we will show them in action. In other words, we will illustrate the difference between co-production and co-design by the force of example. To do this, we will draw on our experience from two nationwide projects: Moving Social Work and Move with Spinal Cord Injury. The former is based in the UK and used co-production since 2020; the latter is based in Spain and used co-design between September 2023 and March 2024. In using these examples, our presentation will illuminate that the decision of using one approach, or another is, essentially, context- driven.</p>
	<p>Clare Strongman, Fran Cavallerio, Matthew A. Timmis, Andy Morris (<i>Anglia Ruskin University</i>)</p> <p>“Changing the world” for people with diabetes - a Confessional tale.</p> <p>Objectives Co-creation of research involving participants in the design and evaluation of sport and physical activity interventions has become more important following the call for a “participatory turn” when approaching interventions. This presentation aims to explore one researcher’s experiences of creating a physical activity intervention for people with diabetes and discuss the challenges and issues faced during this process.</p> <p>Methods This presentation takes the form of a confessional tale, a form of autoethnography that uses the researcher’s own lived experience. The confessional tale was produced after reflecting on the process of attempting to design and implement a physical activity intervention with people with diabetes. During this process the researcher kept a reflexive diary</p>

	<p>and used “critical friends” to help to develop understanding, to reflect on the participatory nature of the intervention, and to discuss the direction of the research to include participants voices and opinions.</p> <p>Findings The confessional tale discusses challenges faced when setting up the intervention, which includes topics such as complacency and making assumptions, the importance of listening to participants, and challenges of insider/outsider positionality.</p> <p>Conclusions The development of a truly participatory intervention requires significant reflection by the researcher throughout the process and constant re-evaluation to ensure that you are listening to participants and responding to their suggestions. Some of the challenges faced in specific interventions are discussed and developed to allow ongoing reflections and to allow others to challenge their own assumptions and preconceptions when approaching intervention-based research.</p>
	<p>Joanne Hill, Olivia Flemons, Hannah Foladi (<i>University of Bedfordshire</i>), Mel Bound (<i>This Woman Runs</i>), Laura Gubby (<i>Canterbury Christ Church University</i>)</p> <p>Co-designing a meaningful walk-to-run programme with adolescent girls</p> <p>Objectives: This paper reports the co- designing of a walk-to-run programme with adolescent girls, in collaboration with a UK women’s running organisation, This Woman Runs. The objective of this participatory inquiry was to create a programme for adolescent girls to learn the competence, confidence, values, and knowledges needed to regularly run/walk for 30 minutes.</p> <p>Methods: The study was informed by co-design and participatory methodologies (Enright and O’Sullivan, 2011) plus the activist approach pedagogical model (Oliver and Kirk, 2014), to listen and respond to girls’ interests and ideas for meaningful physical activity. Sixteen girls (age 11-13), their PE teacher, researchers, and representatives from This Woman Runs were involved in five workshops. We engaged in a process of inquiry and discussion around girls’ interests and needs in learning to run. Girls created 3D models, written and verbal expressions of their interests and needs related to running and subsequently mapped them to a meaningful physical education framework (Beni et al., 2017). They created written and verbal ideas about structure, location, frequency, marketing, and curriculum and listened to each other’s experiences in designing an accessible programme.</p> <p>Findings: We present the outcomes of the inquiry, specifically a 12-week run/walk after-school programme that includes physical and curricular activities related to physiological, psychological and social knowledges. We reflect on how girls’ knowledge and values about physical activity were supported through the co- design process.</p> <p>Conclusion: We argue that listening to respond, by embedding ongoing inquiry with young people, is crucial for the success and meaningfulness of physical activity interventions.</p>
<p>Session 4B</p>	<p>Garcia Ashdown-Franks, Louise Mansfield (<i>Brunel University London</i>)</p>

(CB 1.12)

The dynamics of weight-stigmatisation in physical activity: gossip networks, emotional drivers, and resistive practices

Anti-fat bias and stigma are pervasive in traditional sport, exercise, and physical activity contexts. Scholars have proposed that cumulative experiences of anti-fat bias and stigma contribute to social and health inequities among individuals in stigmatised bodies and to detrimental physical activity experiences. As such, it is important to explore the sociological processes and dynamics that underpin weight stigmatisation, and the long-term impact experiences of stigmatisation can have, particularly in the context of physical activity. Nine individuals (4 women, 4 non-binary, 1 man) ranging in age from 24 to 59 who identified as having had negative experiences based on their higher body weight, participated in one-on-one, semi-structured life course interviews.

Using reflexive thematic analysis, three themes were identified including: (i) gossip networks, (ii) emotional drivers and behavioural outcomes, and (iii) navigating narratives, identities, and resistance. Participants highlighted the ways in which structures and individuals fuelled anti-fat messaging through the use of power, control, and restriction, and discussed the profound lifelong influence this had. These findings deepen understandings of processes and dynamics of weight stigma across the life course and highlight their impact on physical activity engagement and experiences.

Participants suggested ways that the physical activity, sport and fitness sectors might be more weight inclusive. These findings underscore the importance of, and potential for, fat pedagogy and co-designing activity spaces and experiences with those living in larger bodies, in order to foster weight-inclusive principles in physical activity.

Sensitive Content Caution: This presentation covers the potentially sensitive topic of weight discrimination towards higher-weight individuals. The research is a reflexive thematic analysis from 1-1 interviews, and experiences around discrimination will be discussed in the findings. Restrictive or disordered eating and mental health challenges will also be discussed.

Christian Edwards (*University of Worcester*), David Tod (*Lancaster University*)

The limits of being: An existential perspective on men's muscle dysmorphia symptomology development and sustainment

Objectives. To explore men's stories of muscle dysmorphia (MD) symptomology development and sustainment through an existential psychological lens. Methods. Life-story interviews and multiple informal conversations were undertaken with sixteen men (Mean age=28, SD=6.14 years) who believed that they were insufficiently muscular, and were consumed with muscle-building. Data were interpreted through an existential-narrative analysis. Findings and Discussion. In adolescence, participants' stories centred on how they encountered boundary situations that forced them to confront their limited existence. Most of the situations participants described were social and involved interactions with significant others.

They also described how cultural scripts shaped and constrained them, and how they conformed to such expectations by participating in traditional

	<p>masculine-typed activities (e.g., sports). Adhering to cultural scripts helped them establish a sense of purpose which aided them in navigating various domains of their lives. Boundary situations, however, persisted and their limits continually resurfaced. The men experienced multiple different situations, but these events often involved degrading interpersonal interactions (e.g., bullying) and prompted them to reflect on their circumstances, their embodiment, and the expectations of their world. Their understanding of their situation and their search for control led them to the gym; building muscle was these men's embodied solution to cope with their circumstances. The continual threat of their limits resurfacing resulted in the sustainment of their muscle-building preoccupation. Conclusion. These findings extend the linear descriptions of MD symptomology development and sustainment by showing how these men interpreted their life experiences and became preoccupied with their bodies to navigate their world.</p> <p>Sensitive Content Caution This presentation covers the potentially challenging topic of muscle dysmorphia symptomology development and sustainment in adult men. The research is a narrative life-history that covers the topic of muscle dysmorphia throughout, where this presentation will cover the events/experiences men associate with the development of their muscle-building preoccupation, including experiences of bullying and physical violence. We interpret these experiences through existential theory reflecting on how these men use the body to navigate their circumstances. In doing so, this presentation will also reflect on the actions these men take to maintain their muscularity including supplement consumption, restrictive eating, and excessive exercise.</p> <p>Thomas Irish (<i>Western University</i>), Carla Filomena Silva (independent researcher), P. David Howe (<i>Western University</i>)</p> <p>'Are you Deaf or what?' A cry for more culturally nuanced philosophical assumptions in qualitative sport studies</p> <p>In this paper, we encourage a deep reflection on the foundational philosophical assumptions that ground the practice of social research in and around sport and physical activity. We start by unpacking the traditionally ableist nature of ontology and epistemology in the exploration of disability sport since it attempts to engage in the cultural turn. Following this, we argue for the need to draw upon robust engagement with disability identity politics to more adequately conceptualize the philosophical assumptions that ground emancipatory research involving people who experience disability. We articulate this position further, in relation to research involving the Deaf community, proposing some core philosophical premisses more in tune with its particular values and experiences. In particular, we believe there is a need for philosophical assumptions that are in line with the values of the Deaf community if we are to better understand the importance of sport and physical activity in this social environment.</p>
<p>Session 4C (CB 2.6)</p>	<p>Mary L Quinton, Karen L Shepherd, Jennifer Cumming, Grace Tidmarsh, Maria R Dauvermann., Sian L Griffiths, Sally Reynard, Anita Chandra (<i>University of Birmingham</i>), Tasneem Choucair, James Downs, Karen Harrison-Dening (<i>University of Birmingham</i>), Meghan H McDonough (<i>University of Calgary</i>), Lizzie Mitchell (<i>University of Birmingham</i>), Daniel J A Rhind (<i>Loughborough University</i>), Charlie Tresadern (<i>University of Birmingham</i>)</p>

“I think the first thing we can do is acknowledge that mental health can be made vulnerable by being researchers, as well as by the topics we're looking at”: Co-designed guidelines for supporting the mental health of researchers in sport and exercise science

Objectives: Qualitative research is known to be emotionally demanding. Sensitive topics within sport and exercise science (SES) are becoming more frequently researched (e.g., mental health), but there is a danger for research to elicit deleterious effects unless practical guidance is created for supporting researchers' mental health. This study aimed to advance safe research for researchers' mental health by co- designing guidelines with an advisory group to promote a more positive and inclusive research culture for SES and beyond.

Methods: 26 researchers (aged 33- 64) were recruited across sectors and disciplines (e.g., sport psychology, palliative care, conflict resolution) based on their experience in researching sensitive topics. Semi- structured online interviews were conducted between October 2023 and January 2024. The co- designed interview guide asked questions on best practice at individual and contextual levels when researching sensitive topics. Interviews were analysed through reflexive thematic analysis. Reflexive diaries, member reflections, and advisory group meetings further informed the analysis.

Findings and Discussion: Three themes were generated: proactive and prepared, self-aware and boundaried, and conducive culture. Guidelines were then co-created with recommendations for: researchers, supervisors, organisations, ethics committees, funders, and conferences. The guidelines are intended to serve as a toolbox for researchers to create tailored, regularly revisited, safe research plans.

Conclusions: Researcher mental health requires immediate attention within wider research culture. SES researchers can learn from challenges and best practice within the discipline, but also from other disciplines and sectors. These guidelines aim to promote a more proactive approach to supporting researcher mental health, especially within sensitive topics.

Sensitive content caution: This presentation covers the potentially challenging topic of mental health in researchers. The research is a reflexive thematic analysis from interviews, where the presentation will focus on best practice when supporting researcher mental health, but it is worth noting that example quotes will be provided.

Amy Prescott, Michael Thomas, Christina Victor (*Brunel University London*)

Invisible Narratives: Confronting challenges in researching hidden elder communities

In this paper we discuss the multifaceted challenges faced by qualitative researchers investigating the life histories of hidden and marginalised communities of older adults as part of the 'Socially Inclusive Ageing across the Life Course' project. Our exploration encompasses recruitment challenges via community groups and charitable organisations, the endeavour to reach isolated individuals through print/online media, and the emotional impact on researchers when confronted with recounted trauma.

In attempting to recruit participants from marginalised groups (LGBTQ+, ethnic minorities, disabled older adults) we tried to engage with 75 community/charitable organisations. This yielded varying results: 53 provided no response, 11 were unable to contribute, and 11 expressed interest (15% response rate overall). Simultaneously, collaboration attempts with 40 newspapers to reach unaffiliated individuals resulted in just two replies, of which believed it to be paid-for marketing. These figures underscore methodological intricacies and potential biases inherent in engaging with stakeholders within hidden marginalised populations, particularly when relying on gatekeepers.

Finally, we address researcher unease and participant emotional distress during interviews due to sensitive subject matter. Navigating ethical considerations, researchers must balance the quest for rich data with ensuring participant wellbeing. This underscores the emotional toll on researchers and participants, emphasising the importance of reflexive methodologies and ethical frameworks. This presentation contributes to the ongoing discourse on methodological challenges in qualitative research, not only highlighting engagement intricacies but also the ethical considerations vital for responsible research practices.

Rachel Wilcock, Aston Monro, Andy Smith, Helen O’Keeffe (*Edge Hill University*)

Using qualitative and creative methods to design and implement a sports and arts-based mental health literacy programme

Objectives

Although creative methods are increasingly popular in qualitative research, consideration is not always given to how the data generated by these are used in community sport programmes. This can cause a disconnect between research and its use in shaping programme design and implementation. This paper addresses these issues using data generated as part of the co-production of Tackling the Blues (TtB) - a sports- and arts-based mental health literacy programme – for children and young people (CYP).

Methods

During the 2022-23 school year, to explore key mental health priorities for CYP and schools, 502 CYP aged 6- 11 years from 10 primary schools in north-west England engaged in write- draw-show-and-tell activities and/or focus groups. Workshops and/or semi-structured one-to-one interviews were also held with 22 primary school teachers, and focus groups were held with 4 programme coordinators, 2 researchers, and 55 student mentors. The data were analysed using reflexive thematic analysis.

Findings

The findings provide novel insight into how creative methods can be used to inform the design and implementation of the TtB programme to enhance mental health literacy among CYP. Findings highlight important mental health topics from the perspective of all engaged participants, which informed the production of a modular approach to delivery in school classes and flexibility at the school level.

Conclusion

	<p>The paper concludes by considering how data generated by creative methods can enhance the research environment and impact between researchers and community sport practitioners, specifically for community sport provision in educational settings.</p> <p>This presentation covers the potentially challenging topic of poor mental health and mental illness in children and young people. The research is a reflexive thematic analysis from creative and qualitative methods. The presentation will focus on the experiences of all participatory groups, so please note that example quotes and illustrations will be provided.</p>
<p>Session 4D (CB 3.1)</p>	<p>Alison Smith (<i>University of Massachusetts Boston</i>), Emma Calow (<i>University of Iowa</i>)</p> <p>Am I the right person to do this? Qualitative Sport Research as Critical Allyship</p> <p>In this presentation, I reflect on the research process as a non-American white woman studying the experiences and efforts of Black American women, particularly as an early career researcher. Recent studies in the sport management, sport sociology, and sport psychology fields underscore the importance of critical allyship, both in the classroom and in the field. I thus propose in this presentation the need to use our privilege to work with and for the people at the center of our qualitative work; the magic that can happen when we center the stories of those from historically minoritized communities.</p> <p>This presentation is a partial response to conversations from a Q&A panel during a session at the 2023 NASSS conference in New Orleans about who ‘should’ be doing research about individuals with whom they do not share similar social identities. This presentation is also a response to Springer and colleagues’ (2022) call to action for “privileged sport management educators to utilize and build upon Nixon’s (2019) coin model and concept of critical allyship to understand, address, and normalize discourse around inequity, privilege, and oppression in their pedagogical approach” (p. 66). Scholars with privileged identities should not avoid or ignore the potential transformative power in working with/alongside and for people with multiple minoritized identities.</p> <p>Ultimately, we cannot rely solely on historically marginalized people to do social justice work, including sport research. I therefore suggest that qualitative research, in this case, can be the practice of critical allyship.</p> <p>Bo Peng, Amy Ha (<i>The Chinese University of Hong Kong</i>)</p> <p>Localizing, Indigenizing, Decolonizing Qualitative Methodology</p> <p>The current research landscape continues to be dominated by academic imperialism, which marginalizes local and indigenous knowledge systems while predominantly privileging Eurocentrism and Western perspectives and methodologies. The historical processes of colonialism account for and the ongoing globalization furthered the stronghold of Western epistemologies and methodologies as the mainstream in social sciences, particularly qualitative research. This led to homogenization and McDonaldization in research paradigms and cultural practices, perpetuated and nurtured power inequities, and impeded the development of diverse worldviews and epistemologies. The</p>

hegemony of Western research and marginalization of alternative paradigms are reinforced and circulated by strong economic and political power dynamics, academia and media dissemination, and educational prioritization. This circulation undermines local and indigenous epistemologies and hinders the growth of indigenous and local expertise.

Inequalities in the production of knowledge are promulgated by this methodical and ingrained influence. A lack of diversity in research paradigms hampers progress on global challenges by impeding the understanding of social phenomena. Parallel localization and globalization, and decolonizing academia are necessary. This research calls for the dialogue and development of local research paradigms and methodology as an action and appealing to the current status in the qualitative field. To note, despite the emphasis here on the complications posed by the current research paradigm, this is not an allegation for standard and globalized methodology. There should be certainly scope for developing local research in this globalizing society, in most cases researchers cannot, and should not, entirely overthrow existing paradigms. Recognition and rectification of systemic inequalities are crucial for promoting epistemic justice and diversified knowledge production. The deconstruction of hegemonic structures can lead to an ethical, broad research landscape and the advancement of knowledge, which ultimately advances humanity throughout time.

Kurtis Pankow (*Swansea University*)

Corbin, Strauss, or something else? Reflecting on paradigms and variants in grounded theory methodology

Aim: The aim of this presentation is to create a dialogue around the distinct paradigmatic approaches that appear within Straussian grounded theory methodology (GTM) and consider naming conventions for GTM variants.

Justification: GTM is a widely used method for developing theories that explain social phenomena and processes. GTM is viewed as having three historical variants: Glaserian, Straussian, and constructivist.

Straussian GTM is often used in sport psychology research and is approached from both interpretive and pragmatic paradigms. The paradigmatic underpinnings of a methodology are important to identify as they have implications for the methodological coherence of the study. Strauss' methodological writings closely align with a pragmatic philosophical approach.

The interpretive approach to GTM was largely introduced by Corbin's contributions to Strauss' methodology, and the interpretive underpinnings have increased with each edition of their textbook. It is therefore worth considering that an interpretive GTM may not be Straussian at all, but rather reflects a distinct "Corbinian" approach.

Implications: Those using GTM should consider the naming conventions used when discussing their selection of a GTM variant. Rather than associating GTM variants with people, GTM variants could be distinguished by their paradigmatic approach. This is already done with constructivist GTM, which uses the paradigmatic approach to identify the variant rather than Charmaz's name. In the meantime, authors should clarify when they are using Corbin's

	<p>interpretive approach to GTM explicitly, rather than claiming an interpretive paradigm but labelling their work as Straussian (i.e., pragmatic) GTM.</p>
<p>Session 4E (CB 3.15)</p>	<p>Lanfei Wang (<i>University of Bath</i>), Bryan Clift (<i>North Carolina State University</i>), Bonnie Pang, Jessica Francombe-Webb (<i>University of Bath</i>)</p> <p>Media Frame of Gender and Disability in China: Analysis of 2022 Beijing Winter Paralympic</p> <p>My doctoral research engages with the media treatment on marginalized groups in sport. It aims to expose the essence of media frame and discourse of women and disability in 2022 Beijing Winter Paralympic that rooted in Chinese context. Precisely because sport is still a masculine domain, where body occupies a pivotal position. Notably, the emphasis on body constructs the common “inferiority” and inclusion for women and disabled, leading to relatively limited media attention compared to the superior able-bodiedness and hetero-normativity. Therefore, I am intrigued by the attitude and power of media in shaping marginalised groups involved in sport from an interjective view.</p> <p>In this presentation, I will compare and discuss two Chinese newspaper that targets domestic and international markets respectively to get inspirations regarding Chinese ideologies on gender and disability. This study uses content analysis to review every article and photo of Paralympic athletes, reporting the discourses used to characterize gendered and disabled sports. The immersive reading and extensive coding are used to capture salient frames within the interjective lens of gender and disability. Most importantly, the identification of these frames, combined with the specific Chinese cultural context, will theorise the presence or perpetuation of gender and disability sports injustices in popular discourses.</p> <p>In conclusion, media discourse is crucial for deeply understanding the position and situation of marginalised groups, because it not only reveals injustice in sports or society, but also reflects the ideology in a specific context, providing us with a comprehensive perspective to view the world and enabling us to consider the strategies for addressing or reducing discrimination.</p>
	<p>Ben Powis (<i>Bournemouth University</i>), James Brighton (<i>Canterbury Christ Church University</i>), Robert Townsend (<i>University of Waikato</i>)</p> <p>“I have not got involved in disability sport to play with disabled people”: complex embodiment and the disAppearing sporting body</p> <p>Objectives The purpose of this paper is to explore how disabled athletes contest and negate disability in high-performance sporting environments. Drawing upon embodiment theory, symbolic interactionism, and critical disability studies, we specifically focus upon athletes’ lived experiences of competing in a pan-disability setting and interrogate the interplay between corporeality and social interaction in constructions of ability, normalcy, and difference.</p> <p>Methods In this study, 23 (22 male and 1 female) disabled athletes participated in online semi-structured interviews. Interviews were conducted using Microsoft</p>

Teams and varied in length between 25 and 79 minutes. The sample was purposively selected from athletes who had been drafted for the pan-disability 2023 Disability Premier League (DPL) cricket tournament and was representative of the three designated impairment groups: physically disabled (PD), learning disabled (LD), and Deaf. An abductive approach was used to analyse the data and organise this paper's discussion.

Findings and Discussion

This paper establishes the DPL, a uniquely pan-disability, draft-based franchise tournament, as a preeminent example of high-performance disability sport. For athletes, this neoliberal ableist culture imposes a series of corporeal logics which they must continually negotiate, including meaning(s) of disability and impairment. Informed by Sieber's theory of complex embodiment, our discussion explores participants' experiences of: the interactional dis/appearance of disability in the DPL; paradoxes of in/visibility; and the emergence of the 'able-disabled' athlete.

Conclusions

Our findings have wide-ranging implications for the disability sport field. Notably, the fluid and relational ways in which disability appears and disappears in sporting spaces, and the embodied repercussions of this process.

Haihui Wang, Victoria Goodyear, Miranda Pallan, Peymane Adab (*University of Birmingham*), Zhaowei Yin (*University of Glasgow*)

A case study to explore the impacts of social media use on physical activity among adolescents in China

Objectives

Social media is positioned as a powerful medium to promote physical activity engagement and reduce sedentary behavior (WHO, 2018). Evidence demonstrates positive associations between social media interventions and physical activity engagement. Few studies have explored the relationship between daily social media use and physical activity engagement, particularly in adolescence. This study explored how adolescents understand and explain relationships between social media and physical activity engagement.

Methods

Data is presented from a case study of 48 Chinese adolescents (age 12-15 years, 24 male and 24 female) in Hefei, China in 2020-21. Participants were from two schools (urban and rural). Data were collected from 8 focus groups, using a semi-structured interview design. Data were analyzed using thematic analysis.

