



NATIONAL
YOUTH SPORT
CONFERENCE

NYSC 2023 CONFERENCE HANDBOOK

NOVEMBER 16-17 | ADELAIDE, AUSTRALIA



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A WELCOME MESSAGE FROM THE CONVENOR

Dear Delegates,

On behalf of the [SHAPE Research Centre](#) at Flinders University and the South Australian Government's Office for Recreation, Sport and Racing, we warmly welcome you to the 1st National Youth Sport Conference (NYSC) 2023. Adelaide is home to the iconic [Adelaide Oval](#), world-renowned [McLaren Vale](#) and [Barossa](#) wine regions, and the famous [Glenelg beach](#). The city is also surrounded by stunning countryside, such as the [Fleurieu Peninsula](#) – South Australia's ultimate coastal and inland playground, the magical [Adelaide Hills](#) wineries and local food producers, and the untouched landscapes of [Kangaroo Island](#) for those seeking the ultimate wildlife experience. We hope you have time to explore Adelaide and its surrounding areas on this trip. If not, please do consider a future visit, and connect with our research centre – home to a leading team of interdisciplinary researchers in the field of youth sport aiming to make a positive impact on health, wellbeing and movement behaviour.

We are very excited about this inaugural program. We have arranged a series of thought provoking and engaging sessions for you throughout the conference, a world-class line-up of keynote presentations from Professor Jean Côté (Queens University, Canada), Professor Camilla Knight (Swansea University, Wales), and Professor Rochelle Eime (Federation University), and presentation of prestigious NYSC 2023 awards. Our academic programme is matched by a memorable social programme, including welcome pre-conference BBQ, conference awards function (cocktail reception), and a post-conference wine tour.

We are grateful for the support provided by the SHAPE Research Centre and the South Australian Government's Office for Recreation, Sport and Racing, which has helped to keep delegate costs as low as possible. We are also grateful for the in-kind support of our industry partners Good Sports, Beyond the Club, Lumin Sports, Sports Power Zorich Group, Active Inclusion, Human Kinetics, C2M, PASI, Flinders Institute for Mental Health and Wellbeing, and Raidis Estate.

Finally, these events are always organised in addition to the demands of normal academic duties. They simply would not take place without the time, expertise, and goodwill of the conference organising and scientific committees. Thank you for your time, energy, and enthusiasm, especially over the last 9 months. Our appreciation extends to our team of Flinders University student volunteers who have made this event possible.

Sincerely,
Associate Professor Sam Elliott
NYSC 2023 Conference Convenor



SCIENTIFIC COMMITTEE

The conference organising committee would like to recognise and express our sincere gratitude for the academic staff and Higher Degree Research students who generously reviewed abstracts for the National Youth Sport Conference 2023. The high-quality conference program would not have been possible without their collective expertise and feedback have ensured that the program.

**Associate Professor
Sam Elliott**

**Professor Murray
Drummond**

**Associate Professor
Ivanka Prichard**

**Professor Claire
Drummond**

**Associate Professor
Deb Agnew**

**Associate Professor
Maarten Immink**

**Associate Professor
Shane Pill**

Dr Jasmine Peterson

Dr Kym Williams

Ms Sarah Crossman

Ms Kayleigh O'Donnell

Ms Julia Church

Mr James Kay

Ms Emilea Mysko

Ms Velvet Klass

Ms Kate Rasheed

**Ms Catherine
Litchfield**

Ms Emma Milanese

Mr Glen Fernandes

Mr Ashley Montero



CONFERENCE PLANNING COMMITTEE



A/Prof Sam Elliott
SHAPE Research Centre
Flinders University



A/Prof Maarten Immink
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Prof Murray Drummond
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Ms Michelle Crisp
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Ms Sarah Crossman
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Mr James Kay
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Miss Madison Richter
SHAPE Research Centre
Flinders University