Findings and Discussion

Three themes were identified: interaction, accessibility, and supervision. Interaction: adolescents interacted with friends, peers and celebrities on social media and these interactions supported physical activity engagement through motivation and opportunities for competition. Accessibility: adolescents were able to access physical activity content and information promptly via social media, that they perceived to be tailored to their needs. Supervision: social media was seen as a real-time communication tool that could be used to supervise adolescents' physical activity engagement.

	<p>Conclusions This study provides new and in-depth insights into how adolescents' uses of social media positively influence physical activity engagement. It also provides contemporary and contextually relevant ways to explore adolescent health. Given the prevalence of sedentary behavior, these findings are important for policymakers governing bodies and practitioners (teachers/coaches) in sport and exercise.</p>
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Wednesday 31st July

Parallel session 5: 11.30-12:30

<p>Session 5A (CB 1.10)</p>	<p>Simon Cook (<i>Birmingham City University</i>)</p> <p>Towards Sport Mobilities: developing dialogue between mobilities studies and sport studies</p> <p>This paper moves towards a field of 'sport mobilities', outlining the productive intersection between the study of sport and mobilities and making the case for increased dialogue and connection. Sport moves us physically, emotionally, socially (Eichberg and Loland 2010) and movement is central to sport. Yet, engagements between sports studies and mobilities studies are rare. While there are unaccounted historical connections between mobilities and sport studies, and a growth in mobilities research that deals with the 'active human body', there remains a keen appeal for mobilities researchers to attend to sport more substantively and vice versa. To help realise the potential of sport mobilities research, the paper begins by establishing shared interests and foundations, before tracing engagements between the parent fields to date, and finally offering a framework for a new interdisciplinary sport mobilities agenda. This consists of seven different forms of sport mobilities, which can be interrogated through six shared thematic analytical lenses and underpinned by five common orientations. This multi-layered approach fortifies current touching points between mobilities and sport studies while opening up new connections capable of establishing 'sport mobilities' and advancing the study of sport and mobilities.</p> <hr/> <p>Cassandra Phoenix (<i>Durham University</i>), Meridith Griffin (<i>McMaster University</i>), Jo Ann Long (<i>Durham University</i>), Erica Bennett (<i>University of British Columbia</i>)</p> <p>The Obscured Rhythms of Moving through Menopause</p> <p>Menopause affects 50% of the population with global projections of up to 1.2 billion post-menopausal women after 2030. While some women experience little disruption or difference as they transition through menopause, many are affected by various somatic sensations (e.g. hot flashes, aching joints, fatigue, irregular bleeding), which can impact the moments and movements of their everyday life.</p> <p>The way these sensations, or "symptoms" have been responded to has shifted over time and across different cultural contexts. Today, in Western society at least, physical activity is increasingly promoted as an attractive lifestyle intervention for managing menopausal symptoms. This has led to a</p>
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	<p>growth in research aiming to identify barriers and facilitators to physical activity during (peri)menopause.</p> <p>Building on and moving beyond these contributions, in this presentation, we turn to the work of Henri Lefebvre and feminist engagements with his concept and practice of “rhythmanalysis” to examine women’s lived experiences of moving through menopause. Drawing on interviews with 33 active women living in the North East of the UK and qualitative survey data from 242 respondents (spread internationally), who all self- identified as peri-menopausal or menopausal, we describe how rhythmanalysis can facilitate a consideration of the spatio-temporal relations of moving through menopause. We show how rhythms, in all their multiplicity – cyclical, linear, arrhythmic, polyrhythmic - merge in and around the body to punctuate new forms of embodiment.</p> <p>We conclude by reflecting on the importance of being attentive to rhythmicity when promoting movement as a means of supporting women’s health and wellbeing during this life stage.</p> <p>Lars Domino Østergaard (<i>Aalborg University</i>)</p> <p>Teachers’ articulation, integration, and use of objects in classroom physical activities during the school day impact students’ behavior and learning outcomes</p> <p>It is well known that physical activity (PA) implemented in academic lessons has a positive impact on students’ academic performance, but little is known about how teachers’ integration of PA affects students’ actual behavior and, consequently, their learning outcomes. The objective is to study students’ behavior related to the implementation of PA in academic lessons. Thirty-two students (8th grade; 15 boys, 17 girls) in two Danish school classes, where PA during academic lessons is approved by law, were observed for two weeks (seven hours a day), and their behavior during academic lessons was video- recorded. Video recordings, together with field notes, were subsequently analyzed using Interpretative Phenomenological Analysis. In total, 27 examples of teacher-planned PA in academic lessons were identified.</p> <p>In 18 of the 27 examples, the teacher related the planned PA with curriculum learning goals. However, optimal student behavior was observed only in examples where the PA and the objects used were articulated and integrated meaningfully for the students. This integration, according to enactivist learning theory, supported academic learning effectively. Particularly, the affordance of objects used in PA influenced students’ behavior; for example, a ball used for exercising verbs lacked meaning, while stepping at a step bench in biology to ‘feel energy spreading in the body’ proved to be a meaningful and acceptable activity.</p> <p>For teachers planning PA in academic lessons, it is crucial to consider both how the PA is presented concerning curriculum learning goals and the affordance of objects eventually included in the activity to support students’ learning outcomes.</p>
<p>Session 5B</p>	<p>Abimbola Eke, Marta C. Erlandson, M. Louise Humbert, Stephanie L. Martin, Leah J. Ferguson (<i>University of Saskatchewan</i>)</p>

(CB 1.12)

“I am strong, I am fast, I am powerful”: A Creative Art-Based Application of Body Self-Compassion in Sport

Body image is a multidimensional construct that influences body-related self-attitudes and self-perceptions (Cash & Pruzinsky, 2002). Racialized young women athletes have unique body-related experiences that may influence their body perceptions in sport. Body self-compassion, a kind and non-judgemental way of approaching one’s body experiences (Berry et al., 2010), may be useful for racialized young women in sports. Body self-compassion can involve developing an adaptive focus on body functionality (Eke et al., 2020).

Objective. The purpose of this narrative study was to explore a practical application of body self-compassion with racialized young women athletes.

Methods. Seven racialized young women athletes (Mage = 15.14 years, SD = 2.12) participating in a variety of sports engaged in focus group discussions and body mapping. Findings & Discussion. A dialogical narrative analysis and functional analysis were conducted, and three narrative themes were generated: (a) Racialization and compassion; (b) The importance of compassionate support systems; and (c) Culture, religion, and sport. The findings are represented through five portrait vignettes of creative non-fiction alongside body maps, and reveal how body self-compassion can foster a focus on function, particularly for athletes navigating the intricate intersections of racialization, cultural backgrounds, and religious beliefs.

Conclusion. This study contributes valuable insights into the evolving discourse on the sports experiences of racialized young women athletes, advocating for a more inclusive and compassionate approach that honors their complex intersections of identity within the sporting context.

Aly Bailey, Meridith Griffin, Shiva Mazrouei (*McMaster University*), Kimberly Lopez (*University of Waterloo*)

(Re)mapping bodies of difference: The role of artmaking in transforming fitness futures

Background: The fitness industry has been critiqued for valorizing narrow white-able-lean centric body ideals. Critics lament that this “ideal body” has been standardized, serving as a measure against which all bodies are evaluated.

Objectives: In response to Alison Kafer's call for feminist/queer/crip alliances (2013), our interdisciplinary study resists normalization by valuing non-normative bodies as political and integral to envisioning inclusive fitness futures. We understand embodied experiences as collective affinities that confront social and non-social forces, capacities, and tendencies.

Method: We used body mapping, an arts-based collaborative research method, to elicit participant stories that visually reflected their embodied experiences and meanings of movement. A total of six participants who self-identified as fat, disabled, and neurodivergent each completed two, two-hour online body mapping workshops where they created full-sized body maps,

	<p>guided by prompts to reflect on their lives and experiences with in/exclusive fitness.</p> <p>Findings and Discussion: Our findings tell the story of the body as a vessel, carrying all physical and emotional experiences within it. Through body mapping, participants visually articulated their experiences, cultivating self-trust rooted literally and figuratively in the gut. Participants challenged the societal narratives that claim their bodies do not belong, convincing themselves, through the artmaking process, that they do belong. We explore the possibilities and limits of body mapping methodology in understanding how non-normative bodies can reclaim fitness.</p> <p>Conclusion: We argue that arts-based approaches, such as body mapping, offer insights not easily communicated via verbal interactions, emphasizing the affordances of centring visual methods in exercise and health research.</p>
	<p>Dee Yeagers (<i>Nottingham Trent University</i>)</p> <p>Co-production in the community- Boxing and youth violence</p> <p>Objectives My PhD explores boxing and its capacity to reduce violence outside the gym. A particular claim, that some scholars have been critical of, is that boxing can act as a 'hook' to engage hard-to-reach individuals (Jump, 2020; Matthews et al, 2022). In this talk, I'll reflect on my first year of a co-production project, which aims to incorporate community involvement into PhD research with local individuals and groups. Meaning that a key part of my co-produced research is for it to be conducted "with" rather than "done to" participants. The ethos behind such work is supported by academics who call attention to the fact that people who are not usually involved in the development and delivery of academic research could usefully contribute and benefit from such participation (NCCPE, 2019; Daly- Smith et al. 2020; Smith et al, 2023).</p> <p>Method The study will use interviews and ethnographic observation over eighteen months. This will include a range of stakeholders, as I explore their experience and beliefs relating to boxing and violence reduction. These methods allow for a comprehensive exploration of such perspectives within the community boxing gym, allowing the collection of rich data from all involved.</p> <p>Discussion I will explore how boxing is related to personal and social development and violence reduction, particularly in individuals who are considered by some to be 'difficult to engage'. The project contributes to the field of sports and qualitative research methodologies, aiming to improve impact and aid the refinement of programmes for local communities.</p> <p>Conclusions Feedback will be sought from delegates and attendees to further develop my ideas and draw upon the experience within the room.</p>
<p>Session 5C (CB 2.6)</p>	<p>Cillian Brennan (<i>Dublin City University</i>), Richard Bowles (<i>Mary Immaculate College, Limerick</i>)</p>

‘You must be sporty?’: An autoethnographic self-study examining the development of an early career physical education teacher educator’s identity.

Objectives

This autoethnographic self-study offers a unique perspective on how a doctoral graduate negotiated competing identities, as a novice teacher educator with a strong sporting biography. The lead author is a full-time physical education (PE) teacher educator in Ireland, who plays Gaelic football at an elite level. The athletic identities of these amateur athletes have the potential to impact other areas of their lives (Jackman et al., 2023). Furthermore, Gaelic games hold a privileged position within primary PE, at the expense of other parts of the curriculum (Mangione et al., 2020). This study aims to discuss how the lead author’s sporting background influences perceptions of their teacher education role.

Methods

Data was collected during the 2023/2024 academic year, including weekly reflective diary entries, and three online meetings with a critical friend. Audio data was transcribed and anonymised, before reflexive thematic analysis of the transcribed data took place (Braun and Clarke, 2021). Findings are presented through vignettes, adopting a creative non-fiction approach.

Findings and Discussion The preliminary findings

demonstrate the tensions in the lead author’s development of identity, due to the contested relationship between PE and sport. This influenced their decision to reveal or conceal aspects of their sporting identity, to gain acceptance in their role (Goffman, 1963). Self- presentation strategies resulted in the manipulation of these identities to support practices as a teacher educator.

Conclusions The relationship between PE and sport adds to the complexity of identity development among PE teacher educators. This relationship may require further investigation, to better understand the self- presentation strategies adopted during teacher educators’ identity development.

Amy Dent, Thierry R.F. Middleton (*University of Portsmouth*)

An exploration into the effect of culturally inclusive strength and conditioning classes on thriving in members of host communities: An autoethnography.

There were more than 110 million forcibly displaced people worldwide in 2023 (UNHCR, 2023). Prejudice from members of the host community can intensify some challenges asylum seekers and refugees (i.e forced migrants) face when re-settling. Physical activity has been suggested as an ideal context for fostering social inclusion; however, the integrative potential of physical activity has rarely been explored from the host communities perspective. I am a white-British, female, master’s student, living in an increasingly diverse Britain. I helped organise weekly strength and conditioning sessions for forced migrants living in Portsmouth. The aim was to explore the impact of bringing together forced migrants and students at the University of Portsmouth together through physical activity. I kept a reflexive journal to document my experience of being part of the sessions. My critical reflections drew upon ideas proposed

	<p>in Allport's (1954) intergroup contact theory and Passaportis and colleagues (2022) work on sporting environments that promote thriving. Through this presentation I embrace the role of a storyteller and present an evocative autoethnographic look at my holistic development over the time these sessions took place. The stories I share will range from forming new relationships, exploring the world of research, to pushing myself to critically analyse my own unconscious biases. I hope sharing my story will encourage audience members to reflect on their own experiences of living in a globalised world and how they may approach their research and practice with individuals whose life stories vastly differ to their own.</p>
	<p>Reuben Poole, Camilla Knight (<i>Swansea University</i>)</p> <p>A Neophyte Researcher's Experience of Conducting an Exploratory Case Study</p> <p>Case studies have the potential to generate a comprehensive and holistic understanding of a phenomenon (Stake, 2005). A pre-requisite to a high-quality case study, is a researcher who possesses competencies in a variety of research methods as well as personal attributes that help to build or uncover the case (Hodge & Sharp, 2016; Yin, 2018). To prepare neophyte researchers to conduct high quality case study research, there is literature available that offers guidance on developing the necessary methodological skills, personal attributes, and anticipation of the demands associated with case studies (Hodge & Sharp, 2016; Yin, 2018). What is lacking, however, are detailed insights into researcher's personal experiences of conducting case studies. Thus, the aim of this presentation is to extend the current guidance and knowledge available to early career researchers by exploring an neophyte researcher's experience of conducting a 12-month exploratory case study of Whole Person Development in a Sport School Environment. Insights into the experience are drawn from researcher reflections, field notes and supervisory conversations collated throughout the case study. On reviewing this data and engaging in further reflection, it was apparent that the researcher's experience was underpinned by many moments of insecurity but also confidence. Opportunities to develop skills in conducting observations, interviews, field note taking were abundant. However, doubts about representing a large and complex case accurately were also experienced. Navigating challenges such as a large geographical case and sample, experiencing competing demands as researcher and managing expectations of key partners provided valuable learning.</p>
<p>Session 5D (CB 3.1)</p>	<p>Sarah Ward, Andy Smith, Emily Lovett, Greg Doncaster (<i>Edge Hill University</i>)</p> <p>How children and young people experience sport-for-change programmes and provision through their social networks</p> <p>Objectives Sport-for-change programmes delivered through place-based community partnerships are being increasingly implemented (including in and with schools) to support the needs of children and young people (CYP), especially since Covid-19 (Charles et al., 2021). Yet, to date, there is a lack of research exploring the perspectives of CYP, particularly in relation to the impacts of the interrelated features of their lives (e.g. their education and leisure lives).</p> <p>Methods</p>

	<p>Based in the Northwest of England, this study generated data from 46 focus groups (including the use of creative methods) held with 63 CYP, and 17 semi-structured interviews with adults (aged 18 or over) who worked in various community settings, including programme delivery staff, school gatekeepers and police.</p> <p>Findings and Discussion CYP's experiences of sport-for- change programmes, education and leisure were shaped by their interwoven webs of social relations. Their perceptions of school, authority and safety all contributed to how, and to what extent, they engaged in sport-for-change programmes and local provision.</p> <p>Conclusions The study highlighted the importance of conceptualising CYP's lives through their various interrelated features, and considered how their perceptions are heavily influenced by the people around them and the feelings associated with their social networks. When designing, implementing or evaluating community sport-for-change provision, it is important to understand the wider features of CYP involvement, and alongside adults working in various community settings, acknowledge how this can be utilised to improve the provision of these programmes.</p>
	<p>Felicity Clarke, Aled Jones, Francesca Cavallerio (<i>Anglia Ruskin University</i>)</p> <p>Sport for Development and Peace Practitioners: The secret is we're all about the sport</p> <p>Objectives This study delved into the personal motivations and experiences of practitioners involved in the delivery of Sport for Development and Peace (SDP) projects, exploring the values they ascribe to the sports, and underlying emotional relationships to their projects and the communities in which they operate.</p> <p>Methods This research follows an interpretivist paradigm, with a relativist ontology and recognition of context-based epistemology. Underpinned by feminist and post- colonial perspectives, acknowledging the importance of relating individual stories, a narrative approach was adopted and semi-structured interviews with 10 participants were undertaken. Interviews were recorded and transcribed, inductive thematic coding was completed and the results aggregated. This narrative thematic analysis was used to identify patterns in their personal stories.</p> <p>Findings and Discussion A range of values were associated with both sport as a concept, and their project's specific sport(s), and notions of life skills imparted alongside sport-specific skills and additional educational opportunities. Practitioners were motivated by their love of sport, and a desire to give back to communities, while recognising funding challenges. Reconciling quantitative project monitoring and evaluation with more qualitative narratives of individual successes reveals disconnect between personal motivations of the practitioners with stated project aims.</p> <p>Conclusions</p>

	<p>This demonstrates the inherent value of involvement in sporting activities, beyond physical health, such as a confidence building, and sense of belonging. Understanding - and reconciling - what success looks like for these projects, situates sport's role in broader positive peace objectives for communities.</p> <p>Rebecca O'Hanlon (<i>The University of the West of Scotland</i>), Christopher Mackintosh (<i>Manchester Metropolitan University</i>), Holly Thorpe (<i>University of Waikato</i>)</p> <p>Disciplinary intersections and blurring the boundaries: An empirical case study of a Sport for Development approach to supporting the military to civilian transition</p> <p>Objective: This research examines the role of Sport for Development in the support of veterans across the military to civilian transition. A focus was placed on the need to move beyond the established boundaries of Sport for Development and military support, calling for approaches that work across disciplinary boundaries to understand the dynamic work in local communities.</p> <p>Methods: A three-year ethnographic case study of a sport and physical activity based military support programme was used to explore the Sport for Development work that occurs at the disciplinary intersections. Drawing on over 400 hours of participant observations and 24 interviews, with military veterans and professionals working in Sport for Development and military support organisations, this case examined the liminal space between Sport for Development and military studies.</p> <p>Findings: This case demonstrates the potential in cross-disciplinary collaboration, and the need to expand disciplinary boundaries so that specialist knowledge might be shared and used to inform programme aims, the delivery approach, and use of partnerships.</p> <p>Conclusions: Disciplinary intersections should no longer be recognised as liminal spaces but rather an optimum working zone where relevant expertise are brought together to serve the needs of veteran and military communities. This can make significant policy contributions, facilitating the crossover between policy areas to address large and complex policy objectives, as well as practical implications for the provision of sport and physical activity based military support, connecting sporting and military specialists to develop a distinctly Sport for Development approach to supporting the military to civilian transition.</p>
<p>Session 5E (CB 3.15)</p>	<p>Lauren Rose (<i>The Open University</i>)</p> <p>Exploring Children's Physical Activity Experiences Through the Transition into Secondary School and Beyond</p> <p>Objectives</p> <p>The purpose of this research project was to explore children's physical activity experiences as they transitioned from primary to secondary school. In study 1, group workshops were conducted with twenty-two year 6 children at the end of their last term in primary school.</p> <p>In study 2, the same children participated in group workshops towards the end of their first year in secondary school. The aim was to engage with children's voices to understand what determines: i) whether a physical activity experience is positive or negative through the transition; ii) how</p>

physical activity can be used to support children through this critical period in their lives.

Methods

The children took part in creative, participatory workshops in which they were asked to express their thoughts and feelings towards their physical activity experiences in the way that best suited them. A range of methods were used including: building artefacts with craft materials, drawing, peer-peer interviews, monologues and interviews with the researcher.

Findings and Discussion

To ensure the children's voices were not distorted through interpretation by the researcher, the participants were questioned on the meaning behind their artefacts during the workshops. The data from the different methods was triangulated and reflexive thematic analysis was completed. The findings are in progress and final conclusions are yet to be drawn, but what is clear is the importance of involving child participants from the method design through to the analysis.

Rachael Newport (*Disability Sport Wales, University of Worcester*), James Ledger (*Disability Sport Wales*), Fiona Reid (*Disability Sport Wales*)

Retrospective story telling by disabled young people on their experiences of physical education

Recently within Wales (and the United Kingdom) there has been unprecedented levels of funding and investment into inclusive physical education and providing more physical education opportunities for disabled children. Prior to this 51% of disabled children reported that they did not like participating in physical education (The English Federation of Disability Sport (now Activity Alliance), 2013).

Objectives: To explore the retrospective experiences of disabled young people around physical education at school.

Methods: A focus group was carried out with five members of the Disability Sport Wales National Youth Board, who each have a disability or an impairment, for them to share a narrative of their experiences of taking part in physical education. They were aged between 18 and 25 years old. Thematic narrative analysis was used.

Findings and discussion: These disabled young people told stories of often having a poor experience of physical education where they regularly experienced discrimination, unintentional discrimination, and barriers to taking part in physical education. "I turned up to my first PE lesson at high school and I wore walking aids at the time. I went up to the teacher and said I can't take these off. Okay, well as long as you can take them off next week to run cross country!" "PE would always make me feel rubbish, and I hated sport for a long time."

Conclusion: Disabled young people provided stories of having very poor experiences of physical education and these experiences had the potential to cause them to disengage with sport.

Núria Devís Coret, José Devís Devís, Marta Oliver Álvarez, (*Universitat de València*)

Fatphobia and Physical Education: a narrative pedagogy initiative in university education

This qualitative study addresses the violence and oppression perpetuated by the socially ingrained biomedical discourse of obesity and the corresponding role of Physical Education. Using the text of Pausé's (2019) autoethnography, a narrative pedagogy initiative was conducted with undergraduate students from Sport and Physical Activity Sciences and Primary-Physical Education degrees. The aim of the study was to encourage critical reflection on students' beliefs and practices regarding fatphobia, particularly during their Physical Education schooling period. Additionally, it aimed to understand, through the narration of the students' personal and social experiences, the extent to which this discourse influenced their environment.

After the reading, students provided an individual and anonymous written response, followed first by small group discussions and afterwards by a whole class discussion. Beyond classroom hours, some students voluntarily participated in individual photo-elicitation interviews to further explore their personal experiences.

The research results showed how the reading and subsequent discussion allowed students to question, and also reaffirm, the deeply ingrained beliefs and biases concerning obesity, health, and physical activity. The role of physical education in this context was also subject to polarized debate. To conclude, the largely shared experiences among students illustrated the extent to which fatphobia pervade their surroundings.

CB 1.10 Keynote 2: 14.00-15.00

Dr Janelle Joseph

Faculty of Applied Health Sciences, Brock University, Canada

Title: De-Coloniality and/in Qualitative Sport Research: Re-Visiting Embodiment and the Erotic

Many sport scholars engage in participant observation, drawing keenly from anthropologic ethnographic methods to see and hear the culture at work. Some go further to use the “five senses” to take in information about the social world recognizing the sensual experience of sport settings can be understood through touch, taste, smell, seeing, and hearing. Yet, less attention is given to the interrelationships among sensations, emotion, and cognition. Beyond our own internal sense of balance, movement, musculature and strength that influences our understanding of sport settings, power dynamics, and social inequalities, we have other, embodied and erotic ways of knowing. This talk will draw from theories of decoloniality to expose the ways colonial thinking is embedded in dominant qualitative epistemologies, methods of sport research, and knowledge mobilization activities. To use a decoloniality framework demands epistemic disobedience, a refusal of colonial splits between us and them, erotic and inert, body and mind. Decolonial embodied literacy involves drawing attention and awareness to the body’s conscious and unconscious movements and signals (e.g., shifts in heart rate, sweat, locomotion). Grounded in emancipatory, resurgence, and liberation logics, this research asks, ‘how do we think, lead, research, and know with the body?’

<p>Session 6A (CB 1.10)</p>	<p>Laura Gubby (<i>Canterbury Christ Church University</i>), Joanne Hill (<i>University of Bedfordshire</i>)</p> <p>Women trail runners' encounters with vulnerability and harassment in rural off-road spaces</p> <p>Objectives: The #metoo movement and high-profile coverage of murders of women in public spaces have reignited investigation both of public harassment and of women's actions as they make decisions where and how to engage in outdoor physical activity. This research builds on existing research related to women's experiences of running, and safety considerations when participating in physical activities.</p> <p>Methods: This presentation covers the potentially challenging topic of [perceived] violence and harassment of women in public spaces. The research included individual, semi- structured mobile interviews, which took place with sixteen women who trail run. Interviews took place whilst walking through trail routes chosen by the participants.</p> <p>Findings and Discussion: This research builds on discursive and material analysis of women's recreational running by drawing on the ideas of Lefebvre (1991) and Massey (1994) to understand women trail runners' spatial experiences. We analyse the production of the trail through runners' interactions with people, animals, and environment inside and outside the trail, and discuss enjoyment as well as perceptions of vulnerability and descriptions of 'risky' moments. The presentation will not include descriptions of violent encounters, but thick description of 'risky' moments and perceived danger will be discussed.</p> <p>Conclusion: Ultimately, despite runners regularly feeling vulnerable when running, they refused to stop. When physical activity and nature are currently being promoted as key contributors to personal wellbeing and public health, it is timely to gain evidence of how the production of spaces and safety negotiations variously affect women's running.</p>
	<p>Melissa Day (<i>University of Chichester</i>), Elena Sopp (<i>Portsmouth University</i>)</p> <p>Bringing Trauma-Informed Practice to Exercise Professionals: Awakening awareness and transforming practice</p> <p>Objectives: Given the widespread prevalence of trauma, it is almost certain that during their career, exercise professionals will interact with those who have encountered trauma. Yet despite this suggestion, at present in the UK there is just one accredited course for exercise professionals to become more trauma informed. This study explores how exercise professionals changed their philosophy and ways of working after becoming trauma informed.</p> <p>Methods: This study used multiple methods of data collection including observation of the trauma informed course for exercise professionals, interviews with 14 exercise professionals working in trauma environments for</p>

women (e.g., rape crisis centres, hostels), and engagement with key stakeholders through video-based results.

Findings and Discussion: Findings are presented as a dichotomy between 'old self' and 'new self' as philosophies and ways of practice changed. Findings outline how the traditional gym environment and philosophy of exercise professionals may 'do harm' to clients who have experienced trauma. In contrast, the 'new self' is aware and inquisitive, considering what exercise means to clients. Strategies are presented for working in a more trauma-informed way through consideration of the physical body, methods of empowerment, and language used.

Conclusions: While previous literature has suggested that exercise is beneficial for those who have experienced trauma, for some the exercise environment may be trigger trauma responses and 'do harm'. Consequently, trauma informed training for exercise professionals is important, but to develop this we need to better understanding of how trauma informed practices may be applied in a sport and/or exercise context. This presentation covers the potentially challenging topic of trauma using multiple methods (observation and interviews.) The presentation will describe how the exercise environment may be triggering for those who have experienced trauma and how exercise professionals may change their practice to be more trauma- informed.

Sophie Wensel, Gretchen Kerr (*University of Toronto*)

A new researcher's journey navigating ethical choices in reflexive qualitative research about experiences of harm in dance

Sensitive content: This presentation covers the potentially challenging topic of experiences of harm (including abuse, neglect, experiences of racism, and disordered eating behaviours) among child and adolescent professional ballet school students, and harm in sport and dance contexts more broadly. The research is a personal reflection on conducting a reflexive thematic analysis, where the presentation will cover some of my insights about ethical choices to be navigated when studying harm and safeguarding in dance and sport.

Aims: Using Judith Butler's (2020) conceptual lens of nonviolence, I will discuss a personal account of ethical orienteering through an interview-based reflexive thematic analysis (Braun & Clarke, 2022) study of experiences of harm in ballet. I will address how I navigated through methodological tensions, decisions, realizations, and reflexivity challenges.

Justification: Recent news reports have described student experiences of harm at audition-based, professional ballet schools in the U.K., Europe, and North America (e.g., Daly, 2023; Greb, 2020). At these schools, child and adolescent students often live in dormitories away from their families (Clements & Nordin-Bates, 2020). Emerging research on harmful dance environments and experiences have led to calls for further research on safeguarding in dance (Milne et al., 2023; Moola & Krahn, 2018; Papaefstathiou et al., 2013).

The Journey: To share my insights, I draw on journey-like structures of reflections on methodological tensions and decisions conducting reflexive

	<p>qualitative research and engaging in reflexivity on sensitive topics (Kinitz, 2022; Trainor & Bundon, 2021). My journey will be discussed in relation to my thesis research, which included 15 former professional ballet school students from six countries.</p> <p>Insights and Discussion: Research design choices, recruitment surprises, participant mental health disclosures, transcription de-identification decisions, and analysis and report dissemination experiences are shared, and embodied ethical tensions are discussed.</p> <p>Implications: Reflections and discussions on conducting safeguarding research on harm in dance and sport contexts is needed to open space for support and solidarity networks (Butler, 2020) and work toward conducting ethically nonviolent qualitative safeguarding research.</p>
<p>Session 6B (CB 1.12)</p>	<p>Catherine Litchfield (<i>Flinders University</i>)</p> <p>Suffering in Silence: Female Australian rules footballers, injury and social support</p> <p>Objectives: Strong social support within female sporting environments is important and can reduce depressive symptoms, feelings of social isolation and enhance motivation, particularly among injured athletes. However, little is known about female athletes' social support experiences when injured, especially in contemporary, traditionally male-dominated sports settings such as Australian rules football. The aim of this paper is to provide a rich understanding of the social support environments surrounding injured athletes within female Australian rules football.</p> <p>Methods: Within a multiple case study design, 30 semi-structured interviews were conducted with club administrators, medical staff, coaches, and female athletes, and relevant documents were collected from three Australian rules football clubs across community, semi-elite, and elite level competitions and analysed using reflexive thematic analysis.</p> <p>Findings and Discussion: Preliminary findings suggest that the timing of injury can influence perceptions of 'seasonal support' in community-level Australian football; positional changes and social isolation following injury can influence female footballers' social support experiences in semi-elite Australian football, and; reactionary social support represents many teething issues in elite-level Australian football that undermines the meaning of tangible, esteem, emotional, and instrumental support experiences.</p> <p>Conclusions: This study provides an in-depth understanding of current social support practices and experiences surrounding injury in female Australian football. Implications for coach education, club induction practices, athlete wellbeing, and long-term female sport participation strategies will be discussed.</p> <hr/> <p>Charlie Corsby (<i>Cardiff Metropolitan University</i>)</p> <p>Living with injury: A phenomenology of sport injury rehabilitation</p> <p>Drawing upon the author's experiences of two consecutive knee injuries, the focus of this work lies in examining the body as a way of knowing. The</p>

precise aim involves phenomenologically analysing the bodily ways in which rehabilitation is expressed following injury. In this way, this project is inspired by Merleau-Ponty (2012) and Leder's (1990) critiques of leaving the body as largely absent. To illustrate how injury presented itself to my body, a series of phenomenologically inspired anecdotes will be provided. The data was crafted from the first author's diary notes, memory recall, and phenomenological interviews with critical friend. The findings include a temporal sense that range from the onset of injury to the latter phases of rehabilitation. The significance of these findings lies in understanding how the injured individual is always with injury, even if this is etched in their history. The purpose is to provide a comprehensive, human experience orientated reading of injury and rehabilitation, which can shift the body from being absent and background to appreciate the subtle ways in which the body dis-appears and dys-appears. Although the initial inspiration for this paper lies in my dissatisfaction with the dominant scientific reading of injury, it is hoped the discussion provides a sensitivity to the irreducible features of injury and rehabilitation.

Pia Wedege (*Norwegian School of Sport Sciences, Oslo, Norway*), Anestis Divanoglou (*Linköping University*), Frank Eirik Abrahamsen (*Norwegian School of Sport Sciences, Oslo, Norway*), Silje Mæland (*University of Bergen, Norway*)

'We're all on the same journey; some are just a bit further down the road than others': A qualitative study exploring peer mentors' experiences in Active Rehabilitation camps for individuals with acquired brain injury

Objectives: The objective of this study was to explore how peer mentors experience their role in Active Rehabilitation camps for individuals with acquired brain injury.

Methods: We conducted interviews with sixteen peer mentors who have an acquired brain injury and took part in Active Rehabilitation camps in Norway. These camps are peer mentorship interventions that last about a week and provide sports and leisure activities in a community setting. The data were analysed using Systematic text condensation, and Self-determination theory was used to interpret the results.

Findings and discussion: We constructed six themes: 'Altruistic motives drive peer mentors' engagement', 'What does it mean to be a peer mentor?', 'Peer mentors question their qualifications', 'Camp is tough – Nothing can compare', 'Being a peer mentor – A part of own rehabilitation process', and 'Closeness and trust – A bubble of understanding'. The mentors reported personal benefits from peer mentoring, such as increased knowledge about brain injury, self-esteem, motivation, physical activity, community participation, and social networks. Concerning Self-determination theory, questioning one's capabilities and struggling to understand one's role can thwart basic psychological needs, whilst altruistic motives and perceived benefits can be related to satisfying these needs.

Conclusion: The mentors found their role beneficial and an essential part of their rehabilitation journey. To overcome potential challenges, the mentors should receive appropriate training before entering this position and ongoing

	<p>feedback on their performance during the camps. Further, we suggest that camp schedules should include adequate time for rest.</p>
<p>Session 6C (CB 2.6)</p>	<p>Kayleigh O'Donnell (<i>Flinders University</i>)</p> <p>Navigating social and cultural responsibility in Australian youth sporting clubs: A qualitative investigation</p> <p>Objectives: Youth sporting clubs have evolved into multifaceted settings for fostering positive social relationships, promoting inclusion, and supporting mental health initiatives. However, the growing 'list' of social and cultural responsibilities beyond the mere provision of competitive sport is becoming increasingly difficult to manage for community sporting clubs who are under resourced and rely on a transient volunteer workforce. The aim of this study was to generate in-depth understanding about clubs capacity to navigate expanding social and cultural responsibilities in sport.</p> <p>Methods: Utilising an interpretive descriptive methodology, semi- structured individual interviews with parents and coaches (N = 30) and focus groups with club leaders and committee members (N = 16) were conducted, audio transcribed and analysed using reflexive thematic analysis approach.</p> <p>Findings and Discussion: Preliminary themes including the identification of transferrable volunteer skills; dynamic processes and club orientation; expectations throughout the club journey; grandstanding and performative responsibility; advantageous assets (i.e., location, SES, history, and reputation); and capacity and resistance to change, influence how a sporting club view, navigate, and fulfil broader social and cultural responsibilities.</p> <p>Conclusions: This study provides in- depth understanding about youth sporting club capacity to navigate social and cultural responsibilities and the range of dynamic factors that influence readiness, motivation, resistance and sustainability.</p>
	<p>Helen J. Heaviside, Andrew J. Manley, Susan H. Backhouse, Faye F. Didymus (<i>Leeds Beckett University</i>)</p> <p>“She looked like a frightened rabbit entering a lion’s den.” Parents’ experiences of performance expectancies directed towards elite athletes.</p> <p>Objectives: An accumulation of performance expectancies can have long-lasting consequences for elite athletes’ (Dehghansai et al., 2021). These expectancies may also have implications for members of athletes’ support networks (e.g., family members; Heaviside et al., 2021). Despite this, little is known about the consequences of performance expectancies for these individuals. This study aimed to address this gap and explore the consequences of performance expectancies for athletes’ parents.</p> <p>Methods: Guided by a relativist ontological stance and constructivist epistemology, we conducted semi- structured interviews (Mlength = 85.17, SD = 21.57 minutes) with six parents (Mage = 26.33, SD = 2.08 years) of athletes who had experienced interpersonal expectancies regarding their performances at major tournaments. We analysed the data using reflexive thematic analysis and presented the findings using composite vignettes.</p>

Findings and Discussion: Five vignettes provide a rich and candid account of the participants' experiences of performance expectancies. They detail: (1) consequences of the expectancies for the parents (e.g., self-blame), (2) coping strategies (e.g., acceptance), (3) concerns relating to media expectancies and consequential media attention (e.g., insufficient media training), (4) the accumulating nature of performance expectancies, and (5) support they offered their son or daughter to manage the expectancies (e.g., protective buffering).

Conclusions: This study advances knowledge on the consequences of performance expectancies in elite sport, demonstrating that they extend beyond the athlete to their family network. The findings emphasise the need for sport psychology support to be offered to members of athletes' families who are integral to athlete support throughout their careers.

Sensitive content caution: This presentation covers the potentially challenging topic of accumulating performance expectancies in elite sport. The research is a reflexive thematic analysis of semi-structured interviews with elite athletes' parents. The findings of the thematic analysis are presented using composite vignettes. The vignettes portray the parents' candid, and at times challenging, accounts of their experiences of being a parent of an athlete who was the target of interpersonal performance expectancies in proximity to major tournaments.

Sam Elliott (*Flinders University*)

Understanding parental psychological abuse in youth sport.

Objectives: The aim of this project was to understand the perceptions and psychosocial impact of parental abuse on youth participants and identify the thematic construction, maintenance, and perpetuation of interpersonal violence in youth sport.

Methods: Utilising an Interpretive Descriptive (ID) methodology and given the sensitive and distressing nature of the research, 26 participants were recruited for a pre- interview to determine their involvement in a subsequent semi- structured interview. In total, 12 youth sport participants (18-25 years) (n = 12) volunteered for an online interview.

Findings and Discussion: Preliminary theme development suggests that there are unique patterns of psychological abuse involving a one parent as primary perpetrator, experienced across multiple settings beyond sport (including school and/or domestically), in private settings, and often resulted in a permanent disengagement from sport. The preliminary analysis also suggests that victims of parental psychological abuse in sport developed estranged relationships with abusive parents, or at best, the maintenance of distant/difficult relationships. Furthermore, victims no longer played sport, or played a completely different sport that the abusive parent had little interest in. Troubling, most participants had developed a range of mental health illnesses as a result of their childhood sporting experiences which were violated by psychological abuse from their own parents.

Conclusions: Parental psychological abuse in sport is intergenerationally and culturally constructed, maintained, and perpetuated. Implications for sporting clubs, parents and families are discussed.

	<p>*This presentation covers the potentially challenging topic of parental psychological abuse in youth sport. Potentially triggering data will be discussed.</p>
<p>Session 6D (CB 3.1)</p>	<p>Jose T. Mejias, Miquel Torregrossa, Juan Muñoz, Yago Ramis (<i>Universitat Autònoma de Barcelona</i>)</p> <p>Disruption and Adaptation: Para-Athletes' Perspectives on the Tokyo 2020 Paralympic Cycle</p> <p>This study aimed to describe the disruption of the Tokyo 2020 paralympic cycle from the perspective of para-athletes from a public high-performance centre (HPC).</p> <p>Based on reflexive thematic analysis underpinned by ontological relativism and epistemological interpretivism, we engaged with five para-athletes preparing their classification to Tokyo 2020 Paralympic Games. We conducted four semi-structured interviews each throughout the Paralympic cycle.</p> <p>Following an immersion in the content, we systematically coded the information, and constructed themes, which we defined through a process of theme development, review, refining, defining, and naming. As results we propose four themes:</p> <p>(a) 'Life in (and out) the HPC', describing the dynamics within the HPC where conditions of disablism performed by non-disabled athletes are highlighted;</p> <p>(b) 'Stop! Now what?' explore the experiences of para-athletes upon learning about the lockdown and the postponement of the Paralympic Games. In this theme the para-athletes' medical experience stands out as a coping tool, aligning with findings of studies with Canadian and German para- athletes;</p> <p>(c) 'A brief view of the paralympic reality', highlighting unique features of the paralympic world; and (d) 'One year later, finally', narrating the Paralympic Games' experience of those who attended and those who did not.</p> <p>The disruption of the Paralympic cycle provided insights into certain characteristics inherent to para- athletes, who must deal with disablism dynamics entrenched in their daily routines, which counter with the sensation of being more prepared to deal with the lockdown and medical orders because of their previous experience related to their disabilities' medical threat.</p>
	<p>Dennis Osei-Nimo Annor (<i>University of Western Ontario</i>), David Peter Howe (<i>University of Western Ontario</i>), Carla Filomena Silva (<i>Industry Professional</i>)</p> <p>Developing the disability sports field in Ghana through Bourdieu's sociological lens: opportunities, and challenges</p> <p>A central aspect of the vision of the International Paralympic Committee (IPC) is that the Paralympic Movement be a vehicle for achieving 'a more equitable society'. The IPC explicitly sets out to create a more equitable society and promote participation for all and fairness in parasport. This is primarily achieved using a range of interventions such as aligning with UN Convention on human rights, World Bank and World Health Organization World Disability Report, Agitos foundation to support programs among others, focusing mostly on economic, social, cultural factors with less</p>

	<p>attention given to how sociological factors may hinder access and achievement in parasport. Indeed, while athletes with disabilities have been integrated into mainstream sport at a rapid rate across the world, Sub-Saharan Africa remains on the periphery of disability sport participation. In this paper, we attempt to articulate the disability sports field in Ghana through Bourdieu's sociological lens. Using an ethnographic research design, semi-structured interviews were conducted with 20 participants including athletes, government officials, administrators, NGOs etc. Key findings indicate that disability and persons who experience it are faced by numerous challenges including culture and religious factors, sustainable funding, inaccessible infrastructure, and environment that hinder the development and/or continuation of programs. Ultimately by articulating the Ghanaian disability sport field, we are able to identify power struggles in relation to various stakeholders and draw their attention to these tensions in hopes that the field can be transformed to better enhance the quality of life for the athletes.</p> <p>Keywords: disability, Bourdieu, parasport, sports development, Ghana</p>
	<p>P. David Howe (<i>Western University, Canada</i>), Carla Filomena Silva (<i>Independent Scholar</i>)</p> <p>Doping Disables: 'Wholesome' Paralympians versus the Spirit of Paralympic Sport</p> <p>In this paper we adopt a posthuman lens to explore the issue of the use and abuse of drugs in the context of high performance parasport. This requires us to engage with the materiality of the parasport entanglement which includes but is not limited to humans and non-humans and their materialities, technologies and the social, cultural and physical environment. Paralympic athletes and their performances are themselves material-discursive entanglements, therefore the materiality of their bodies, the technological apparatus (physical and knowledge), and the physical, social and cultural inter-act to enact their individual sport performances. As the International Paralympic Committee, one of the complex agents in the parasport entanglement, accelerates its progress towards professionalism and commercialisation, Paralympic athletes may feel more pressure to engage in more obvious forms of illicit performance enhancing behaviour such as doping. This paper begins with an ethnographic vignette from the Sydney 2000 Paralympic Games that exposes the tensions between the ethos of Paralympism, the daily management of parasport athletic bodies and the demands to keep a 'podium ready' high performance body. In the intervening years, anti-doping campaigns have become commonplace in parasport. But as the contradiction between the public image of Paralympians as 'ethically wholesome' and the pressing demands of their high-performance sport culture intensifies, it is timely for us to question if these tensions further disable the parasport community.</p>
<p>Session 6E (CB 3.15)</p>	<p>Katrina McDonald (<i>Anglia Ruskin University</i>)</p> <p>A confessional tale of an Intergenerational Safe Falling programme</p> <p>This study is a confessional tale that focuses on the challenges and benefits of my experience of applying the British Judo Association's "Finding Your Feet" programme, in the same session, to grandparents and their grandchildren. This session was planned as part of a wider research aimed</p>

to progress the Safe Falling Project, aimed at addressing falls as a global public health problem (costs in the UK estimated at more than £2.3 billion per year for the National Health Service; NICE, 2013). The World Health Organisation's latest recommendations prioritise three main demographics: children and adolescents, workers, and older people. British Judo have recognised the call from WHO and wrote "Finding Your Feet" - a programme to teach principles of falling and offer skill development to fall safely – in response. Yet, the combination of a "multigenerational session", with grandparents and their grandchildren being taught safe falling techniques in a shared time and space had not been undertaken before. This presentation aims to offer an insight into the practicalities and challenges encountered during the planning, delivery, and evaluation of the session. Drawing on the extracts from my reflective journal, three main lessons learned are presented, in the hope of aiding future researchers/practitioners and to develop more rigorous studies on the topic: (a) lessons on the perceptions and expectations of age being a limiting factor, (b) lessons on delivery and in the importance of micro progressions, and (c) lessons on recruitment for the desired sample.

Ella McLouglin (*Nottingham Trent University*), Rachel Arnold (*University of Bath*), Emily Cartigny (*Talented Athlete Scholarship Scheme*)

A letter to my young self to understand talented athletes' experiences of current psychological services being offered and preferences going forwards

Objectives

Research has suggested that sport performers are at increased risk of mental health problems. Despite this, sport performers may not recognize, acknowledge, or seek support for their mental health problems. Therefore, the aim of this research is to explore talented athletes' experiences of the psychological services on offer and preferences going forwards.

Methods

16 elite athletes (11 female; Mage = 25.27, SD = 7.95) wrote a letter to their younger self outlining their experiences of seeking help for mental health difficulties. Following this, a composite version of the letter was developed and presented to a selection of the original sample (n = 9) who subsequently participated in semi-structured interviews (Mduration = 62.22, SD = 10.44) to explore what changes they would like to see in this area going forwards. We are using reflexive thematic analysis to analyse the data.