Mr John Cranwell
Chief Executive Officer
Active Inclusion

STUDENT VOLUNTEERS



Mr Tom Rowntree
Student Volunteer



Mr Ben Senior
Student Volunteer

KEYNOTE SPEAKERS



PROFESSOR JEAN CÔTÉ

Queen's University, Canada

Dr. Côté's research interests include the examination of (a) the interaction between youth, their social dynamics (coaches, parents, peers), and the environment for the development of personal assets and excellence in sport, and b) the factors that affect personal development, participation, and performance in sport. His most recent research grants involve the examination of parents as "consumers" in the youth sport system and the use of observation techniques to examine the influence of Transformational Coaching on athletes' development.



PROFESSOR CAMILLA KNIGHT

Swansea University, Wales

Professor Knight is an esteemed researcher and academic at Swansea University, specialising in the area of children's psychosocial experiences of sport and parental influence. With several years of experience in the field, she is a renowned expert in the social and psychological aspects of youth sport participation, particularly in the areas of parent involvement, coaching, and parent-coach relations. Her research has contributed significantly to the understanding of enhancing youth sport participation and understanding parental involvement.



PROFESSOR ROCHELLE EIME

Federation University, Australia

Professor Eime is a renowned sports scientist and behavioural epidemiologist at Federation University. Her research focuses on promoting physical activity and sport participation among individuals and communities. Key areas of her research include trends in participation, value of sport participation on health and the relationship between sport facilities and participation. As the Director of Physical Activity and Sport Insights (PASI), Professor Eime works closely with organisations to improve evidence-based decision making in the sport and wellbeing sectors. She is also a member of the National Sport Research Agenda (NSRA) Advisory Group.