Findings and Discussion

Although data analysis is still on-going, initial themes generated are relating to: (1) the inclusion of a clinical psychologist in the sporting environment; (2) the importance of early intervention; and (3) greater awareness of neurodivergence among sporting stakeholders. It is anticipated that the findings of this study will result in a set of recommendations to strengthen the provision of mental health support.

Conclusion

Using a novel data collection tool, this study provides insight into athletes' current and desired mental health support. Implementing the recommendations is likely to provide earlier and more tailored support, which

	<p>can reduce the likelihood of developing chronic mental ill-health and improve athletic performance.</p>
	<p>Amy Whitehead (<i>Liverpool John Moores University</i>), Anna Stodter (<i>Leeds Beckett University</i>)</p> <p>Considerations for the Think Aloud method in sport coaching research: Moving away from doing research ‘on’ coaches to doing research ‘with’ coaches</p> <p>The Think Aloud method has seen an increase in its use within sport and exercise research over the last 20 years to understand athlete and practitioner thought processes. The method involves asking participants to verbalise their thought processes during performance, which are then audio recorded and subjected to (most often) line by line content analysis. This content analysis is then quantified and frequencies of verbalisations are compared, for example across expertise levels, or between different conditions. It could be argued therefore, that this research is being conducted ‘on’ the participant, who acts as vessels in which we extract this information from. In addition to claiming essential truth about thought processes and decision making from the Think Aloud data. It is not to say that this research does not provide fruitful information that could act to aid our understanding of the specific phenomena being investigated. However, within this presentation, we will present how Think Aloud can be used ‘with’ participants, specifically within a coaching domain and from different ontological and epistemological perspectives. Given the complex and socially situated context of coaching we consider how we can move away from being a ‘research parasite’ and involve the coach in both the decision-making process of when, where, and how they use the Think Aloud method as both a data collection tool and a coach development tool.</p>

Wednesday 31st July

Poster Session: 17.30-18.15

<p>Poster Session</p>	<p>Olivia Williams (<i>University of Central Lancashire</i>)</p> <p>Understanding how can Physical Education be taught effectively to D/deaf pupils in mainstream settings: An ethnographic study</p> <p>Objectives Research Question: ‘How can Physical Education be taught effectively to D/deaf pupils in mainstream settings?’</p> <p>Objectives: 1. Investigate D/deaf pupils’ experiences within mainstream PE. 2. Explore social interactions in the PE landscape between D/deaf pupils, their hearing peers, D/deaf support staff and PE teachers. 3. Discover teaching strategies adopted when educating D/deaf pupils in PE. 4. Explore the effectiveness of existing teaching strategies from the perspectives of D/deaf pupils, hearing peers, Physical Educators and D/deaf support staff.</p> <p>Methods</p>
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	<p>Within this ethnographic study, the following research methods were utilised: participant observation, analysis of documentation, semi- structured interviews, informal/ formal conversations alongside narrative inquiry. Fieldwork is ongoing and is anticipated to be completed by May 2024.</p> <p>Findings & Discussion Initial data familiarisation has led to several early observations: 1) the heterogeneity of D/deaf pupils influences their PE experiences and perceptions of how they can be taught effectively, 2) an ethos of inclusion is evident through school policies, staff recruitment, adaptive equipment and extracurricular activities, 3) a range of visual teaching strategies (including BSL, demonstrations, visual gestures and subtitled videos) are utilised but phonocentrism is deeply embedded in pedagogy, 4) collaborative working between D/deaf support staff and PE teachers is crucial for effective PE teaching of D/deaf pupils.</p> <p>Conclusion Through exploring multiple stakeholder’s perspectives on how D/deaf pupils can be taught effectively in mainstream PE, this study provides empirical support for PE teaching strategies. In doing so, this study aims to share good practice across the PE field and highlight necessary improvements.</p>
	<p>Ashley Gluchowski (<i>University of Salford</i>)</p> <p>‘We need people who look active and strong in a variety of ways:’ Using the Physical Activity Messaging Framework to Co-Design Strength Training Messaging</p> <p>Physical activity guidelines and messaging play an essential role in changing behaviour at a population level. While physical activity participation is low, research has shown that awareness of and participation in strength-based activity is even lower. In fact, the strength component is often referred to as the ‘forgotten’ guideline. Therefore, this study utilised the Physical Activity Messaging Framework (PAMF) to co-design new strength training messaging. Twenty adults (n=18 females) aged 40-60 years residing in the Greater Manchester area of the United Kingdom participated in one, four- hour, in-person focus group session at the University of Salford. The transtheoretical model was used to segment the cohort into four focus groups (n=5) based on their strength training stage of change. The focus group activities and resulting discussions aligned with the PAMF to identify evidence-based messages that were salient to our cohort. Discussions revealed a significant knowledge-enactment barrier, that is, guidelines and messaging campaigns telling people to ‘participate in strength training at least twice per week’ did not contain enough detail to enable behaviour change. Participants proposed future guidelines and messaging campaigns include links to credible, detailed information on how to practically, and effectively, participate in strength training. This is the first study to use the PAMF to co-design strength training messaging guidance and recommendations for future campaigns.</p>
	<p>Gillian Renfree (<i>University of Worcester</i>), Dr. Geoffery Z. Kohe (<i>University of Kent</i>)</p> <p>A participant centred approach to understanding athletics in the UK</p>

This project investigates the state of grassroots athletics in the UK from the perspective of coaches and officials over the course of a calendar year. Utilising a longitudinal study design provides an effective means to understand how experiences vary in light of changing schedule of club training demands, organisational pressures and infrastructure and resource demands within the sport. The aims of the study are: 1) To discover what it means to be a coach and/or official within athletics in the UK; 2) To develop understanding and context to the complexities of (voluntary) working within athletics in the UK; and 3) To reveal perspectives of the athletics eco system to develop recommendations for future practice. Subsequently, there is a three 3-step approach to data collection: Step 1) Contextual participant generated photographs which will be accompanied by a piece of writing in a diary of the participants choosing. Step 2) Go-along interviews and observations with each participant. And Step 3: Photo elicitation interviews. Findings will be outlined from the halfway point of data collection and will focus on preliminary results from Step 1 and Step 2 of the method.

Peter J. Young (*Simon Fraser University*), Bob Strain (*Patient Voices Network*), Christine Wallsworth (*Patient Voices Network*), Dawn C. Mackey (*Simon Fraser University*)

Successes and challenges: Reflective lessons from collaborating with patient partners on qualitative physical activity research

Objectives: Patient engagement in research, defined as active collaboration with those who have lived experience, helps produce high- quality and relevant knowledge. Engaging patients in research adds complexity to the research process and requires careful consideration during both design and execution. The purpose of this project was to reflect on successes and challenges with patient engagement during a qualitative study.

Methods: Members of the research team (two patient partners, graduate student, faculty supervisor) systematically reflected on each step of a completed interview study about older adult physical activity. We each identified successes and challenges from our points of view, and then synthesized key successes and challenges of the team. In later phases, we will 1) discuss successes and challenges among the team and with patient engagement researchers, 2) define a set of lessons for future studies, and 3) connect our inductively generated lessons with published literature to triangulate our experience within the field.

Findings/Discussion: Key successes included 1) forming connections with patient partner organizations to define patient partner roles and recruit and onboard patient partners, and 2) prioritizing the value, commitment, and individuality of patient partners as members of the research team. Challenges centred on time management, including maintaining project momentum while working with complex schedules of the team.

Conclusion: Patient engagement in research continues to expand. Our experience reinforced the importance of authentic engagement with patient partners as well as the difficulty in managing schedules and timelines. Findings from this project will inform future qualitative studies that engage patient partners.

Rocío Zamora-Solé (*Universitat Autònoma de Barcelona*), Saul Alcaraz (*Institut Nacional d'Educació Física de Catalunya (INEFC Lleida - Centre Pirineus)*), Carme Viladrich (*Universitat Autònoma de Barcelona*), Miquel Torregrossa (*Universitat Autònoma de Barcelona*)

“We are a team”: partners’ experiences of elite athletes’ unexpected transitions

Objectives: This study aims to delve into the experiences of partners of elite athletes facing unexpected events, recognizing the broader impact of career transitions on both athletes and their entourage.

Method: Employing a narrative approach grounded in ontological relativism and epistemological constructionism, we conducted a semi-structured interview with two participants in a heterosexual relationship: Beth (aged 26, with 7 years of relationship experience), and Paul (aged 33, with 4 years of relationship experience). These interviews explored how their partners' unexpected events, such as injuries or deselection, were experienced and influenced their own lives. Data was analysed through narrative thematic analysis.

Findings: Our results show two overarching stories: (a) becoming a supporter, and (b) navigating personal emotional 'rollercoasters'. The first theme reflects the journey of adapting to a supportive role, understanding partners' needs, and offering support as a 'part of the team' during challenging times. The second theme shows partners' introspection, uncovering their own beliefs, fears, and emotional responses (e.g., feelings of powerlessness), and their strategies for coping with the effects of unexpected events.

Conclusions: This study sheds light on the often-overlooked experiences of athletes' partners amidst unexpected career events, filling a gap in the existing literature. We encourage for further research exploring the dynamics of athlete-partner dyads in both expected and unexpected events, fostering a deeper understanding of the holistic impact of athletic careers on personal relationships.

Pseudonyms are used to safeguard confidentiality.

Kirsten Flower, Camilla Knight, Kurtis Pankow (*Swansea University*)

Integrating Qualitative Research and Knowledge Translation: Reflections from a PhD Student

Aim

The purpose of this presentation is to reflect upon the experiences of integrating qualitative research within a knowledge translation framework. Specifically, I reflect on the challenges and opportunities that I have encountered as a PhD student working directly with a sport organisation to conduct research and produce findings that can impact policies and practice.

Justification

Knowledge translation has been defined as 'a dynamic and iterative process involving interactions between researchers and knowledge users that can improve the application of knowledge to provide more effective policies, programs, and practices' (Holt et al. 2018, p. 3). Knowledge translation

frameworks assist researchers in the identification of knowledge gaps and organisational needs and the subsequent development of knowledge products to address these specific gaps. As such, they are recommended as a means to overcome the ever-present research to practice gaps that are present in sport and exercise science. However, little consideration has been given to how organisations perceive qualitative research as a starting point for knowledge translation, or how researchers can integrate qualitative research into their knowledge translation programmes. Such information can enable researchers to best communicate the value of qualitative research to organisational stakeholders and optimise its integration as a key element of knowledge translation.

Implications

Insights regarding how best to utilise, integrate, and communicate qualitative research within knowledge translation will enable researchers to optimise the impact of their work in practice while facilitating effective working relationships with organisations.

Victor Merino Expósito, Yago Ramis Laloux, Miquel Torregrossa Álvarez
(*Department of Basic, Developmental Psychology and Education, Autonomous University of Barcelona; Institute for Sports Research (IRE), Autonomous University of Barcelona*)

Welcome to my matryoshka: the coming out experiences of male sexual minorities

Introduction and objective: We, LGBTIQ+ athletes, experience discrimination and invisibilization because the sport context reinforces masculinities aligned with heteronormativity and what is traditionally understood as masculine. In my master's thesis (MT), I explored the coming out experience of homo/bisexual athletes from a critical realist perspective. Now, at the beginning of my PhD, I am beginning a journey to delve deeper into the meanings that LGBTIQ+ athletes attribute to experiences like this as well as the role of social and power relations.

Method: We have reconsidered and made some reflections on the MT from a socio-constructionist perspective. We conducted a reflective thematic analysis of the MT's semi structured interviews. The participants were six Spanish male athletes, five homosexuals and one bisexual.

Results: We organized the content of the interviews into four thematic axes to portray the experiences explained by the athletes: coming out with (a) oneself; (b) the close environment; (c) the sporting context. The perception of the sport as a hostile context led the participants to leave it as the last one in which they came out.

Discussion: In the MT we proposed a matryoshka metaphor to explain the coming out experience as it involves coming out with oneself and with different environments. In this presentation from a socio-constructionist perspective, we redefine some ideas about the matryoshka. The athletes gave high importance to the environment's acceptance to come out. We propose to educate these environments, so the athletes are the ones who welcome the others into their matryoshka, transferring the power to the LGBTIQ+ athletes.

Keywords: Career environments, LGBTIQ+, sport, transition

	<p>Hua Lyu, Yang Ge (<i>Beijing Sport University</i>)</p> <p>A Thematic Analysis of Volunteering Experience of College students in Beijing Winter Olympic Games</p> <p>Abstract: Objective To explore the experience and meanings of volunteering in Olympic Games for young university students, and to develop event legacy strategies to leverage volunteer efforts. Method The study was grounded in critical realist philosophical foundation and recruited 17 local student volunteers (aged 19-24) at one month after the completion of Beijing Winter Olympic Games. In-depth interview and thematic analysis were applied to collect and analyze data. Results Three major themes and eight sub-themes were extracted: (1) stress process under multiple pressures (including handling multicultural demanding, coping with negative emotion, and maintaining social supports), (2) negotiating between anticipation and reality (including sense of overqualification and assumption of perfect others), and (3) generating high sense of meaning for participating (including gain material resources, sport aura, and national pride boost). Conclusion The legacies of Winter Olympic Games for local student volunteers were positive and lasting. Through participating this event, the student volunteers perceived growth from material, capacity, and spiritual aspects. In addition, organizational management and volunteers' own coping ability are important factors affecting volunteer work experience. We suggest event organizations who intend recruit and retain volunteers set up cultural awareness and psychological skill training session to help volunteers cope with challenges working within the multicultural event.</p>
	<p>Núria Devís Coret, Marta Oliver Álvarez, José Devís Devís (<i>Universitat de València</i>)</p> <p>'Leaving elite running': the struggles and contradictions of an identity crisis</p> <p>The research of sports withdrawal is an important issue due to its significant and profound impact on athletes' identity and emotional well-being, especially if it is by undesirable circumstances. In this study, our objective was to analyse the process of withdrawal of Manon, a 22-year-old woman who identifies herself as a retired running elite athlete. We used a narrative approach to achieve a deeper comprehension of her experiences and its personal and sociocultural connections expressed through storytelling. Manon's withdrawal was accompanied by a distancing from the performance values of the elite sport culture in which she was deeply involved in, leading to an identity crisis as she lacked an alternative narrative to guide and give meaning to her life. Two interviews were conducted, forming the primary source of data for this study. The second interview involved the use of photo-elicitation to further explore the experiences Manon described in the first interview. Through this approach, a dialogic narrative analysis was employed to examine the five photographs selected by Manon to illustrate her story. The data obtained also allowed us to discuss about the significant aspects of her sporting career, as well as, the subsequent effects on a personal and social life. In conclusion, the narrative approach provided insight into Manon's identity crisis resulting from her withdrawal from high-performance sport.</p>
	<p>Marina García-Solà, Marta Borrueco Carmona, Miquel Torregrossa, Yago Ramis (<i>Universitat Autònoma de Barcelona</i>)</p>

Playing with stories: exploring experiences of Spanish basketball players

The sports field is dominated by androcentrism. While some narratives have prevailed as dominant in sports, widely accepted and encouraged (e.g., 'performance' narrative, women as inferior and intruders in a men's realm), others have been marginalised and silenced (e.g., 'discovery', 'going forward'). Similarly, research in women's sports has been left out of the focus of attention, relegated to fitting within narratives constructed from male athletes' experiences. This study used narrative inquiry underpinned by ontological relativism and epistemological constructionism to explore the stories and experiences of female basketball players in elite sports. We interviewed six female athletes (ages 24-33) and performed a narrative analysis outlining three main narratives: 'the random' narrative, in which women describe their career as a series of casual events, never envisioning themselves as professional players until they were one; the 'professionalism fighter' narrative, in which players' experiences were dominated by the need to improve their current precarious conditions vindicating the struggle for professionalisation; 'amateurish essence' narrative comprised stories that highlight preference for women's basketball not becoming professional, because professionalization would denature sport's essence. Although some stories could intersect with hegemonic narratives (e.g., performance, discovery), we shed light to alternative narratives that coexist and shape women's basketball specific sports culture. These results suggest different ways of "being" a female elite athlete, broadening the narrative repertoire and encompassing stories where female elite athletes can see themselves reflected.

Kimberley Humphrey (*University of Chichester*), Melissa Day (*University of Chichester*), Ross Wadey (*St Mary's University*)

Exploring the use of narrative pedagogy to translate the psychosocial sport injury literature to sport injury rehabilitation practitioners

Objectives: Sport injury rehabilitation practitioners recognise their role in supporting injured athletes psychologically, yet they also feel ill- equipped to take-up this role. Given their limited training, this study explored the feasibility of using narrative pedagogy to translate the sports injury literature for sports injury practitioners.

Methods: Underpinned by interpretivism (ontological relativism and epistemological constructivism) this research drew on Goodson and Gill's (2011) model of narrative pedagogy as a framework. A series of creative non-fiction stories, video animations and reflective questions were created, encouraging injury professionals to engage in three stages of narrative learning: narration, collaboration and location. In total, eight sport injury rehabilitation practitioners completed the education intervention and were invited to participate in either an interview or qualitative survey. To evaluate the use of narrative pedagogy participants answers to reflective questions were analysed using a thematic analysis and interviews/survey data were analysed using a content analysis.

Findings and Discussion: Results highlighted that injury practitioners were able to move beyond understanding the material offered, to additionally reflect, integrate and apply the research evidence in their everyday practice. Results also highlight several practical recommendations, and provide insights to help

	<p>those using narrative pedagogy with similar populations (e.g. providing digestible messages, confirmation of progress).</p> <p>Conclusions: This study extends our current understanding by demonstrating the utility of the developed evidence-based knowledge tool as a vehicle for disseminating research evidence on the psychosocial aspects of sport injury to sport injury rehabilitation practitioners.</p>
	<p>Samantha Glynn (<i>University of Limerick</i>), Ross Wadey (<i>St. Mary's University</i>), Melissa Day (<i>University of Chichester</i>), Giles Warrington (<i>University of Limerick</i>)</p> <p>Qualitative research on mental illness in sport: Reflections and confessions of a neophyte researcher</p> <p>OBJECTIVE: Confessional tales are an important pedagogical resource (Bowles, 2021), particularly for neophyte researchers undertaking qualitative research on sensitive topics. While researchers increasingly use confessional tales in sport, exercise, and health contexts to describe their research experiences, few have explored their pedagogical value. AIMS: (a) critically reflect on how the lessons learned from previous confessional tales have facilitated my own experiences of doing qualitative research; (b) further enrich previous confessional tales by documenting my own experiences.</p> <p>METHODS: I critically reflect upon my experiences of engaging with confessional tales whilst researching mental illness in sport over a 3-year period. Drawing upon field notes of interactions with professional sporting bodies, over 35 hours of life history interviews, a reflexive diary and conversations with my supervisory team. The dataset was analysed using reflexive thematic analysis.</p> <p>FINDINGS AND DISCUSSION: Four themes were identified: "Getting buy in" centres around the usability of language when discussing mental illness in sport. "Engaging participants" deliberates the gender challenges in recruitment. "Believability of stories", considers how athlete's tell "acceptable" stories. "Knowing our boundaries" explores when we should challenge participants' stories and when we must take care with their story. CONCLUSIONS: While the reading of qualitative research often provides 'neat' accounts of interview-based research, in reality, it can be complex, often requiring the researcher to balance their need to answer conceptual questions, whilst engaging participants through patience and flexibility. Balancing these needs may be challenging for a neophyte researcher, but sharing stories builds a repository of experience to draw upon.</p>
	<p>Niels Boysen Feddersen (<i>Norwegian School of Sport Sciences</i>)</p> <p>The Inability to Detect Change in Sport Organisations</p> <p>Objective: Slow processes such as ageing or climate change often go unnoticed before the sum of several smaller changes suddenly wakes us up to what seems to be a larger and more abrupt transformation. This is because we expect to notice the change. To this end, the purpose of this paper is to propose a framework to better capture the various influences that affect our inability to detect subtle and incremental change-as-it-happens in organisational life.</p>

Methods: The study uses a multi- method ethnographic study of a change process in Danish rowing from the late 2000s to 2020.

Findings and Discussion: The findings trace this change processes to show four dimensions influence our inability to account for change: (1) relative smallness, (2) relative slowness, (3) resistance to change, and (4) diverting attention from change. Acknowledging that change may be happening and that we might be unable to account for it due to these four features can help develop critical coping strategies for members of organisations when facing planned or unpredicted change.

Conclusions: For all members, recognising that people may be unable to detect some types of changes can help to cope with unpredictable emergent change and to members self-organising due to such unplanned changes.

Elena Sopp (*University of Portsmouth*), Dr Melissa Day (*University of Chichester*)

**"It's not about you, it's about them, you've got to sacrifice yourself":
Fitness professionals experiences of working with clients after trauma**

Objectives: Previous literature has highlighted the challenges of working with trauma populations, including elevated stress levels, burnout, and symptoms of vicarious trauma. This previous literature has focused on those in helping professions including counsellors, psychologists, and emergency services. The experiences of those in helping positions in the fitness industry have yet to be explored and consequently, this study focuses on the experiences of fitness professionals.

Methods: Semi-structured interviews were undertaken with 14 fitness professionals, all of whom had undertaken accredited trauma informed training in the past three years and were currently working in both trauma environments (e.g., rape crisis centres, hostels) and privately with one-to-one clients. Interviews asked them to reflect on their experiences as fitness professionals prior to becoming trauma-informed. Reflexive thematic analysis was used to analyse the interview data.

Findings and Discussion: Findings outline fitness professionals' experiences of vicarious trauma prior to their trauma-informed training. Participants described previous experiences of working in spaces that triggered their own personal trauma and gravitating towards clients with similar trauma experiences. With hindsight, they recognised these experiences were motivated by seeking a path to address their own healing. The impact, however, of working in these environments and with trauma clients, were experiences of burnout and a lack of understanding of self- care, impacting their wellbeing, blurring the boundaries of professional competencies and, for some, experiencing re-traumatisation.

Conclusions: This study highlights the importance of trauma-informed training to raise self-awareness and self-care for fitness professionals and to ensure understanding of how to maintain professional boundaries.

Jessica Love, Daniel Brown, Richard Thelwell (*University of Portsmouth*), Kate Shakespeare (*Industry Professional*), Matthew Wilkes (*University of Portsmouth*)

Fear of Flying: A Grounded Theory of Fear Injuries in Paraglider Pilots

Objective: Qualitative research involving high-risk sports participants is limited and has predominately focused on motivation for participation. Researchers have contributed valuable insights concerning the lived experience of fear; however, how high-risk sports participants experience fear and subsequently how fear influences performance is not well understood. Paraglider pilots commonly use the term “fear injury” to describe how the experience of fear influences performance following an adverse event. Although the term is understood by the community, it lacks a formal definition and explanatory framework. The purpose of this study is to develop a grounded theory that explains the process and characteristics of fear injuries to understand how performance is influenced in paraglider pilots.

Methods: A constructivist grounded theory approach was utilized, involving 38 semi-structured in-depth interviews with paraglider pilots. Data were analyzed and coded in three stages: Initial Coding, Focused Coding, and Theoretical Integration to identify key themes and categories that describe the fear injury process.

Findings and Discussion: The findings reveal a multi-stage process initiated by a stressor or trigger leading to an embodied experience of fear. This physical response is accompanied by a heightened perception of risk. A decrease in performance is observed, however, more research is needed to understand how the experience of a fear injury changes over time. Conclusions: This study provides a foundational theory that describes the process of fear injuries in paraglider pilots. More research is needed to understand how fear injuries develop over time and to explore potential pathways to recovery.

Larkin Lamarche, Jeffrey Hankey, Ghazal Haddadi, Victoria Mousses, Rebecca Bassett-Gunter (*York University*)

“Inclusiveness is the Water Around You That You Don’t Notice”: Trans and Gender-Diverse Community Members’ Perspectives on Quality Participation in Physical Activity and Recreation at York University

Objectives: Benefits of physical activity may be inaccessible to the trans and gender-diverse (TGD) community due to sociocultural and institutional barriers to quality and meaningful participation. This project worked to inform an understanding of experiences around quality physical activity for TGD students: 1) What are the lived and living experiences of TGD students at the university’s athletics and recreation centre? 2) What are the barriers and promotive factors for inclusive access and quality physical activity?

Methods: Six students from the TGD community participated in a semi-structured interview. We employed a natural conversation model such that participants were empowered to direct the conversation, to volunteer information at their own pace, and to discuss more sensitive topics if (and when) they felt comfortable to do so. Inductive thematic analysis was used.

Findings and Discussion: Participants described inclusion to mean a sense of belongingness, more than accommodation, and entering spaces where they do not have to go out of their way to feel safe (“Space where I’m not just tolerated but I’m appreciated or celebrated”). Several positive experiences were shared, yet participants articulated how physical activity is an inherently challenging space for TGD folx because it is often body-focused. Participants offered ideas to improve access to quality physical activity (e.g., staff training around language and touch, targeted advertising).

Conclusions: Our findings show some aspects of the space that recognize, accommodate, respect, and include TGD folx, and areas still needing change and re- imagination to fully celebrate the TDG community and move beyond ‘accommodation.’

Yang Ge (*Beijing Sport University*)

The Challenges of Teaching Qualitative Research Method in China

Background and purpose. With the prosperity of qualitative research in the Western academic area, qualitative research has also received rocket increase attention in sports science during the past two decades in China. The author has been taught qualitative research method to different level students for five years. Drawing on the experiences and literature on qualitative methods pedagogy, this paper seeks to provoke discussions of developing qualitative educational practices in diverse cultural educational systems.

Method. Using reflections on my experiences of teaching qualitative research methods to students of different majors from undergraduate to doctorate level, combined with surveys, materials of course, and administrative policies, we assess the potential and effectiveness for integrating qualitative research methods into the current educational frameworks and to meet the graduation criteria.

Result. Challenges in teaching qualitative research methods include: (1) guide students break through the mainstream value of materialism and accept the constructive or subjective view of the world; (2) help students understand different approaches of qualitative research as these methods and conceptions were rooted in the western tradition; (3) set up graduation criteria for qualitative study and communicate qualitative research with committee members; (4) designed different teaching focuses for students of different levels and having different academic training background; (5) develop creative activities in class to help student practice the emotional and ideographic practices of qualitative research.

Conclusion. Cultural and educational system should be considered in teaching and creative strategies were called on.

Marta Oliver-Álvarez, Víctor Pérez-Samaniego, Carmen Peiró-Velert, Núria Devís-Coret, Javier Monforte (*Universitat de València*)

Narrative pedagogy in sport, PETE and Physical Education: some reflections and future directions

In this oral presentation, we make the following contributions to the field of narrative pedagogy within sport, Physical Education Teaching Education

(PETE), Physical Education, and beyond. First, we outline a theoretical rationale for using narrative pedagogy in sport, PETE and Physical Education. Second, we explain how narrative pedagogy might look like in action. Third, we highlight the results of a scoping review addressing why, to what purpose, how, when, and where narrative pedagogy has been used in sport, PETE and Physical Education so far. Fourth, we present narrative pedagogy as a knowledge translation tool for facilitating the impact of narrative research. Finally, we describe our ongoing experience using narrative pedagogy to understand and tackle humiliating events in PETE. In highlighting our own experience, we vindicate the value of autoethnographic stories.

Yi Zhang, You Li, Yongxin Liu (*Waseda University*)

“A Sport for Every Girl and Every Girl in a Sport”: Stories of Play Days alongside the Stagnation of Women’s Collegiate Sports before Title IX

Regarded as an uncomplimentary substitute for intercollegiate competition for girls and women, Play Days were generally described as being less valuable than other physical programs in the early twentieth-century United States. Nevertheless, those narrations impeded further exploration of the physical culture of the early history of women’s sport. Through examining Play Days stories, this study attempts to provide additional insights into women’s involvement in physical activities and sports. To consider Play Days in its progressive term, this paper employed a descriptive method of historical research. By applying Play Days to the cultural and social background of the early twentieth-century United States, we propose to uncover “a truth” of them. Judging from all the pieces of evidence we found, we may fairly draw the conclusion that Play Days did not serve as a derogatory substitute for interscholastic or intercollegiate competition for girls and women, but rather as a novel and intricate scene. We illuminated how women who live with multiple, intersecting, marginalized identities were engaged in Play Days, and the opportunities of involving boys and more citizens in it. Despite that many Play Day stories were about White middle-class college girls, women of color, older women, Jewish women and other groups of women also engaged in Play Days. However, although Play Days enlarged the access to sports for girls and women, highly competitive sport opportunities were still meager.

Ekin Büyükkakten, Larena Hoeber (*University of Regina*)

How intersectional is sport management?: A scoping review on the methodological implementation of intersectionality in sport management research

Intersectionality, introduced by Crenshaw (1989) in the domain of law within the context of black feminists, suggests a different way to make meaning of race and gender as intersecting identities rather than mutually existing ones. It made its way through sociology to sport management, with the first traces of intersectionality being with Shaw (2006) and Shaw and Frisby (2006). Intersectionality has been used in sport management in different ways including as a methodology, theoretical framework, and a way to describe intersecting identities. Intersectionality scholars have expressed different ways to approach and operationalize intersectionality (Choo & Ferree, 2010; Collins & Bilge, 2016; McCall, 2005; Misra et al., 2021; Romero, 2023). However some have noted that intersectionality comes with its own dilemmas and problems such as definitional dilemmas (Collins, 2015), “whitening the

intersectionality” (Bilge, 2013, p. 405), and challenges in developing questions, analyzing and interpreting the data (Bowleg, 2008). In response to these issues, the purpose of this scoping review aims to identify how authors use intersectionality from a methodological perspective in sport management-focused research. Peer-reviewed studies, including theses and dissertations, published in any year and written in English, were collected through EBSCOhost (SPORTDiscus, Scopus, etc.) and Web of Science databases and uploaded to COVIDENCE for abstract and full-text screening. After 4680 duplicates were removed 5097 studies were identified. We conducted an abstract and full text screening, 151 studies were included in this review. We are currently analyzing these articles to determine how authors use intersectionality from a methodological perspective.

Alexia Tam (*Canterbury Christ Church University*)

Locating the Self – Using a reflexive narrative approach to explore understandings of power in sport

Objectives:

Power, a universal phenomenon in society and present in all social relationships (Bierstedt, 1950). It is a concept that is characteristically difficult to define, despite how casually it is used. From a Foucauldian lens, power is not conceptualized as inherently positive or negative, nor essentially violent (Foucault, 1982). Yet a predisposition to view power as a resource owned by one party to use or misuse at their discretion persists, especially in sport. Thus, intimately linking power to understandings of safeguarding in sport. Seeking to locate myself in my research, the purpose of this paper is to explore my personal understandings of power and safeguarding in sport.

Methods:

Coles and Knowles (1994) propose that in beginning with an exploration of the self we may be better situated to investigate a phenomenon. A reflexive narrative approach provided a unique framework to deconstruct my own understandings of power through critical consideration of my own experiences, theory, and practice.

Findings/Discussion:

Acknowledging tensions between my identities, embracing what I have come to know about power, and recognizing the ongoing process of meaning-making, the fluidity of power within my experiences is presented. Findings have been interpreted in relation to existing literature on power, and safeguarding, and draws upon common discourses, and mainstream media.

Conclusion:

In exploring sport stakeholders’ understanding of power, suggestions are posed as to how power may begin to be conceptualized differently. The intention of this research is to meaningfully contribute to existing literature on power in sport and advance understandings of safeguarding initiatives.

Kristin McGinty-Minister, Laura Swettenham, Amy Whitehead, Manisha Aggarwal, Francesca Champ (*Liverpool John Moores University*)

Sexism as an expected and accepted consequence of women working in sport: A scoping review

Objective: Despite decades of awareness that sexism is widespread in sport, very little effort has been dedicated to solving this problem. Stories surrounding this phenomenon, despite their prevalence, are often disregarded as anecdotal. The objective of this scoping review is to explore what is empirically known from existing peer-reviewed literature about women's experiences of sexism while working in sport.

Methods: Employing Arsket and O'Malley's framework, six databases were searched for peer-reviewed work qualitatively exploring women's experiences of sexism. 42 studies were included following screening and study identification. Descriptive results were analysed and reported. The research team employed Braun and Clarke's reflexive thematic analysis to co- create themes and make sense of the data.

Findings and Discussion: The research team co-created four general dimensions, each with their own higher- and lower-order themes. General dimensions consisted of benevolent sexism, hostile sexism, managing sexism in sport, and intersectional pressures. Sexism was a significant barrier for women accessing and working in sport, and these experiences were compounded for those with intersecting marginalised identities. Hostile sexism was the most common form of sexism women experienced, potentially due to women's existence in the sporting environment being at odds with the patriarchal inception and development of sport. Descriptive statistics reflected a dearth of research on or reporting of individuals with intersecting identities, accompanied by numerous additional gaps in the peer-reviewed literature.

Conclusion: Women experience various forms of sexism while working in sport and consistently engage in strategies to manage their experiences; intersecting identities compound this experience.

Xiuxia Liu, Xinghe Weng (*Xiamen University*), Yang Liu (*Nanchang Normal University*), Huahui Qin (*Beijing Sport University*)

The Successful Experience of World Champion Coach: A single case study

Objectives:

A coach plays a significant role in helping his/her athletes obtain high levels of performance and success has been documented in numerous studies. However, evidence from Chinese coach's perspective on how to cultivate the Olympic champion has not been fully explored. Methods: We conducted a single case study with a coach who works for The Chinese National Men's Gymnastics Team and who is responsible for 8 world champions.

Findings & Discussion:

We identified 7 central themes relevant to the successful experience of gymnastics Olympic champion coaches: (1) find out the athlete's prime desires and stimulate them; (2) set goals based on actual motor competence; (3) coaching according to athletes' aptitude; (4) equal communication; (5) mutual-confident; (6) encouragement and (7) ability to control and regulate exercise volume. (8) international vision and communication. The seven successful experiences of the elite coach from this study highlight the Chinese leadership style and the coach-athlete relationship, which is a combination of democratic and authoritative styles, as well as subordinate and friend relationships. How to

	<p>promote athlete success also requires flexible transformation of leadership style and interpersonal relationships according to the athlete's psychological maturity, psychological maturity, and skill mastery level.</p> <p>Conclusion: An elite coach should have the ability to identify and stimulate the desire of the athlete and adjust the training plan according to the actual situation to improve the athlete's ability. Also, they need to establish a subordinate and friend relationships with athletes.</p>
	<p>Ryan Laughton, Francesca Cavallerio, Flavia Cardini, Jane Aspell (Anglia Ruskin University)</p> <p>Investigating pain perception in Elite Athletes in order to prevent overuse injuries</p> <p>Objectives The purpose of this study was to explore athletes' experiences of pain to understand why they continue to compete or train despite pain. Moving beyond existing explanations related to sociocultural factors, we aimed to explore how athletes experience pain in and outside of sport.</p> <p>Method The study was underpinned by a critical realist paradigm. Through purposeful and snowball sampling, 20 competitive/elite athletes from a variety of individual sports were recruited. Through the use of semi-structured interviews their stories of experiences of pain within and outside of sport were collected, and then analysed with Reflexive Thematic Analysis (RTA).</p> <p>Findings and Discussion The analysis of the interviews identified 5 themes: <i>'Yeah, you kinda enjoy your pain'</i>, <i>'Lack of autonomy over pain'</i>, <i>'Do I really understand my body?'</i>, <i>'The only thing you can do is stop'</i>, <i>'Maintaining my identity'</i>. Higher levels of autonomy appeared to be a protective factor for athletes, with those feeling in control of their training describing pain as a positive measure of progression. On the contrary, younger athletes embedded in more coercive sport environments experienced pain with fear of exclusion and punishment, and therefore ignored it.</p> <p>Conclusion The degree to which athletes feel the need to adhere to socio-cultural norms may lead to a misinterpretation of their own bodily signals. As a result, athletes may not be able to navigate the fine line between pushing the limits and serious injury. This study was used to set the basis for further investigations aimed at unveiling how pain is processed in athletes' brain.</p>

Thursday 1st August

Thursday 1st August

Parallel session 7: 9.00-10.20

<p>Symposium 7A (CB1.10)</p>	<p>Victoria Goodyear, Jonathon McKeever (<i>University of Birmingham</i>), Fiona Chambers (<i>University College Cork</i>), María José Camacho Miñano (<i>University Complutense of Madrid</i>), Shin-Yi Chiou (<i>University of Birmingham</i>)</p> <p>Digital Technologies in Physical Activity Education</p> <p>The trajectory of digital technologies in research and practice has been prolific. It has been exciting to watch how researchers have reacted to the rapid development of new ‘gizmos and gadgets’ and the adoption of technologies by athletes, exercisers, young people, patients, practitioners and others. However, we have entered what some have called a post digital era – a time when technology is more notable in its absence than its presence. Some have referred to this as the 4th industrial revolution or Society 5.0, where the focus is on how to enjoy a high quality of life with technology.</p> <p>In the last decade there has been a prominent focus on how digital technologies can be used as pedagogical (or educational) ‘tools’ to reach, influence and shape physical activity engagement. This focus can be referred to as Physical Activity Education. For example, the World Health Organisation identified the potential of social media to reach and target audiences to promote physical activity engagement. Similarly, UNESCO’s Fit for Life strategy emphasises the use of technologies to deliver smart investments in sport as an accelerator of the COVID-19 recovery and the Sustainable Development Goals.</p> <p>Despite the potential of digital technologies for physical activity education, there remain several challenges to technology integration. Some examples include: Capabilities the perceived knowledge, skills and confidence to use digital technologies; Capacity, the availability and accessibility of evidence-based training around the use of digital technologies; Inequalities, related to gender, age, race, disability, space, place and politics that shape and/or re-enforce digital divides; and Knowledge- Translation, related to gaps between technological innovation, high quality evidence, and adoption of appropriate practices. Given these challenges, it is unsurprising that many researchers, practitioners, athletes, and exercisers are ambivalent about the use of technologies for physical activity education.</p> <p>Aim The aim of this symposium is to explore the optimisation of digital technologies for physical activity education. The specific focus is on co-production, and the contribution of qualitative methods to advance knowledge on the use of digital technologies in sport, physical education, and rehabilitation settings. Overall, this symposium will spur new ways of thinking, understanding, and researching digital technologies in sport and physical education contexts, and across clinical and non-clinical settings.</p>
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Symposium Structure

This symposium will take the format of a roundtable session. The format will include:

1. Introduction by the Chair
2. Panel Presentations
3. Interactive Discussion
4. Closure by Discussant

Introduction by the Chair

Dr Victoria Goodyear (University of Birmingham, UK) will provide an overview of the background, aims and objectives of the session. Victoria is a pedagogical researcher who has undertaken extensive qualitative research in schools focused on the role of digital technologies in children and young people's health and wellbeing. She was co-editor of the QRSEH Special Issue, Digital Qualitative Research in Sport, Exercise and Health.

Panel Presentations

Each panel member will provide a 5- minute introduction answering the question: how can digital technologies be optimised for physical activity education?

The panel is diverse, and brings together pedagogical, sociological and clinical researchers who have worked with children, young people, adults, older adults, physical education teachers and physiotherapists to co-produce exercises, curricula, and interventions that make use of digital technologies. The panel is also different by gender, career stage and international context, and the panel have all used different approaches to co-production. The selected panel is therefore very much 'in-tune' with how different societies and cultures make use of technologies and have diverse forms of expertise in qualitative methods. The members and an overview of discussions are:

- Jonathon McKeever (University of Birmingham, UK) will draw from experiences of co-producing a school-based physical activity intervention, as part of a complex intervention design, and with Swedish adolescents, teachers, school leaders, and parents/guardians. The importance of co-production for empowering adolescents to leverage the positive health-related potential of social media will be discussed. Equally, Jon will bring to the discussion challenges of technology optimisation in relation to generational differences (young people vs parents or teachers) and contextual barriers (e.g. restrictions on technology use).
- Dr Fiona Chambers – (University College Cork, Ireland) perspectives will be grounded in a planet-centric approach to physical education in a digital society. Using the Erasmus+ funded Digifit project (being Fit for the Digital Age) as a use-case, she will provide examples of the uses of planet-centric methods to create and incubate bespoke technologies for grassroots sport contexts, and from five European countries. From this case, she will highlight the need for empathy and data-driven design moves during the innovation process, and consider sustainable business models for such innovation programmes, which look at ecological and social costs of innovating digital technologies in sport. At a time, when youth are suffering from climate anxiety, this perspective will push for designer humility and an environmental conscience when innovating digital technologies.

	<ul style="list-style-type: none"> • Dr María José Camacho Miñano – (University Complutense of Madrid, Spain) and Dr Emma Rich (University of Bath, UK) will provide theoretical insights around digital technologies as pervasive public pedagogies, through which young people learn about health and bodies. This perspective will consider how we can facilitate the enactment of public pedagogies to bring about positive change and the expansion of sites and processes that have pedagogical potential. Overall, this panel members talk is grounded in the ideas that different social theories ‘do’ different things, both in terms of what can be claimed about digital technologies and how public pedagogies can be enacted. Examples will be provided from two European projects with physical education teachers and young people which bring to the fore theory- methods innovations. • Dr Shin-Yi Chiou (University of Birmingham, UK) will bring a perspective of physical activity education from rehabilitation. She will share research of co-production of a self-led therapeutic exercise programme in clinical and home environments using digital technologies. Drawing from the Arm- Crank Exercise (ACE) project, she will discuss the use of digital technologies to enhance accessibility, personalisation, and effectiveness of the ACE programme, fostering long-term adherence and positive health outcomes in individuals with limited lower-limb mobility. By leveraging digital tools such as mobile applications and online platforms, the programme aims to provide tailored exercise guidance and support, facilitating independent engagement and empowering individuals to manage their health effectively within their daily lives. <p>Interactive Discussion The interactive discussion will be led by the chair and guided by 3 overarching topics. Questions will also be sought from the audience for the panel.</p> <p>Topics to structure discussion</p> <ol style="list-style-type: none"> (1) How are emerging technologies producing specific kinds of futures, orientations, and imaginings for physical activity education? (2) What are the methodological implications of digital technologies for physical activity education? (3) How can co-production support technology integration, across different physical activity contexts, generations, and professions? <p>Closure Dr Andrea Bundon (University of British Columbia, Canada) will summarise the discussion and provide future directions for research and practice. Andrea’s research spans the sociology of sport and critical disability studies. Working from community-based participatory research frameworks, she uses digital qualitative methods to explore the intersections of sport, physical activity, health, disability and social inclusion. She was co- editor of the QRSEH Special Issue, Digital Qualitative Research in Sport, Exercise and Health.</p>
<p>Symposium 7B (CB1.11)</p>	<p>Erica Bennett (<i>The University of British Columbia</i>), Meridith Griffin, Aly Bailey (<i>McMaster University</i>), Abimbola Eke (<i>University of Saskatchewan and University of Toronto</i>), Regan Thompson (<i>The University of British Columbia</i>)</p> <p>Body mapping as method to examine embodied experiences in sport, exercise, and movement: Centering relationality, cultural humility, and accessibility</p>

Aims and justification:

This symposium will include discussion of a collection of four papers focused on the application of the arts-based method of body mapping to examine experiences of embodiment in sport and exercise contexts. Body mapping entails asking research participants to create an outline of their body on paper, to draw, paint, or sketch, how they feel about their bodies within the map (de Jager et al., 2016) and to construct an accompanying brief story to describe the map (or Testimonio; Gastaldo et al., 2012). As a collective of five scholars at different career stages, we will discuss the similarities and differences in our body mapping endeavours, as well as the challenges we have encountered when engaging with this method in studies attending to i) body image in retired ballet dancers, ii) racialized athletes' experiences in sport, iii) experiences of so-called non- normative embodiment and in/exclusion in physical cultures, and iv) body and physical activity-related experiences of LGBTQ+ older adults. Grounded in the extant literature and our collective learnings, we will discuss opportunities for the future development of body mapping as method to investigate embodied experiences in the context of sport, exercise, and movement.

Overview of papers:

Master's student Regan Thompson will discuss her use of body mapping in her research with retired women ballet dancers. Research suggests that ballet dancers may have difficulty expressing their experiences solely through words (Harrison et al., 2022). Thus, when considering the methods she wanted to adopt for her master's thesis, Regan was hopeful that the inclusion of body mapping would result in rich and nuanced data in a population most accustomed to expressing themselves through art. In her study with retired women ballet dancers, body mapping allowed participants to creatively share stories of their body image and embodied experiences across the life course, however there were interesting participant reactions to the body mapping. Participants found the sessions to be enjoyable, which evoked both memories and realizations of self-love, body positivity, and personal growth. In some instances, however, the body mapping sessions also conjured deeply rooted pressures to conform to traditional aesthetic ideals in ballet. For example, during the initial tracings of participants' bodies in a pose of their choice, almost all participants erased and redrew parts of their outlined bodies to appear thinner. In the symposium, Regan will speak to these body-related tensions, and will illuminate how body mapping helped retired ballet dancers communicate their stories of body image and embodiment.