PROGRAM OVERVIEW

Thursday 16th November		
8:30 - 9:00am	Registration	
9:00 - 9:10am	Welcome & Minister's Address: Hon Katrina Hildyard MP	
9:10 - 9:55am	Keynote 1: Professor Jean Côté (LT1)	
10:00 - 11:00am	Parallel Session A1 (LT1) Integrating Long-Term Athletic Development to Maximize Development in Adolescent NT Swimmers Dr Stuart Evans & Dr Bagley, La Trobe University	Parallel Session A2 (LT2) Factors Associated with Sports Injuries in Adolescents Who Play Team Sports at a Non-elite Level: A Scoping Review Mr David Sainsbury, Curtin University
	Exploring Talent Development Through a Pacific Service Model Lens Dr Dion Enari, Auckland University of Technology	Sport Specialisation and Injury in NZ Youth Assoc. Prof. Chris Whatman, Auckland University of Technology
	Exploring The Talent Development Environment in Australian Judo Dr Katie Slattery, University of Technology	Social Support and Injury Recovery in Female Australian Football Ms Catherine Litchfield, Flinders University
	Rethinking The Role of The Coach in Talent Identification Dr Alex Roberts, Queensland Academy of Sport	Do Footwear Design Features Affect Anterior Cruciate Ligament Force During Landing in Young Females? Mr Pei Wei Chi, University of Melbourne
11:00 - 11:30am	Morning Tea (including digital scientific posters)	
11:30 - 12:00pm	Rapid Communications (LT1)	
12:00 - 1:00pm	Parallel Session B1 (LT1) Considerations for Menstrual Cycle Tracking in Sport Ms Mikaeli Carmichael, La Trobe University	Parallel Session B2 (LT2) Generating Culture Change in Youth Sport in NZ Assoc. Prof. Simon Walters, Auckland University of Technology
	Relative Age Effects on French Swimmers' Performances Miss Audrey Difernand, INSEP	Using Sport to Drive Social Inclusion for Newly-Arrived Ezidi People in Regional Australia Dr Kristy O'Neill, University of New England
	Factors Affecting Swimming Start Performance: A Systematic Review Mr Joshua Wooldridge, University of Sydney	Polyfest: A Space for Pacific Youth to Participate and Compete As Themselves Miss Tita Leaupepe, Auckland University of Technology
	Training and Sleep in Youth Basketballers Mrs Tanisha Tate, Deakin University	The Social and Cultural Responsibilities of Community Youth Sporting Clubs Miss Kayleigh O'Donnell, Flinders University
1:00 - 1:45pm	Lunch	
1:45 - 2:30pm	Keynote 2: Professor Rochelle Eime (LT1)	
2:30 - 3:15pm	Parallel Session C1 (LT1) The Gender Play Gap: Re-Engaging Female Adolescents in Organised Sport in South Australia Mr James Kay, Flinders University	Parallel Session C2 (LT2) Parental Psychological Abuse in Youth Sport Assoc. Prof. Sam Elliott, Flinders University
	How Past Experiences of Playing Sport Contribute to the Persistence and Disruption of the Gender Leadership Gap Dr Jodie Skellern, Macquarie University	"I didn't know I was disclosing... I was reiterating what happened..." Children Telling Adults About Violence in Sport Dr Aurélie Pankowiak, Victoria University
	Understanding Youth LGBTIQ+ Participation in Sport Dr Ryan Storr & Dr Carleigh Yeomans, Swinburne University	A Paradigm Shift: Understanding Trauma Informed Approaches in Youth Sport Dr Lisa Olive, Deakin University
3:15 - 3:45pm	Afternoon Tea (including digital scientific posters)	
3:45 - 4:45pm	Parallel Session D1 (LT1) Uptake of the South Australian Sports Voucher Program Dr Rachel Curtis, University of South Australia	Parallel Session D2 (LT2) Teachers Coaching Rugby in Regional Schools: Challenges, Needs and Strategies that Work Dr Dave Robinson, University of Southern Queensland
	Longitudinal Outcomes of Specific Youth Sports Ms Kelcie Miller, Menzies Institute for Medical Research	Coach Development in Local Volleyball Ms Nicole Hannan & Prof. Peter Grootenboer, Griffith Institute for Educational Research
	Parental Perspectives of the Impact of Free Sports Programs for Youth in a Low SES Community Ms Emma Milanese, Flinders University	Self-Identified and Observed Coaching Styles of Australian Junior Community Cricket Coaches in During Net Sessions Dr Brenden SueSee & Assoc. Prof. Shane Pill, University of Southern Queensland & Flinders University
	Developing an Evaluation Strategy for the South Australian Sports Voucher Program - a Delphi Study Ms Catherine Simpson, University of South Australia	Challenges for Volunteer Community Rugby Union Coaches in Regional Queensland Dr Dave Robinson, University of Southern Queensland