PhD candidate Abimbola Eke will attend to her use of body mapping to examine racialized athletes' experiences in sport. Conducting body-related research with racialized athletes necessitates an approach that recognizes and aligns with their unique body and cultural needs. Conventional research methods may inadvertently overlook cultural nuances, leading to a limited understanding of the body-related experiences of racialized athletes in sport. To address this gap, researchers could adopt methodologies that are culturally sensitive and inclusive. Body mapping, as an art-based research method, goes beyond verbal expression and serves diverse intentions, including self-expression and social justice in qualitative inquiry. Racialized athletes can create their own narrative around their sport bodies, offering a counterpoint to external perspectives. Importantly, the artistic nature of body mapping allows for a more authentic representation of the experiences of racialized athletes, acknowledging the influence of their intersecting identities. Creative methods like body mapping, provide a space for racialized athletes to express

themselves beyond language barriers and offers a flexible space where racialized athletes can articulate their thoughts and experiences in a respecting diverse cultural context. By incorporating methods that resonate with the cultural backgrounds of racialized athletes, Abimbola will speak to how researchers can create an environment that encourages openness, trust, and a deeper understanding of the complexities involved.

Postdoctoral fellow Aly Bailey and project lead Meridith Griffin will examine body mapping procedures in the context of their study entitled 'Physical Activity for Any-Body' – a collaborative ethnography that seeks to understand, strengthen, and build up the facets of physical cultures that make them inclusive of all community members regardless of ability, age, body size, gender, income, race, or sexuality. When co-creating the Any-Body body mapping procedures, their focus was accessibility and creating a safe(r) space to explore embodied experiences. Knowing they had participants with many visible and invisible disabilities, and/or fat or thick bodies, and considering the physical and emotional labour of artmaking and the online nature of their project, they know it was crucial to think about accessibility in comprehensive and difference-affirming ways. Following disability justice activist Mia Mingus, Aly and Meridith knew that a one-size-fits-all approach would not succeed but that it was still their responsibility to build accessibility into the research apparatus. Despite conscious efforts (and addressing many access needs in a fulsome manner), ableist assumptions were still present and emerged through the body mapping process. In this symposium, Aly and Meridith will review the possibilities and limits of body mapping as a research apparatus. They will explore the physical body maps themselves (printed on fabric) and summarize their reflections from the workshops based on the themes of access, safety, and trauma-informed practices.

Symposium organizers Erica Bennett and Meridith Griffin will discuss the challenges they faced when using body mapping in a study attending to LGBTQ+ older adults' experiences of physical activity and body-related emotions. Based on Orchard's (2017) caution regarding the cultural appropriation of body mapping, Erica and Meridith questioned their deviations from original conceptions of and protocols for body mapping, and how they attempted to (and potentially fell short of) attending to cultural appropriation concerns by centring relationality and participant autonomy, and engaging in reflexive cultural humility through an ethics of care. They also grappled with the "therapeutic principles" that underpin original body mapping literature and practice. Because they do not have training as therapists, Erica and Meridith needed to be careful to not venture into therapeutic territory in their body mapping sessions so as to not work outside the bounds of their competencies. They were aware that some of the questions posed to participants within the sessions may have been experienced as therapeutic given that they entailed deep thinking and processing surrounding body-related emotions. To uphold the boundaries between research and therapy, Erica and Meridith put safeguards in place by structuring their body mapping protocols to ensure that questions and processes were outlined in a way that was in line with the competencies of the research team. However, did they unexpectedly blur the boundaries of research/therapy? What may be the consequences for participants, particularly given their history of oppression and the harms done to LGBTQ+ older adults through research that has pathologized their identities?

	<p>Commentary: The commentary session will focus on bringing together the lessons learned from these four research projects, focusing on themes of accessibility, amplification of multivocality and identities, and the importance of, yet difficulties in, moving beyond the spoken word in qualitative research in sport and exercise. Key questions discussed will include: 1. How can relationality, cultural humility, compassion, accessibility, and the original writings and conceptualizations of body mapping be honoured when applied in sport and exercise settings? and 2. How can researchers engage with body mapping in ways that reflect their skill sets?</p>
<p>Symposium 7C (CB 1.12)</p>	<p>Shawn Forde (<i>University of British Columbia</i>), Yosuke Washiya (<i>Tohoku University</i>)</p> <p>Working between the Artistic and Academic</p> <p>Qualitative studies of sport, exercise, and health frequently focus on knowledge, understandings and representations of the (moving) body. How knowledge is produced and what modes of representation are privileged have been central questions within discussions on research methodology for decades.</p> <p>As numerous scholars have highlighted, a research paradigm relating to the (moving) body prevails in much of academia wherein positivistic, quantitative, and biomedical perspectives largely dominate. As a result, the questions asked and the knowledge produced focuses on categorizing, quantifying, and experimenting on the body— learning ‘about’ the body.</p> <p>Alternatively, research that aims to learn ‘through’ the body has been marginalized. Although some approaches to qualitative research, particularly those concerned with embodiment and phenomenology for example, have pushed back against this dominant paradigm, attempts to convey experiences and relations produced through the (moving) body are often limited because language, particularly the written language, is privileged as a medium of representation. That said, over the past three decades, within various disciplines, audio-visual methods and arts-based research have been promoted as a way to ‘move beyond words’. Much of this research has and continues to use artistic practices as a means to access people’s experiences for the purposes of producing ‘data’. That is, artistic products are primarily viewed as instrumental within already predetermined research objectives, whereby the artistic products that participants create are used by the researcher as ‘data’ to be analyzed and then re-presented through written language. Offering participants different ways to express their knowledge and experiences is important, but this approach limits the potential ability of artistic practices to fundamentally challenge how the (moving) body and its relations within space and time are known and represented within qualitative research. One potential reason for this limitation is that in studies adopting arts-based methods, the ‘researcher-as-artist’ is often absent. As creative and arts-based methods are becoming more common within qualitative research on sport, exercise, and health, critical conversations relating to artistic processes and products becomes necessary.</p> <p>This session will focus on the potential of operating in the space between the artistic—academic. Based on our previous and ongoing research, we will be discussing how audio-visual and artistic methods provide researchers with</p>

	<p>ways to engage with representations of self, and understandings of the relationships between self, other (human and non-human), space, and time.</p> <p>The session will include discussions of audio-visual methods, arts-based research, and comics-based research, as well as the philosophical, theoretical, and conceptual foundations of our various work. In addition to these discussions the session will include experiential elements, through which audience members will have opportunities to engage in artistic activities (drawing and comic making) with the aim of creating a space to reflect on key questions regarding how artistic approaches might productively challenge the ways we conceptualize research and the objects we study.</p>
<p>Symposium 7D (CB 2.6)</p>	<p>Niels Boysen Feddersen (<i>Norwegian School of Sport Sciences</i>), Donka Darpatova-Hruzewicz (<i>University SWPS School of Humanities and Social Sciences, Warsaw, Poland</i>), Thierry Middleton (<i>University of Portsmouth</i>), Lisa Trainor (<i>University of British Columbia</i>), Robert Book Jr (<i>University of Southern Norway</i>)</p> <p>Exploring our Limits to Advance Qualitative Methods in Sport, Exercise and Health Research</p> <p>As researchers, we inherit the burdens related to past generations' experiences of qualitative inquiry. Therefore, advancing research is contingent on understanding its history, and how it influences our current research contexts. This entails deliberating how our inherited research history intersects with current societal norms and ideas, which—ideally—should sharpen our attention to important lines of methodological development (Blumer, 1954). With this in mind, we propose that there is significant value hidden within the tensions and gaps left by former studies (Burawoy, 2013). Against this backdrop, we bring together five researchers from Canada, Poland, the United Kingdom and Norway, who will discuss their experiences with different methodologies. The symposium will be structured around five vignettes, which address underlying tensions and limitations of the methods used and highlight possible solutions and new directions. The symposium will end with an open invitation to our fellow colleagues to question, challenge, and otherwise debate the utility, benefits, and constraints of various methodological approaches. To guide the debate, we will use three questions: (1) How do previous conceptualisations of qualitative methods influence our current application? (2) How do current societal norms and ideas influence contemporary research? and (3) How do past conceptualisations and current tensions lead to new understandings for future inquiry? The following briefly introduces the five vignettes:</p> <p>Middleton will share a vignette about how he has engaged with participatory research methodologies to move from working for or on people to working with them. Different methods for qualitative data collection, analysis and reporting will feature in the vignette as the process of working to centre participants throughout the research process is unpacked. Critical reflections on what has and hasn't worked will also be woven into the story to shed light on how researchers may approach research with a humble awareness of the (difficult) learning process inherent in pushing existing research boundaries. The hope is the vignette provides a resonating message of the need for a deep understanding of previous research approaches, an openness to developing contextualised adaptations of said approaches and the importance of critical friends as a multi-faceted support system.</p>

Book will highlight how his early experiences working with narrative inquiry led to the eventual realization that this method, while highly useful, is fraught with misunderstandings. The studies forming the basis of this vignette stem from his own empirical work using narrative analysis and a state-of-the-art critical review of the last 20 years of narrative research in sport and exercise sciences. Through the vignette, it will be highlighted that his early research using narrative analysis was filled with inconsistencies, tensions, and a great deal of confusion. However, it was through overcoming these early challenges that led to a deeper and more meaningful understanding of narrative inquiry as well as suggestions to make narrative inquiry more accessible.

Consequently, this vignette will consider recommendations such as 1) unifying the language we use as narrative researchers, 2) character development and expansion, 3) creating a firmer line between narrative analysis and other methodologies, and 4) reducing redundant analysis techniques.

Trainor will deliberate her experiences using thematic analysis throughout her graduate studies, from a misconstrued understanding of thematic analysis to the boundaries of robustly applying reflexive thematic analysis. 'Thematic analysis' is often inappropriately denoted as the 'anything goes' method. In addition, due to the theoretical flexibility of reflexive thematic analysis (independent theory, tools, techniques) the boundaries of this method seem illusive. Trainor will present a vignette to delve into the challenges and constraints of reflexive thematic analysis when working with ideographic and longitudinal data. She will also discuss how further engagement with the intricacies of reflexive thematic analysis and the combination of different data collection methods at multiple time points can buffer some of these challenges. This vignette is positioned to 'untangle' misconceptions, consider boundaries and possible strategies, and query the future of reflexive thematic analysis.

Feddersen will discuss how his experiences over a decade with ethnography has led to challenges, solutions, and unintended fallacies. The studies forming the basis of this vignette aimed to study organisations carrying out rehabilitation from neurological injuries, grassroots sport, and the talent to elite sport pathway. Common for all of them were that unforeseen changes influenced the organisations and required ad hoc adaptation. This vignette could help colleagues identify how mistakes can arise as organisations and people try to adjust to an uncertain future. Key issues explored include coming up with solutions to mistakes made in the past; who can influence the research process, and how so; and coping with feeling a sense of responsibility for people. As a longitudinal examination, this vignette also provides evidence of the author's personal development and how he relates to his craft as he discovers the depths of the ethnographic method.

Darpatova-Hruzewicz will describe her journey into post-qualitative inquiry fraught with uncertainty, instability and messiness but seeking to effectuate different ways of thinking. The vignette will focus on "thinking with theory" (Jackson & Mazzei, 2017) conceived as an emergent process methodology rather than a method, thus challenging conventional, container model empirical approaches in which data, analysis and representation are isolated, distinct, and sequentially pre-determined. Specifically, thinking with Deleuze and Guattari's concepts of assemblage, becoming and voice will be discussed

in the context of a post-structuralist investigation of the intra-career transitions of an American NCAA basketball coach. Emphasis will be placed on the use of rhizoanalysis and ventriloquism as methods of the anti-method, posing questions about the consequences of giving up the comforts of method. The idea of research assemblages and machines will be introduced to challenge the notion of agentic, knowing researchers and to elucidate material entanglements. Inextricably, consideration will be given to the dissolution of epistemology into ontology and new materialisms, the disappearance of the subject of humanist qualitative inquiry and related opportunities for creation of difference following lines of flight.

Finally, we want to highlight that it is important to refrain from treating this symposium or the current state of research only as a point of arrival. Doing so could be viewed as methodological dogmatism as it assumes that current trends in data gathering, representation, analysis, rigour, or design will persist. Therefore, we will conclude the symposium by considering the main points made in the debate as a departure for the future and the further development of qualitative methods.

CB 1.10 Keynote 3: 10:45-11:45

Dr Anthony Papathomas

School of Sport, Exercise, and Health Sciences, Loughborough University, United Kingdom

Title: Athlete Mental Illness Stories: Counter-narratives to the medicalisation of everyday stress

Research into mental health in sport has burgeoned in recent years. Or has it? The answer depends on the breadth of your conceptualisation of mental health. Based on an expansive wellbeing-centric understanding, mental health research in sport has indeed proliferated. Problems emerge when this work bleeds into the mental illness domain through terms such as mental health *symptoms* and mental health *issues*. In this keynote talk, I discuss how research contributing to the well-intended idea that “all athletes experience mental (ill)health” creates a problematic master-narrative that is not without consequence. If everything is a mental health issue, nothing is, and the lives of those athletes experiencing severe mental illness become trivialised, stigmatised, and silenced. Knowledge also suffers. Mental health research has burgeoned, mental illness research is bludgeoned. A rebalance is needed through the collection, representation, and interpretation of athlete stories about psychosocial disruption beyond everyday stress; a counter-narrative to stories about the daily grind. If we are brave enough to hear and share these stories, the floodgates to understanding may open. Extended narrative accounts have much to teach us about how mental illness is constructed by athletes and interactionally accomplished within sporting cultures. Drawing on examples of narrative research, sensitising not just to what it is said, but how and why it is said and to whom, I show how athletes construct mental illness in multiple ways, with multiple consequences for identity, experience, and action.

<p>Session 8A (CB 1.10)</p>	<p>Ashley Meggitt, Justin Roberts, Francesca Cavallerio (<i>Anglia Ruskin University</i>)</p> <p>An exploration of the impact of a secure-based attachment priming intervention on the secure attachment behaviours of the youth sport coach</p> <p>Objectives: Affective behaviour is regarded by the sporting world as an expected behavioural attribute of any coach, yet research recently highlighted the gap between this expectation and the ability for some coaches to express such behaviours. To address this paucity, our study aimed to explore the potential to enhance a coach’s secure-base attachment behaviour through secure-base priming.</p> <p>Methods: The study followed 4 youth sport coaches through an 8-week intervention using caring experience recall and a wordsearch populated with affective and caring words as the secure base priming agents. Observations, interviews, and a reflective journal were developed, and data were analysed with a realist-orientated form of thematic analysis.</p> <p>Findings and Discussion: Three themes were construed from the analysis, identifying the relationship between attachment orientation and the priming mechanism as understood from the expressed experiences of the participants. The three themes were “emotional awareness and openness”, “empathy and relationship development”, and “self-awareness and adaptability”.</p> <p>These themes highlight the dispositional tendency of the participants towards emotional recall, reflectivity, experience transference, intentionality, and personal growth.</p> <p>Conclusions: Attachment orientation demonstrated its influence over the supraliminal priming process adopted in the intervention. With securely attached participants, the priming process was able to enhance their secure base improving their feelings of affective care towards their young athletes. With insecure avoidant participants their attachment orientation appeared to work against the process by shutting down access to episodic memory of caring experiences, leading to little expressed improvement in their caring attitudes towards their athletes.</p>
	<p>Lise Réol (<i>VIA University College</i>)</p> <p>Grounding in school: The experience and value of standing still in contexts of movement</p> <p>Grounding is a term for the experience of physical and psychological presence and is connected to the feeling of being supported by the ground (Shuper Engelhard et al., 2021). The concept underscores the existential need for solidity and the importance of an experience of being in contact with both the inner and outer reality. Though the concept has often been used in therapeutic contexts, there seem to be an extended interest for this phenomenon within the last years, maybe because of many peoples experience of acceleration, flux and shakiness (Rosa, 2021). Winther (2014)</p>

	<p>has drawn attention to the importance of grounding as a central aspect of teacher’s professional competence.</p> <p>In a qualitative study 83 teacher students took part in a workshop focusing on four dimensions of grounding described by De Tord & Braüninger (2015). The students were during the workshop asked to write down pieces of experiences, underscoring that the writings should focus on a first perspective and sensory and emotional experiences. Georgis phenomenological strategy for analyzing qualitative data were used, and five themes emerged from the data: 1) Contact – togetherness, 2) The unease for the gaze of others, 3) Transgression 4) Self-contact and 5) Professionalism. The study suggests, that even though the majority of student described the bodily work with grounding as pleasant and meaningful, several students were preoccupied with how their fellow students perceived them.</p> <p>Sam N. Thrower (<i>Oxford Brookes University</i>), Magnus Hamann (<i>Loughborough University</i>), Elizabeth Stokoe (<i>London School of Economics and Political Science</i>), and Chris G. Harwood (<i>Nottingham Trent University</i>)</p> <p>Examining Parent-Child Interactions in British Junior Tennis: A Conversation Analysis of the Post-Competition Car Journey</p> <p>Objectives: Although researchers have recently started to examine naturally occurring parent-child interactions in youth sport, the use of orthographic transcription or video coding frameworks fails to capture the interactional features resulting in researchers potentially under-analysing and over-simplifying such interactions. The purpose of the current study, therefore, was to examine the naturally occurring parent-child interactions which unfold during the post-competition car journey within British tennis. Specifically, the research questions focused on identifying the parental communicative practices that constrain or afford affiliative conversations about children’s tennis performance.</p> <p>Methods: Audio and video recordings were made of 13 parent-child dyads resulting in 4h 26mins of parent-child interactions. These recordings were transcribed using the Jefferson (2004) system for capturing the production, pace, and organisation of social interaction.</p> <p>Findings & Discussion: Conversation analysis revealed that children resisted or disengaged from the interaction when parents attempted to critically review their child’s performance by highlighting problems or areas for improvement. However, when children initiated the conversation about their own performance, it led to extended sequences of affiliative talk irrespective of the result or outcome.</p> <p>Conclusion: From an applied perspective, these findings highlight the importance of post-competition discussions being a child-initiated and child-driven interactional practice which promotes ownership of their tennis development and performances.</p>
<p>Session 8B (CB 1.12)</p>	<p>Kaixi Zhao (<i>Loughborough University</i>)</p> <p>An Examination of Athletic Identity among Chinese Elite Female Athletes with Physical Impairments</p>

Athletic identity refers to the extent to which a person sees themselves as an athlete and seeks recognition as such from others (Brewer, Van Raalte, & Linder, 1993). There are five correlated dimensions in athletic identity: physical appearance; athletic competence (self-evaluation); importance (the level of commitment to sport); environmental choices; and encouragement (as people develop self-definitions partly from social interactions, their self-evaluation receives from the level of supports from others) (Anderson, 2004).

Taking into account Chinese female disabled athletes' unique circumstances and challenges related to their disabilities and gender role, this presentation discusses their specific athletic identity, related to five themes: the pathway to get into sports; body image; sports competence; encouragement from family, friends, sports teams and fans; staying in or leaving sport. The aim is to grasp the experiences, attitudes, values, beliefs, and perceptions of being an elite female athlete with a disability. The research employs a qualitative approach, utilizing semi-structured interviews for data collection and thematic analysis to interpret the findings. A range of differences and similarities were identified across the narratives of 15 participants.

Helena Hlasova, Noora Ronkainen (*University of Bern*)

Career construction and life themes in retirement from elite sport

Objectives: This project draws on Savickas' (2005) Career Construction Theory (CCT) as a novel theoretical and methodological lens in the context of retirement from elite sport to examine which life themes support the construction of continuity in athlete's stories about their career transitions.

Methods: Semi-structured interviews informed by the Career Construction Interview (CCI) were conducted in-person with 20 recently retired elite athletes and transcribed. After an initial reading, segments of the interview data pertaining to CCT were located for analysis. The story segments were kept intact and were coded inductively referring to Lieblich et al.'s (1998) holistic content analysis. In a third reading, similar codes were merged and/or organized into sub and central themes. This was repeated for each participant followed by an examination of related themes across the dataset.

Findings and Discussion: We identified five central life themes: self-actualization, autonomy, meaningful contribution to the collective, endeavour and contentment. Some athletes drew upon more than one theme to construct their subjective career over time. Additionally, we observed that for some athletes the theme of "endeavour" was not identified after retirement despite being salient during stories about childhood and the athletic career.

Conclusion: CCT and associated methods may be beneficial for identifying career relevant life themes during retirement from elite sport. Beyond description, helping athletes identify these themes in an applied contexts may support their subjective sense of career continuity despite various contextual changes they will encounter.

Laura Calder, Angela Beggan, Rebecca O'Hanlon, David Carless (*University of the West of Scotland*)

Extending Healthy Life Years: Exploring the Role of Physical Activity in Women's Transition to Retirement

	<p>Objective: The transition to retirement (TtR) is often a missed opportunity to positively impact women’s healthy ageing. Physical Activity interventions to support the TtR rarely address the gendered challenges women face or collaborate with women to find meaningful solutions. This qualitative study redresses these issues by working with women to innovate women’s TtR.</p> <p>Methods: As part of a multiphase coproduction project, fifteen Scottish women of retirement age were interviewed, and their stories of actual retirement experiences were gathered. Dialogical Narrative Analysis of their stories demonstrated diverse storylines of retirement yielding four clear typologies.</p> <p>Findings and Discussion: The narrative typologies are presented as: traditional, conventional, circumstantial, and corporate. Family relationships are central to the traditional retiree’s experience which is dominated by gendered work. Experiencing loss yet liberation, the conventional retiree actively pursues recreation and enjoyment. The circumstantial retiree’s experience is challenging and disappointing; occurring from circumstances beyond her control; illness; care giving responsibilities or economic insecurity. The corporate assumes an employment-driven pathway to retirement; renegotiating her identity, she seeks structure, control, challenge, and fulfilment.</p> <p>Conclusions: Women are more likely to experience the end of working life positively if they have sufficient resources to renegotiate their identity and navigate their life as a retiree. Physical activity is only one such resource, though its value can be diffuse among the complexities of postretirement life. Women perceive the exit from paid employment as an individual, nonlinear experience which impacts retirement trajectory, adjustment, and success. Support solutions need to reconsider barriers, be adaptable across milieu, and facilitate self-evolution, sometimes radically. Keywords: women, transition to retirement, coproduction, dialogical narrative analysis, physical activity.</p>
<p>Session 8C (CB 2.6)</p>	<p>Marie Loka Øydna, Jens Christian Nielsen, Christian Thue Bjøndal (<i>Norwegian School of Sport Sciences</i>)</p> <p>Athlete development through education: a qualitative case study from a Norwegian lower secondary sports school</p> <p>Objective: Embedded in post- structural methodology (Bacchi & Goodwin, 2016), this study aims to explore the hybridised discursive focus on educating and developing student-athletes in their pursuit of becoming elite athletes. Specifically, the overall purpose is to shed light on how power relations involved in the school coaching practices shape and influence student-athletes’ learning possibilities as young athletes.</p> <p>Methods: We designed the study as a qualitative case study of athlete development within the context of one Norwegian lower secondary sports school. To ensure a broader exploration of the socio-political processes involved in athlete development at this school, we conducted participant</p>

observation of school trainings, document analysis of athlete development policy, and two focus group interviews with coaches.