PROGRAM OVERVIEW

Friday 17th November	
9:10 - 9:55am	Keynote 3: Professor Camilla Knight (LT1)
10:00 - 11:00am	Parallel Session A1 (LT1) "Engage Me!" A Multi-Sport Rapid Ethnography of Club Interactions with Parents From The Beginning of the Youth Sporting Season Mr Glen Fernandes, Flinders University Evaluating An Educational Program to Improve Parental Behaviours in Youth Sport Miss Emilea Mysko, Flinders University Let Me Tell You a Story: An Autoethnographic Tale of Being a Youth Sport Parent Prof. Murray Drummond, Flinders University
	Parallel Session A2 (LT2) Barriers For Mental Health Support in Sport Assoc. Prof. Sam Elliott, Flinders University The Impact of Sport Retirement on Mental Health and Sleep: A Qualitative Study of Female Ex-Gymnasts Mr Ashley Montero, Flinders University Conceptualising School Sport with Educative Value Assoc. Prof. Shane Pill & Assoc. Prof. Deb Agnew, Flinders University Protecting Youth Athlete Mental Health During the Transition into Elite Sport Dr Lisa Olive, Deakin University
	Morning Tea
11:00 - 11:30am	
11:30 - 12:30pm	Parallel Session B1 (LT1) (Re)Defining Sport Participation and The Implications for Youth Sport Policy: A Critical Commentary Mr James Kay, Flinders University Facilitators And Constraints to Adult Sport Participation – Implications for Youth Sport Ms Sarah Crossman, Flinders University Informality & Sport: Redrawing Boundaries Assoc. Prof. Justen O'Connor & Prof. Ruth Jeanes, Monash University Coaching Pedagogy for Participation and Engagement Assoc. Prof. Shane Pill, Flinders University
	Parallel Session B2 (LT2) Co-designing an Integrated Physical Activity and Psychosocial Program to Promote Cultural Safety: the Tidda Talk Project Ms Madeleine English, University of Technology Sydney Examining Black Boys Experiences in Sport Mr Amand Hardiman & Dr. Jamal-Jared Alexander, Utah State University & University of Tennessee Race Dynamic Demographic Youth Sport Participation Ms Nadia Jackson-Fitch, University of Minnesota Leadership Development Through Sports and Beyond Dr Jennifer Walinga & Miss Danielle Cyr, Royal Roads University
	Lunch
12:30 - 1:15pm	
1:15 - 1:45pm	Industry-Research Collaboration Panel (LT1)
1:45 - 2:30pm	Parallel Session C1 (LT1) Muscle-Strengthening Activities and Sport – A Rapid Review of Evidence Dr Sarah Kennedy, Western Sydney University The Influence of Relative Strength: Youth Soccer Miss Mikayla Lyons, University of Notre Dame Australia
	Parallel Session C2 (LT2) Enhancing Executive Function in Children and Adolescents Through Motor Learning: A Systematic Review Miss Madison Richter, Flinders University Fun, Fitness and STEM In Remote Indigenous Communities: A Stemfit Approach Dr Stuart Evans, La Trobe University Can Virtual Reality Increase Children's Intentions Mr Luke Wilkins, La Trobe University
	Afternoon Tea
2:30 - 2:45pm	
2:45 - 3:30pm	Parallel Session D1 (LT1) Knowledge Of Sport Psychology in Youth Sports Miss Alexandra Lascu, University of Canberra Investigating The Nutrition Knowledge of a Professional Soccer Club Youth Squad Mr James Hart, Flinders University Embedding STEM in Sport Through the Kokoda Challenge Dr Charlene Willis, Zac Dawes, Dr Stuart Evans & Daniel James, Griffith University
	Parallel Session D2 (LT2) Do Active Adolescents Attain Physiological Heat Adaptations Following the Warm/Hot Summer Months? Mr Harry Brown, University of Canberra Impact Of Prolonged Endurance Exercise on Gastrointestinal Status in Youth Versus Adult Athletes Ms Pascale Young, Monash University How Prevalent Is Inter-Limb Asymmetry During Drop Jumps in Young, Physically Active Adults? Dr Elizabeth Bradshaw, Deakin University
	Award Ceremony (Young Scholar, Early-Career & People's Choice)
3:30 - 4:00pm	
4:00pm	Close

PROGRAM OVERVIEW

Digital Academic Posters

<p>Thursday 16th November 11:00 - 11:30am</p>	<p>Morning Session Influence of Motivational Climates on Dropout Miss Kylie Moulds, University of Sydney, New South Wales</p> <p>Mental Health Promotion Among Young Males in Sporting Contexts: a Systematic Review Dr Jasmine Petersen, Flinders University, South Australia</p> <p>Adolescent Mental Health in Surf Lifesaving Mrs Julia Church, Flinders University, South Australia</p>	
<p>Thursday 16th November 3:15- 3:45pm</p>	<p>Afternoon Session Periods and Performance! Can Menstrual Phase Influence Female Sport Performance Dr Kylie Steel, Western Sydney University/MARCS Institute for Brain, Behaviour and Development, New South Wales</p> <p>Professional Development for Youth Sport Coaches: Perceptions and Preferences Dr Kate Ridley, Flinders University, South Australia</p>	

Rapid Communications

<p>11:30 - 12:00pm</p>	<p>Youth Female Football Goalkeeper Thoughts On Their Unique Role Miss Kristy Barker, Southern Cross University, New South Wales</p>
	<p>The Relationship Between Kick Plate Position And Anthropometric Variables in Junior Swimmers Mr Joshua Wooldridge, University of Sydney, New South Wales</p>
	<p>Sport Participation For Academic Success Evidence From The Longitudinal Study of Australian Children Dr Kat Owen, University of Sydney, New South Wales</p>
	<p>Parents' Social Capital: Key Ingredient in Connecting Rural Children to a Physical Literacy Journey Mrs Kate McCreery, Edith Cowan University, Western Australia</p>
	<p>Parent And Coach Relationships in Youth Sport Miss Kayleigh O'Donnell, Flinders University, South Australia</p>
	<p>Getting Kids Involved in Sports: Money Matters Miss Catherine Simpson, University of South Australia, South Australia</p>
	<p>Enhancing Youth Athletes' Transition into Elite Sport: An Occupational Perspective - Study Protocol Miss Jamie Wilson, Flinders University, South Australia</p>
	<p>Beliefs and Attitudes of Parents in LTAD: A Survey Mr Dan Bunyan, Western Region Academy of Sport/Charles Sturt University, New South Wales</p>
	<p>'We Can' Badminton Project Associate Professor John Williams, University of Canberra, Australian Capital Territory</p>
	<p>Balance is Better Philosophy: Driving Positive Change in Youth Sport in New Zealand Mrs Kelly-Jane Curr, Sport New Zealand</p>

DETAILED PROGRAM

Thursday 16th November

Welcome and Minister's Address

9.05 - 9.10am



We are delighted that the Hon Katrine Hildyard MP will open the NYSC2023 conference.

A brief background: The Minister is driven by a visceral sense of fairness and deeply believes in equality of opportunity and strives to amplify the voices of community members, especially those who most need to be heard. Immediately prior to entering Parliament Katrine was Chief Executive Officer of Together SA and is a graduate of Flinders University, the Australian Institute of Company Directors and the Governor's Leadership Foundation. Since 2014, Katrine has been the Member for Reynell representing people in the southern community. She previously served as Minister for Disabilities, Minister Assisting the Minister for Sport and Recreation, and Assistant Minister to the Premier in the Weatherill Labor Government. During this period, she worked with others to establish the South Australian Women in Sport Taskforce which she chaired. Katrine lives in the south with her family where she is involved in many community groups and activities. She loves spending time with family and friends and at the beach, including patrolling with Christies Beach Surf Lifesaving Club. Katrine is also an avid parkrunner/walker, sports fan, local footy commentator, amateur theatre enthusiast and live music fan.



Keynote 1: Professor Jean Côté

Queens University, Canada

9.10 - 9.55am



Title: Mapping the landscape of youth sport research: Identifying strengths, gaps, and future avenues

This presentation aims to provide a comprehensive overview of the youth sport research landscape, facilitating a systematic exploration of research directions, activities, and areas of focus that have garnered attention. Our discussion will center on the outcomes of a meta-review, illuminating critical research domains and gaps within the youth sport literature. Embracing the developmental systems approach commonly employed in sport research, we will categorize youth sport reviews based on the determinants and outcomes that influence or predict engagement. Specifically, we will utilize the Personal Assets Framework as a guiding model, establishing connections between the three fundamental determinants of sport (activities, relationships, and settings) and outcomes across various timeframes. This presentation aims to assist researchers in situating and articulating the scope of their studies within the broader context of youth sport research. Additionally, it will provide practitioners with valuable insights for planning and designing evidence-informed athlete development programs, wherein determinants and outcomes can be linked and evaluated for effectiveness.