Findings and discussion: We argue that the sports programme sought to educate responsible athletes, capable of making rational decisions about their individual training and healthcare. Despite recognizing knowledge development as a crucial component for student-athletes to navigate within power dynamics, the sports programme and the coaches raised minimal concern about the governance power inflicted in subjecting student-athletes to "best practice". Consequently, we reflect on the possibilities for student-athletes to perform alternative acts of responsibility within the context of a lower secondary sports school.

Conclusion: Norwegian lower secondary sports schools' focus on education positions student-athletes as learning subjects in a way that diverges from opportunities provided in other talent development initiatives. Consequently, it's crucial to examine the continuous shaping of specific "types" of student-athletes to gain a deeper understanding of how this affects their actions, desires, and identities.

Milla Saarinen, Joni Kuokkanen, Åbo Akademi (*Norwegian School of Sport Sciences*)

Dual career construction styles among adolescent student-athletes in lower secondary education and in transition to upper secondary education

Objectives: This longitudinal study explored dual career (DC) construction styles among adolescent athletes during their lower secondary school years and their impact on transitioning to upper secondary education.

Methods: We conducted semi-structured interviews with 16 student-athletes (9 females and 7 males) from five Finnish lower secondary sport schools during Grades 8 and 9. Thematic analysis was applied to the interview data, supplemented by school registry data.

Results & Discussion: At the end of Grade 8 (T1), the majority of adolescent athletes (11) exhibited a contrapuntal career construction style, striving to balance athletic and educational themes in their daily lives. Three boys demonstrated a dissonant style, characterized by an imbalance between sports and academics. In contrast, two girls followed a monophonic approach, displaying strong dedication to academic pursuits and established career aspirations, with comparatively fewer ambitions in sports. Eleven student-athletes maintained their DC construction style from T1 to T2. Interestingly, nearly all adolescents in the contrapuntal group applied for positions in upper secondary sports schools, while those with monophonic or dissonant career construction styles opted for general education programs.

Conclusions: This study sheds light on situational and rational factors shaping career choices among adolescent athletes in lower secondary school, extending beyond previous research focusing on athletes in upper secondary school. Considering that most adolescents transitioned to general education programs with limited support for maintaining a commitment to sports, we question whether sports-oriented lower secondary schools fulfill

	<p>their national objective of preparing students for the increasing demands of both education and sports.</p> <p>You Li (<i>Waseda University</i>)</p> <p>From building stronger bodies to channeling better lives? Ethnographic perspectives regarding the developmental impacts of sport and physical education on underprivileged individuals in multi-ethnic China</p> <p>Despite being continuously contested, the developmental promises of sport keep drawing extensive attention from academic fields such as Sport for Development and Peace (SDP). However, these fields have been disproportionately dominated by Western values and practices, featured by West-led sport-based interventional projects targeting marginalized populations domestically or in low-income countries. In response to the call for alternative practices and additional geographies for the scholarly topic, this qualitative research integrates two case studies grounded on an 18-month ethnographic fieldwork conducted in an underdeveloped region in Southwestern China. Underpinned by relativist ontology and constructionist epistemology, qualitative data were collected at a multi-ethnic college and with an influencer student-athlete of minority ethnicity, respectively, through methods including participant observation, in-depth interviews and go-along fieldwork. Informed by the concept of Tiyu (体育) and the Capabilities Approach, data from the first case were analyzed through reflexive thematic analysis, whereby critical insights were offered regarding the malleable nature of sporting opportunities, which could induce either positive and/or negative developmental impacts on student participants. By applying narrative analysis, the findings of the second case examined the narrative conflicts of the participant's popular media storyline against his veracious life experiences, revealing a tangible gap between the public expectation and the more feasible pathway of how disadvantaged individuals might pivot sport (football) for better life opportunities. The research was concluded by deliberating on the objectives, experiences, constraints and possibilities of traditional sporting provisions and careers relative to personal development in the cultural-specific context of China.</p>
<p>Session 8D (CB 3.1)</p>	<p>James Kay (<i>Flinders University</i>)</p> <p>Closing the Gender Play Gap: A Qualitative Exploration on Female Adolescent Sport Participation, Drop-Outs, and Re-Engagement</p> <p>Objectives: This study explores the phenomena of female adolescent drop-out and re-engagement in organised sport, and assesses reasons for drop-out, reasons for continuation, and importantly, potentially effective re-engagement strategies for this cohort.</p> <p>Methods: Focus groups and individual interviews are utilised to gain perspectives from three distinct stakeholder groups: adolescent females (continuers and discontinuers), adults actively involved in female adolescent sport, and state government staff responsible for the administration of government funded youth sport initiatives and dissemination of grant funding.</p>

Findings and Discussion: This study uncovers a nuanced understanding of the factors contributing to the gender gap in adolescent sport participation. Findings are assessed through the conceptual framework of the Youth Sport System (Dorsch et al., 2022), and a critical realist philosophical underpinning is adopted. Congruence or divergence between the experiences and attitudes described by each participant group further our understanding of whether there is alignment between what female adolescents want from their sporting experience, and what staff, officials, coaches, and other adult figures are providing, or striving to provide.

Conclusions: By synthesising these diverse viewpoints, the paper will contribute to a comprehensive underpinning for the development of targeted interventions aimed at reigniting interest and participation among female adolescents in organised sport and re-engaging the dis-engaged. The findings contribute to the broader discourse on gender equity in youth sport engagement, and will offer practical implications for policymakers, sports administrators, educators, and researchers.

*Please note this study is currently in progress, with full results expected well in advance of QRSE 2024.

Tiphaine Clerincx, Hebe Schailleé, Inge Derom, Evert Zinzen (*Vrije Universiteit Brussel*)

Assessing the feasibility of an intervention for the prevention of gender-based violence for prospective employees in the field of sports

Prospective employees in the sports sector could become change agents in the prevention of gender-based violence (GBV). To do so, a GBV prevention program was developed based on a literature review and insights from undergraduate physical education students in Belgium and Spain. Employing the intervention mapping procedure, we crafted a five-session GBV prevention journey tailored to the needs of our target population. To ensure the viability of this intervention, we conducted a feasibility assessment at the University of Liège (Belgium), which included the perspectives of one facilitator and three observers. We focused on four key indicators: reach, dosage, fidelity, and acceptability.

The facilitator kept written notes after each of the five sessions in their logbook, while the observer documented their observations throughout the sessions. In-depth interviews were conducted after the third session, and a focus group discussion including both study participants was organized upon completion of the GBV prevention journey. The in-depth interviews and focus group discussion were transcribed, and all data collection was analysed through thematic analysis. Our findings revealed satisfactory session content; however, deficiencies in certain knowledge transfer methodologies were identified. Notably, role-playing activities aimed at teaching non-violent communication skills failed to achieve the intended outcomes.

Moreover, challenges arose due to infrastructural constraints leading to deviations from the prescribed activity guide, alongside a lack of knowledge among facilitators regarding trauma-sensitive approaches. The feasibility assessment of the GBV prevention journey emphasizes the need to refine

	<p>intervention strategies and equip facilitators with adequate training to effectively implement GBV prevention programs.</p> <p>Emma Calow (<i>University of Iowa</i>)</p> <p>"Us realizing we have more power than what we think we do is something so great": Motivations of Black women athletes in the U.S. engaging in social justice activism</p> <p>Objectives This paper presentation aims to address the question: why do Black women athletes in the United States engage in activism? Given the evidenced backlash towards and perceived negative repercussions to activism engagement, the overarching purpose of this research was therefore to fill a gap in the current scholarship and to generate, or contribute to, conversation around how athletes have been/continue to utilize their platforms in sport to speak on political matters.</p> <p>Methods The current study used a feminist cultural studies lens to conducted semi-structured interviews. Open and axial coding was used to generate four overarching themes.</p> <p>Findings and Discussion This presentation will report on a subset of a larger set of data. Specifically, one of the key themes that emerged in the context of motivations of Black women athletes to engage in activism is cultivating a better future. Two main categories will be presented: dismantling oppressive systems and committed to the cause. Quotes will be presented to represent the codes, including usable past, activism beyond sport, and empowering the next generation. Positioned as outsiders within, I argue that the Black women athlete activists in this research represent a new generation of athlete activists who are politically conscious, social media- savvy successful "space invaders."</p> <p>Conclusions This study provides new insights on sport activism by highlighting some of motivations of Black women athletes engaged in activism at the collegiate and professional level in the United States. There is a lack of attention to and support for U.S. Black women athletes as leaders and change-agents in social justice movements.</p>
<p>Session 8E (CB 3.15)</p>	<p>Ali Bowes (<i>Nottingham Trent University</i>)</p> <p>Navigating the professionalisation of women's rugby: a player-centred perspective</p> <p>Objectives Rugby has often been characterised as a typically masculine sport, in both participation and in nature (Nauright & Chandler, 1996; Hardy, 2015), and, although there have been developments in participation numbers, women's rugby has often existed on the margins globally (Kanemasu & Molnar, 2019). Despite growth at all levels, including increasing professional opportunities and commercial advances, at the very highest level many women operate on a semi-professional basis where women rugby players balance full- or part- time work with their playing commitments (Taylor et al.</p>

2020; Clarkson et al., 2021; Snyders, 2021). This research seeks to document the development of elite women's rugby in the UK, through understanding the experiences of women connected to the game.

Methods

This research takes a longitudinal focus, drawing on data from a qualitative survey collected during 2021 detailing player experiences, and supplemented with ongoing interviews with current and former players.

Findings

Preliminary findings suggest that players are under a significant amount of pressure in navigating the demands of elite women's rugby, including a constant need for producing a quality 'product'. This is despite disparities in terms of finance and opportunity with players existing as amateurs, semi-professionals, or full-time professionals, and many balancing work or full-time study.

Conclusion

As the women's game continues down a path of professionalism, the time is pertinent to take stock of players' experiences to ensure that these professional processes occur in a way which positively impacts the women's game and caters to the requirements of good player welfare.

Robert J. Booth, Ed Cope, Daniel J.A. Rhind (*Loughborough University*)

Banter is in the eye of the beholder: Reconceptualising banter and bullying from a male youth community football perspective

Objectives: Physical and psychological abuse among young people in football, such as bullying, has been frequently conflated with banter, while research highlights banter and bullying as fluid concepts rather than binary behaviours (Booth et al., 2023). This study addresses the nuanced distinction between banter and bullying in youth football, highlighting the challenge of recognising their fluid nature and preventing the escalation of humour into abuse.

Methods: Employing pragmatist grounded theory (Morgan, 2020), 33 semi-structured interviews and 12 months of observations were conducted with male youth players (N = 15, Mage = 21), coaches (N = 6, Mage = 34), and welfare officers (N= 3, Mage = 33) from three UK community football clubs. Two analysis iterations allowed the researcher to follow up lines of action and explore new emerging ideas.

Findings & Discussion: This study introduces new conceptualisations of banter and bullying, including the notion of "bad banter," emphasising the importance of understanding these terms as dynamic concepts rather than fixed behaviours. Stakeholders stress the importance of considering individual social contracts held within different relationships and the learned social relationship boundaries in understanding banter and bullying within the community football environment. The receiver's reaction is also central to detecting the conceptual line between banter and bullying, further influenced by perceptions of masculinity and UK football cultural norms.

	<p>Conclusion: The present study demonstrates the need to reconsider how we view and navigate banter and bullying within sport, whereby a reflexive learning environment is essential in aiding a safe sport environment.</p>
	<p>Stephanie Stresing (<i>University of British Columbia</i>)</p> <p>Seeking Healthcare Services in Hockey: Understanding Health Behaviours in a Masculine Sport Culture</p> <p>Despite receiving more power, privilege, and opportunity than women in most societal contexts, men experience a lower life expectancy, higher rates of life-threatening disease, and a higher rate of successful suicide. We laud sports as an opportunity to improve health through exercise and social connection, yet we fail to consider the consequences sport cultures may have on men's health behaviours, specifically their relations with seeking healthcare services.</p> <p>Literature suggests that the same traits and characteristics associated with gender-based violence, misogyny, and homophobia - commonly referred to the umbrella term "toxic masculinity" - are also responsible for men's negative health behaviours. This study focuses on the influence these characteristics have on health behaviours in a masculine sport context. Informed by hegemonic theory and hybrid masculinities and underpinned by a constructionist paradigm, 11 semi-structured interviews were conducted with male hockey players (age 17-20) in the Western Hockey League and British Columbia Hockey League to understand how hockey culture shapes men's health behaviours and their use of healthcare services for both preventative and reactive reasons. Using a reflexive thematic analysis, the study's findings speak to how players distinguish "health" from "healthcare" and how the structure and culture of their organization has impacted their use of various healthcare providers.</p> <p>While notions of an "old-school mentality" still exist in Canadian hockey culture, this research identified a shift toward health-promoting ideals in the hockey community, offering hope for continuous improvement in player health and safety. These findings have the potential to inform policy development and effective intervention or education programs.</p>

Thursday 1st August

Parallel session 9: 14.15-15.15

<p>Session (CB 1.10)</p>	<p>Sarah Cuvelier, Sarah Calvin, Charlène Goetgheluck (<i>Aix-Marseille University</i>)</p> <p>AQUA POLO – Exploring the coach-trainee relationship and collective dynamics in an adapted and supervised water polo programme for breast cancer survivors</p> <p>Objectives: It has been shown that physical activity promotes psychological and physical recovery following breast cancer, particularly in the case of supervised group aquatic sports. We hypothesise that an innovative sports coaching proposal will help to improve health. The main objective is to study the feasibility of an adapted water polo programme (aqua-polo) for women after breast cancer. Secondly, we analyse the effect of such practice on the</p>
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patients' recovery and study the relationship between the trainers and the participants.

Methods: This is a prospective, non- randomised, single-centre study with a sample of 24 post-treatment breast cancer patients. The intervention was a 16-week aqua-polo programme in a swimming club, supervised by professional water-polo coaches. Group dynamics, the quality of the coach-participant relationship, and the psychological and social recovery process were assessed through semi- structured interviews and participant observations.

Findings and Discussion: After a categorical analysis guided by the principles of grounded theory, it appears that the programme initiated a process of psychological and social recovery linked to the sporting and collective dynamics of the experiment. The participants described effective social and task cohesion, boosted in particular by the coaches' professionalism. This relational expertise provided emotional support and nurtured the participants' self-efficacy in a demanding and complex discipline.

Conclusions: This study raises questions about the methodology to be used to understand the sporting relationship in a real sporting context for a population in a specific situation. It also raises the question of innovation in the adapted sports interventions offered.

Kae McCarty (*University of San Francisco*)

“What does it take to start a collegiate program? How do we actually do this?,” Steps towards creating US-based, intercollegiate adaptive sports programming

Aim

Only sixteen (16) programs exist which provide elite, intercollegiate sport competition for disabled student athletes in the United States. Not only is this an issue of health, considering the U.S. National Institute of Health now recognizing people with disabilities as a health disparities group, it is also one which highlights inequity experienced by disabled athletes. There is a dearth of knowledge surrounding the intercollegiate adaptive sport landscape or best practices for inception of programs. The aim for this presentation is to gather insight on blending previous research with real-time development of a student- initiated adaptive sports program.

Justification

In Spring of 2024, the author was approached by two students asking for help in creating an adaptive sports program based on the author's previous work and experience having done so at another university. In the United States, sports pipelines occur in tandem to school programming, therefore warranting a partnership with the university. Building off of the author's previous research and guided by community-driven questions (title), this proposed study will use reflexive methodology, possibly autoethnography, to bridge theory and praxis.

Implications

Continued calls for prioritizing research which centers the voices of marginalized people, in this case, disabled athletes, necessitates studies of this kind. If done with critical care, this research has the potential to highlight

	<p>a pathway for programmatic inception which could guide further development of new programs as dictated by the community. Having refined methods at an international conference (QRSE) not only ensures the best research, it leaves room for international thought and findings inference.</p> <p>Niels Boysen Feddersen (<i>Norwegian School of Sport Sciences</i>)</p> <p>Translating Active Rehabilitation from Acquired Spinal Cord Injuries to Acquired Brain Injuries</p> <p>Objectives: Active Rehabilitation is a grassroots transfer of practical and social skills from experienced individuals (i.e., peer mentors) with spinal cord injuries to newly injured people, or those who need it. The successes of the approach have led a Norwegian rehabilitation organisation to adapt it to acquired brain injuries. Despite different epidemiology and pathology, individuals acquiring spinal cord or brain injuries share common long-term challenges (e.g., unmet needs, social isolation, or low community functioning) making adaption of Active Rehabilitation a potentially valuable path to increase life satisfaction whilst living with an acquired brain injury.</p> <p>Methods: Hence, we examined how key elements of Active Rehabilitation are adapted from acquired spinal cord injury to acquired brain injury rehabilitation using 18 months of ethnography as the primary approach. Data was gathered via observations, interviews, documents (e.g., policies), and online resources (e.g., public online communication). Findings and Discussion: we found that the “invisible” nature of brain injuries influence societal attention and funding for tertiary rehabilitation in a negative way. Also, peer mentoring was subtle and mainly included information sharing (e.g., dealing with social services) and sharing coping strategies for brain fatigue and mental health challenges. However, we also saw important limitations of peer mentoring as some mentors were projecting their own perceived traumas onto newly injured people and sharing avoidance strategies, which could exacerbate mental health challenges for newly injured people.</p> <p>Conclusions: Educating peer mentors to support newly injured people at rehabilitation camps and in their communities became more important to increase grassroots transfer.</p>
<p>Session 9B (CB 1.11)</p>	<p>Kaleigh Pennock (<i>University of Waterloo</i>), Erin Brennan (<i>Université de Montréal</i>), Lindsay R. Duncan (<i>McGill University</i>), Emily Kroshus (<i>University of Washington</i>), Jeffrey G. Caron (<i>Université de Montréal</i>)</p> <p>The development of creative nonfiction stories to enhance communication and education of sport-related concussion management</p> <p>Objectives: Effective concussion management hinges on athletes and coaches engaging in safety-related concussion behaviours, including symptom reporting and removal from play. Poor uptake of concussion management strategies likely results from inadequate education approaches that fail to convey the difficulties of appropriate concussion management practices. A shift towards more creative means of presenting concussion education may help identify opportunities for behaviour change interventions.</p>

	<p>Thus, the purpose of this study was to develop creative nonfiction (CNF) stories that convey the complexities of sport-related concussion management.</p> <p>Methods: Ten athletes (16-18 years old, Mage = 17) and six coaches (26- 52 years old, Mage = 42) involved in a variety of sports participated in virtual interviews. Following Martinelli et al.'s (2022) recommendations, we developed composite CNF stories that highlight the challenges associated with concussion management.</p> <p>Findings: This presentation focuses on the story of Jasmine, a 17-year-old soccer player who suffers a concussion during tryouts for a competitive team. The story depicts themes of social belonging and pressure to perform, as Jasmine struggles with balancing the urge to impress her coaches by playing through suspected concussion symptoms, with disclosing symptoms and seeking medical management. Jasmine's coaches are central in the story as they both negate and uphold safety-related concussion behaviours.</p> <p>Conclusions: Jasmine's story highlights psychosocial processes that influence concussion behaviours. The presentation will discuss the possibilities of using CNF stories to elicit behaviour change around concussion management and will consider the integration of creative practices to generate impact with concussion education.</p>
	<p>Talia Ritondo, Audrey Giles (<i>University of Ottawa</i>)</p> <p>Lessons from Activists for Transgender and Non-Binary Athletes' Inclusion in Sport: The Fight for Pregnant and Mothering Athletes</p> <p>Objectives Transgender (trans) and non-binary (NB) athletes and pregnant and mothering athletes face patriarchal, capitalistic, racist, and colonial discourses related to their bodily autonomy and abilities; however, there is significantly more debate (Jones et al., 2020; Richardson & Chen, 2020) and development (Jones et al., 2017) surrounding sport inclusion policies for trans and NB athletes when compared to debate and creation of policies for pregnant and mothering athletes (Scott et al., 2022). In this conceptual presentation, we examine how similar dominant gender discourses impact trans, NB, pregnant, and mothering athletes, then discuss how these similarities can inspire activism approaches.</p> <p>Discussion Two discourses that limit trans, NB, pregnant, and mothering athletes' involvement in sport are: i) these athletes' abilities must be policed; ii) these athletes' bodily autonomy must be monitored. These discourses police how athletes ought to behave and if/how they are allowed to participate. We argue that activists fighting for pregnant and mothering athletes' involvement in sport ought to engage with advocacy strategies of activists who have fought for trans and NB-inclusive policies. Specifically, qualitative exercise and sport research that centers trans and NB athletes' voices (Semerjian, 2019), educational efforts like mythbusting (Lucas-Carr & Krane, 2011), and systematic reviews to synthesize critical information (Jones et al., 2017).</p> <p>Conclusions</p>

	<p>Exploring these approaches is essential because, through solidarity, we may draw upon each other's strengths to work towards social justice initiatives that not only create inclusive environments for athletes but also amplify equity-owed athletes' voices and change dominant discourses in sport.</p> <p>Kassandra Welch, Erica Bennett, Olivia Fischer, Naomi Maldonado-Rodriguez (<i>The University of British Columbia</i>), Cassandra Phoenix (<i>Durham University</i>), Meredith Griffin (<i>McMaster University</i>) Meghan McDonough (<i>University of Calgary</i>)</p> <p>“We were taught to hate our bodies”: LGBTQ+ older adults’ stories of pleasurable physical activity and body self-compassion as comforting companions yet dangerous adversaries</p> <p>Drawing on data from a series of 77 life history interviews with 40 LGBTQ+ adults aged 50 to 86, we examined how age, gender, and sexuality shaped the stories told about experiences with the body and physical activity across the life course. Through thematic, structural, and performative narrative analyses, we identified two overarching narrative themes in the participants' accounts, namely resistance tactics: pleasure and self-compassion, and resilience: comforting yet dangerous. To reclaim body agency and identity-related pride in the face of trans- and homonegativism, participants told stories of pleasurable physical activity. This storytelling tactic was embodied in diverse ways: queer women recounted stories of belonging through sport, gay men found freedom through movement in response to historical exclusion from physical activity spaces, and trans and gender non-conforming participants oscillated from affirming to dysphoric activity engagement over time and contexts. Age-related changes to function and health engendered loss of trust in the body and a slowing of movement-related rhythms, which participants negotiated through stories of (aspirational) body self-compassion to denote efforts to love oneself in the face of reluctant self-acceptance, affirm their resilience, and safeguard themselves from the harms of ageism and cisheterosexism. The findings illuminate how stories of reclaimed body, identity, and physical activity-related agency are both comforting companions and dangerous adversaries; they let counter narratives of aging breathe Sensitive content: This presentation covers the potentially challenging topics of homophobia, transphobia, and body dissatisfaction and dysphoria in physical activity contexts. This research is a narrative constructionist study grounded in life history interviews. How experiences related to physical activity and the body are shaped by oppression in relation to sexuality and gender across the life course will be discussed.</p>
<p>Session 9C (CB 1.12)</p>	<p>Maria José Camacho-Miñano (<i>Universidad Complutense de Madrid</i>)</p> <p>Co-researching digital health with young people through new materialism: digital diaries as ongoing ‘intraactions’</p> <p>Objectives: This proposal examines how we used digital diaries to co-research with young people about digital technologies for healthy lifestyles, focusing on the affects, relations and learnings. Specifically, we will explain how we conceived and developed the digital diaries tool and the protocol for data collection in the DigitalHealthEdu project and we will present some preliminary results.</p>

Methods: Drawing in a feminist new materialist approach, we conceived the process of collecting data through digital diaries with young people at schools as a rhizomatic and complex experience of collaborative knowledge production that unfolded through successive and ongoing ‘intraactions’ between human and non-human and social and material entities (Barad, 2007).

Findings and discussion: ‘Putting to work’ new materialist concepts, we produced a ‘living’ research process which recognized: 1) our own intraactions within the research assemblage; 2) the school intraactions with the research processes (recognizing the constitutive agency of staff, teachers, discourses around digital technologies, spaces-time matter, etc.); 3) the young people intraactions with us in different moments, and with the digital platform to develop their digital diaries. This tool allowed participants to capture their digital health experiences in their natural, spontaneous context, providing nuanced information within the contexts of their material, sensory and social worlds.

Conclusions: Digital diaries through a new materialist approach made possible to identify the multitude of human and non-human elements which intra-act and generate affective forces that open or close opportunities for the production of data and co-creating knowledge about digital health with young people in schools.

Rodrigo Soto-Lagos (*University of Santiago of Chile*), Gabriel Urzúa (*San Sebastian University*), Tatiana Castillo, Pablo Romero, Luiz Pozo (*University of Santiago of Chile*)

Socio-Ecological Assemblages to Develop a Whole-School Policy Intervention: Insights from Chilean Case

Physical inactivity poses a global pandemic, particularly affecting girls and women. Both the WHO and the UNESCO advocate for schools to play a strategic role in addressing this issue. In Chile, despite public and private initiatives focusing on raising awareness about diet and physical activity, notable success remains elusive.

This project is anchored in a qualitative epistemology and a theoretical-methodological framework connected to the socio-ecological model and the perspectives of new materialisms. It engages in a dialogue with emerging viewpoints in Public Policy and body practices. The project seeks to comprehend the socio-ecological structures that public and private schools in Chile establish to work with physical inactivity.

The preliminary findings reveal three crucial aspects. Firstly, cross-sectoral collaboration and multilevel governance stand out as pivotal elements in developing an effective whole-school intervention. Secondly, a whole-school intervention must be locally relevant for various stakeholders, including students, families, teachers, non-teaching staff, administrators, workers, organizations, and the community. Thirdly, policy should reconsider concepts aimed at promoting physical activity in schools. In this context, the incorporation of body practices, new materialism, and the ecological model offers a more integrative and democratic approach to fostering physical activity.

	<p>In conclusion, a comprehensive whole-school intervention to enhance physical activity underscores the necessity for policy considerations that encompass the intricate interplay of institutional, local, and personal aspects of physical activity.</p> <p>Sine Agergaard, Verena Lenneis (<i>Aalborg University</i>)</p> <p>Social technology: An ethnographic study of walking as health promotion, everyday activity and research method</p> <p>Walking is popular and supported by an industry of digital technology such as wearables and apps that can quantify and measure the effect of walking. In line with this development research is predominantly focused on the health promoting effects of walking, while less attention has been turned to the range of social rationalities for walking. The aim of this paper is to utilize the lens of social technology to examine sport and exercise activities as socially fabricated tools that shape human interactions. Our reflections are based on an ethnographic study with migrant women who engaged in a walking program organized by a municipal health promotion unit. Through our study we experienced the ambiguity of rationalities at play ranging from walking as an institutionalized tool to health promotion, over walking being an everyday technique, to walking also being a potential research method for us. We found that the different rationalities of walking frequently clashed, and that understanding such encounters were key to the parties involved. Our paper seeks to contribute to supplement the prevalent medicalized perspectives on activities such as human walking and suggest that the social technology lens is relevant for researchers and practitioners to further utilize within the sports and exercise field.</p>
<p>Session 9D (CB 2.6)</p>	<p>Jess Macbeth, Andrew Sprake (<i>University of Central Lancashire</i>)</p> <p>The socialisation experiences of visually impaired women into football in England</p> <p>Objectives – Since it was announced that the inaugural Women’s Blind Football World Cup would be held at the 2023 International Blind Sports Federation (IBSA) World Games in Birmingham (UK), the last few years have seen a concerted effort to develop the game for women in England. Adopting an intersectional approach, this presentation explores players’ lived experiences of socialisation into visually impaired (VI) football.</p> <p>Methods – We utilise in-depth semi- structured interviews conducted with a purposive sample of women who have participated in VI football at any level in England.</p> <p>Findings and Discussion – Players have had diverse sport socialisation experiences due to the nature of VI and, more significantly, socially imposed restrictions of activity. Key findings and discussion points include: mainstream PE as exclusionary for VI girls; players having no / limited awareness of opportunities until adulthood; whilst football is empowering and can foster agentic experiences, players negotiate challenges associated with the way VI football opportunities for women are organised. Ultimately, their experiences of becoming and being VI footballers have been shaped by complex combination of being female, disabled and VI in the male-dominated, ableist and ocularcentric sporting spaces they inhabit.</p>

	<p>Conclusions – With the development of VI football specifically for women being a relatively recent phenomena, listening and responding to the voice of players is of utmost importance to ensure stakeholder decision-making prioritises players’ needs.</p>
	<p>Rachel Allison (<i>Mississippi State University</i>), Radoslaw Kossakowski (<i>University of Gdańsk</i>), Stacey Pope (<i>Durham University</i>)</p> <p>Stable Care, Varied Practice: A Longitudinal Study of U.S. Women’s Professional Soccer Fandom</p> <p>Scholars have recognized that sports fandom is not static, but temporal and fluid. However, little longitudinal research has traced the development of fandom over time, especially in women’s sport. This analysis draws from interviews with 35 U.S. adults who attended the 2019 Women’s World Cup and were re-interviewed after the 2023 Women’s World Cup to consider how and why fandom of U.S. women’s professional soccer develops over time. Findings show stability in high levels of identification but fluctuating practices. Themes of the life course and opportunity structure point to the importance of individual and team/league changes to fans’ ability to engage in a range of behavioral expressions of their attachment to women’s soccer, and account for the small number of participants whose attachment to women’s soccer also waned.</p>
	<p>Zhuotong Wu (<i>Durham University</i>)</p> <p>Chinese Women’s Initiation into Football Fandom under Confucianism</p> <p>Football operates as a place of reproducing Connell's (1995) 'hegemonic masculinity' in most countries across the globe. Women fans are perceived as 'inauthentic' supporters. Men perform the role of 'significant others' and introduce girls to this domain. However, existing literature has largely focused on the experiences of white Western women and there is an urgent need to look at Chinese women sports fans (Pope, 2017; Toffoletti, 2015). Based on online semi-structured interviews (n=40) of women fans of the Chinese Football Association Super League (the CSL) clubs, this research explores how traditional Confucian norms influence Chinese women's initiation into football fandom. Our methods of analysis use reflexive thematic analysis. We examine the following themes: Patriarchal Worship; Intimate Female Key Figures; and Adolescent Stress. The role of the male key figure is accompanied and reinforced by the obedience to patriarchy as emphasized by traditional Confucian norms. However, the introduction of football fandom by female key figures for Chinese women is characterized by a gentleness and more wholesome approach. The Confucian norm of honouring academic excellence operates on adolescents through parents and teachers, with the resulting mental pressures considered to be a key factor in the initiation of Chinese women into football fandom.</p> <p>In conclusion, this paper makes one contribution towards changing the dearth of research on Chinese women football fans. Confucian norms have positively influenced Chinese women to become football fans as children and adolescents through different key figures, respectively, yet this tends to be accompanied by negative outcomes for women's mental health.</p>

Session
9E
(CB 3.1)

Georgia Clay, Adam B. Evans, Jacquelyn Allen-Collinson, Hannah Henderson (*University of Lincoln*)

Understanding professional relationships for physical activity provision in community stroke rehabilitation: a figurational study

Objectives:

Drawing on figurational sociology, this study explores the perceptions of professionals who support older adult stroke survivors to engage in physical activity (PA) in community settings; a currently under-researched domain. Professionals' 'bonds of association' influence PA provision, support, and participant experiences.

Methods:

Twelve semi-structured interviews were conducted with professionals supporting PA within community stroke rehabilitation. The interviews were supported by a figurational mapping activity where participants created visual representations of their professional networks, based on the strength and closeness of their bonds of association. Data were analysed via reflexive thematic analysis.

Findings and discussion:

Preliminary data analysis identified overarching themes in line with Wouters' (2014) figurational framework, representing balances of power and control between professionals with different roles within hierarchies, and between stroke survivors and their families. Despite some unequal power balances, informal, multidisciplinary team working was generally preferred, with cooperation between services favoured over competition. Self-control to engage in PA is also considered important for stroke survivors to engage in PA, and participants highlighted their perceptions of PA embodiment after stroke and in later life.

Conclusions:

Via figurational sociology, this research provides novel understandings of the provision of PA for stroke survivors. Original findings identified how associative bonds between professionals, both within and external to their figurational networks, and bonds with patients and family, have important implications for the access and success of PA opportunities in community stroke rehabilitation.

Peter J. Young (*Simon Fraser University*), Christine Wallsworth (*Patient Voices Network*), Hitika Gosal, Dawn C. Mackey (*Simon Fraser University*)

"I want to live a quality life": Outcomes of physical activity participation that are important to older adults

Objectives: Randomized controlled trials that deliver physical activity interventions have demonstrated benefits for older adults across numerous health outcomes. However, too little attention has been directed to ensuring that such trials are measuring patient-relevant outcomes. To support outcome selection for future trials, the objective of this study was to understand what outcomes related to their physical activity participation older adults find important.

	<p>Methods: We conducted 12 semi- structured individual interviews with adults aged 65 years and over and analyzed interview transcripts with a reflexive thematic analysis.</p> <p>Findings and Discussion: Older adults desired diverse outcomes from their physical activity participation ranging from generic (e.g., quality of life) to specific (e.g., leg strength). Relevant outcomes were classified under five themes: physical, clinical, social, psychological, and overarching, each with respective subthemes. Relevant outcomes were complexly nested within and interrelated amongst one another.</p> <p>Conclusions: The outcomes that older adults found important were plentiful and rooted in a desire to improve their quality of life. Some of the outcome themes have been reported frequently in past trials (e.g., physical), but others have not (e.g., social). Future researchers should be aware of and responsive to the priorities of older adults when designing trials and defining outcomes.</p>
	<p>Adam B. Evans, Michelle S.B. Lindop (<i>NEXS, University of Copenhagen</i>)</p> <p>Move@Work: Preliminary Reflections on Physical Activity Promotion in the Workplace in Five European Countries</p> <p>The workplace is often promoted as a space for the promotion of active lifestyles, yet debates exist concerning the impact such promotion can have upon issues such as employee autonomy, the balance between work/leisure time, and the ethics of employer surveillance of employee health and activities. Conducted in 2023, this study investigated the perspectives of 20 diverse European employers on promoting physical activity in the workplace through a series of group interviews. The research involved representatives from Danish, Dutch, French, Belgian, and Swiss small- medium and large companies. Interviews were conducted in hybrid format in native languages and reflexively thematically analysed. A Foucauldian theoretical frame was adopted. Findings suggest the prevalence of narrow discourses of physical activity among companies, often equating it solely with sports or organized exercise. Despite this, the social aspects of physical activity were considered crucial for fostering new relationships, team building, and minimising the negative effects of social hierarchies. Company culture and values significantly influenced the incorporation of physical activities; flexibility, voluntariness, and supporting maintenance of a healthy work-life balance were highly valued. Some companies, however, feared compromising these values by prescribing and surveilling physical activities. Challenges in evaluating and monitoring physical activity initiatives in the workplace were also identified. The study proposed recommendations, including promoting physical activity beyond sports, integrating it into daily tasks, aligning activities with company culture, and considering health and wellbeing as integral to business success. Findings contributed to the development of a strategic initiative for promoting physical activity in diverse workplace environments.</p>

List of QRSE2024 Delegates

No.	Last Name	First Name	Organisation/ Affiliation
1.	Agergaard	Sine	Aalborg University, Dk
2.	Allen	Jonathan	Leeds Beckett University
3.	Allison	Rachel	Mississippi State University
4.	Ashdown-Franks	Garcia	Brunel University
5.	Bailey	Aly	McMaster University
6.	Beggan	Angela	University of the West of Scotland
7.	Behra	Gaétan	
8.	Bennett	Erica	The University of British Columbia
9.	Bernasconi	Solene	
10.	Book	Robert	University of South-Eastern Norway
11.	Booth	Robert	Loughborough University
12.	Bowes	Ali	Nottingham Trent University
13.	Bowles	Harry	University of Bath
14.	Brennan	Cillian	Dublin City University
15.	Bristow	Maxine	
16.	Bjørndal	Christian Thue	Norwegian School of Sport Sciences
17.	Bundon	Andrea	University of British Columbia, Canada
18.	Buyukakten	Ekin	University of Regina
19.	Calder	Laura	University of the West of Scotland
20.	Camacho-Miñano	Maria José	Universidad Complutense de Madrid
21.	Camiré	Martin	University of Ottawa
22.	Carew-Robinson	Katie	University of Portsmouth
23.	Cavallerio	Francesca	Anglia Ruskin University
24.	Chance	Veronique	Anglia Ruskin University
25.	Clark	Marianne	Acadia University
26.	Clarke	Felicity	Anglia Ruskin University
27.	Clarke	Nicola	Leeds Beckett University
28.	Clift	Bryan	North Carolina State University
29.	Cook	Simon	Birmingham City University
30.	Corsby	Charlie	Cardiff Metropolitan University
31.	Costas	Ioannis	University of Bath
32.	Crawford	Kaitlin	University of Bath
33.	Curtis	Rylan	University of Toronto
34.	Cuvelier	Sarah	Aix-Marseille University
35.	Darpatova-Hruzewicz	Donka	University SWPS School of Humanities and Social Sciences, Warsaw, Poland
36.	Davies	Georgia	
37.	Davis	Freya	

38.	Day	Melissa	University of Chichester
39.	de Cruz	Nicholas	University of Surrey
40.	Dent	Amy	University of Portsmouth
41.	Devís Coret	Núria	Universitat de València
42.	Dobrowolski	Sarah	University of Alberta
43.	Dodge	Bryнна	University of Birmingham
44.	Domino Oestergaard	Lars	Aalborg University
45.	Eccles	Jade	St Mary's University
46.	Edwards	Christian	University of Worcester
47.	Ejike	Glory	Nottingham Trent University
48.	Eke	Abimbola	University of Saskatchewan
49.	Elliott	Sam	Flinders University
50.	Feddersen	Niels	Norwegian School of Sport Sciences
51.	Flower	Kirsten	Swansea University
52.	Forde	Shawn	University of British Columbia
53.	Foster	Emma	Canterbury Christ Church University
54.	Francombe	Jessica	University of Bath
55.	Garcia Sola	Marina	Universitat Autònoma de Barcelona
56.	Gluchowski	Ashley	University of Salford
57.	Glynn Kelly	Samantha	University of Limerick
58.	Goodyear	Victoria	University of Birmingham
59.	Griffin	Meridith	McMaster University
60.	Griffiths	Carine	Anglia Ruskin University
61.	GrønkJær	Allan	Norwegian School of Sport Sciences
62.	Hall	Jennifer	Born in Bradford
63.	Harris	Alex	University College Birmingham
64.	Hathaway	Helen	Loughborough University
65.	Heaviside	Helen	Leeds Trinity University
66.	Herrick	Shannon	University of British Columbia
67.	Hiemstra	Marit	Nottingham Trent University
68.	Hill	Joanne	University of Bedfordshire
69.	Hlasova	Helena	University of Bern, Switzerland
70.	Hockin-Boyers	Hester	Durham University
71.	Hoeber	Larena	University of Regina
72.			University of the West of Scotland
73.	Howe	David	University of Western Ontario
74.	Humphrey	Kimberley	Scottish Sport Association
75.	Irish	Thomas	Western University

76.	Joseph	Janelle	Brock University
77.	Kay	James	Flinders University
78.	Knight	Camilla	Swansea University
79.	Kousalova	Michaela	University of Portsmouth
80.	Kyle	Pip	Newcastle University
81.	Lamarche	Larkin	York University
82.	Laughton	Ryan	Anglia Ruskin University
83.	Lev	Assaf	Ono Academic College
84.	Li	You	Waseda University
85.	Litchfield	Catherine	Flinders University
86.	Lloyd-Evans	Phoebe	University of Leicester
87.	Loka Øydna	Marie	Norwegian School of Sport Sciences
88.	Love	Jessica	University of Portsmouth
89.	Macbeth	Jess	University of Central Lancashire
90.	Martin	Dan	Newcastle University
91.	Martyn	Rachel	
92.	McCarty	Kathleen	University of San Francisco
93.	McDonald	Katrina	Anglia Ruskin University
94.	McEwan	Hayley	University of the West of Scotland
95.	McGannon	Kerry	Laurentian University
96.	Mckeever	Jonathon	University of Birmingham
97.	McLoughlin	Ella	Nottingham Trent University
98.	Meggitt	Ashley	Anglia Ruskin University
99.	Mejías	José	Universitat Autònoma de Barcelona
100.	Merchant	Stephanie	University of Bath
101.	Merino	Victor	Autonomous University of Barcelona
102.	Middleton	Thierry	University of Portsmouth
103.	Miller	Johanne	University of the West of Scotland
104.	Milne	Morgan	University of Birmingham
105.	Milne	Aalaya	University of Toronto
106.	Monforte	Javier	Universitat de València
107.	Morgan	Callum	University of Essex
108.	Murapa	Lewis	Swansea University
109.	Newport	Rachel	Disability Sport Wales
110.	O'Donnell	Kayleigh	Flinders University
111.	O'Hanlon	Rebecca	University of the West of Scotland
112.	Oliver	Marta	Universitat de València
113.	Osei-Nimo Annor	Dennis	University of Western Ontario

114.	Pang	Bonnie	University of Bath
115.	Pankow	Kurtis	Swansea University
116.	Papathomas	Anthony	Loughborough University
117.	Peng	Bo	The Chinese University of Hong Kong
118.	Pennock	Kaleigh	University of Waterloo (V)
119.	Perez-Samaniego	Victor	Universitat de València
120.	Phoenix	Cassie	Durham University
121.	Pocock	Molly	Nottingham Trent University
122.	Poole	Reuben	Swansea University
123.	Pope	Stacey	Durham University
124.	Porter	Jesse	University of Toronto
125.	Powis	Ben	Bournemouth University
126.	Prescott	Amy	Brunel University London
127.	Pruett	Erin	Nottingham Trent University
128.	Quinton	Mary	University of Birmingham
129.	Ratzlaff	Brooklynn	The University of British Columbia
130.	Renfree	Gill	University of Worcester
131.	Reol	Lise	VIA University College
132.	Riley	Sarah	Massey University
133.	Ritondo	Talia	University of Ottawa
134.	Roderick	Martin	Durham University
135.	Rose	Lauren	The Open University
136.	Rowland	Robert	University of Portsmouth
137.	Saarinen	Milla	Norwegian School of Sport Sciences
138.	Semenova	Anna	Swansea University
139.	Shepherd	James	Nottingham Trent University
140.	Shubber-Barton	Becky	St. Mary's University
141.	Simpson	Richard	Leeds Trinity University
142.	Smith	Brett	Durham University
143.	Sola	Marina Garcia	Universitat Autònoma de Barcelona
144.	Sopp	Elena	Portsmouth University
145.	Soto-lagos	Rodrigo	University of Santiago of Chile
146.	Sparkes	Andrew	Leeds Beckett University
147.	Stresing	Stephanie	University of British Columbia
148.	Gabriel	Aaron	Durham University
149.	Strongman	Clare	Anglia Ruskin University
150.	Szedlak	Christoph	Hartpury University
151.	Thomas	Irish	Western University

152.	Thompson	Regan	The University of British Columbia
153.	Tidmarsh	Grace	University of Birmingham
154.	Trainor	Lisa	University of British Columbia
155.	Thrower	Sam	Oxford Brookes University
156.	Tupper	Emily	Durham University
157.	Vargas	Maria	Loughborough University
158.	Walsh	Brianna	Swansea University
159.	Wang	Lanfei	University of Bath
160.	Wang	Haihui	University of Birmingham
161.	Ward	Sarah	Edge Hill University
162.	Warden	Claire	Loughborough University
163.	Washiya	Yosuke	Tohoku University
164.	Wedege	Pia	Norwegian School of Sport Sciences
165.	Welch	Kassi	The University of British Columbia
166.	Wensel	Sophie	University of Toronto
167.	Whitehead	Amy	Liverpool John Moores University
168.	Williams	Toni	Durham University
169.	Williams	Olivia	University of Central Lancashire
170.	Wilcock	Laura	Leeds Beckett University (V)
171.	Wilcock	Rachel	Edge Hill University
172.	Wu	Zhuotong	Durham University
173.	Yeagers	Dee	Nottingham Trent University
174.	Young	Peter	Simon Fraser University
175.	Zamora Sole	Rocio	Universitat Autònoma de Barcelona
176.	Zhao	Kaixi	Loughborough University

V = Virtual Delegate