Parallel Session A1 - Lecture Theatre 1

10.00 - 11.00am

Integrating Long-Term Athletic Development to Maximize Development in Adolescent NT Swimmers

Dr Stuart Evans & Dr Kerryn Bagley, La Trobe University

Swimming is a sport that demands a high level of training commitment from a young age. In this regard, the long-term athletic development model (LTAD) considers what physical qualities to train and when. The LTAD model incorporates technical competency, developmental stage, maturation, and training age to describe the progression of athletic development. Youth swimmers are an athletic population that can benefit from a combined LTAD and strength and conditioning (S&C) approach which caters for developmental and sports-specific needs. In this study, ten elite adolescent swimmers from Darwin in the Northern Territory [4 male, 6 female, age: 13.2 ± 2.09] completed three S&C training sessions per week from March to June 2023. Of these, one S&C session was supervised by an accredited Australian Strength and Conditioning Association coach while the remaining sessions were completed in the participants' own time. All S&C sessions lasted for 20 minutes and combined upper- and lower limb bodyweight exercises and resistance training in-line with the LTAD model. Additionally, the participants swam three times per week (5.2 ± 1 hours). Pre and post S&C 50 m freestyle swim times (pre-S&C 34.07 seconds \pm 6.12, post S&C 32.51 seconds \pm 3.91) were compared and then submitted to linear regression analysis. The linear regression model had a R² goodness of fit value of 0.48 with statistical significance of ($f = 7.63$; $p = 0.02246$). Our results showed that age was the strongest predictor of swim performance based on ongoing S&C.

Exploring Talent Development Through a Pacific Service Model Lens

Dr Dion Enari, Auckland University of Technology

Research Objectives: Drawing upon and integrating indigenous knowledge and practices into elite sporting programmes is an area of great opportunity for practitioners to evolve their approach in supporting athlete development and wellbeing. When developing young indigenous Pacific athletes, it is important that they are given an opportunity to ground themselves in their cultural identity and values prior to transitioning to the senior elite sporting levels. Therefore, the purpose of this presentation is to unpack the motivations, behaviours, and development of young indigenous Pacific athletes. Methodology: We use the tautua model to unpack the athlete's lifespan. There are three spheres of service within the tautua model, that align with three typical development markers within an athlete's career lifespan: 'Rookie, Veteran and Legend'. The importance of respecting the legacy of those prominent Pacific athletes who have paved the way towards success is critical to preparing young Pacific athletes for the transition from the junior elite sport level to the senior elite level. Conclusion: It is imperative that a Pacific athlete, let alone a young Pacific athlete, should not have to have an internal battle as to whether they should 'leave their culture' at home. An understanding of tautua can help practitioners, coaches and administrators of young Pacific athletes better understand and support their development, and performance.

Exploring The Talent Development Environment in Australian Judo

Dr Katie Slattery, University of Technology Sydney

Effective talent development environments (TDE) facilitate athlete performance through processes such as, a focus on appropriate long-term development, alignment of expectations, strong support networks and holistic preparation. Yet little is known about the TDE within Australian sport pathways, or in Judo. Considering, previous associations of successful performance and enhanced well-being with an effective TDE, it is of interest to investigate the perceptions of the TDE for Australian athletes, coaches and parents as key stakeholders. This study explored the TDE across the Judo pathway in Australia using a cross-sectional design. Athletes (n=65), parents (n=26), and (n=26) each completed the TDE Questionnaire-5, or the respective adapted version. Athletes ranged from Olympians to State level judoka with 13.9 ± 30.3 yr (mean \pm SD) in the sport. Coaches and parents also ranged in experience from supporting Olympic to State level judoka. Overall, perceptions of the TDE in the Australian Judo pathway were positive. Combined participant subscale scores (1 = strongly disagree; 6 = strongly agree) ranged from the highest rated 'Long-term development' (mean \pm SD = 4.65 ± 1.23 ; 95% confidence interval (CI) [3.92, 5.35]) to the lowest 'Holistic quality preparation' (3.62 ± 1.44 ; 95% CI [2.81, 4.45]). The item, 'My coach and I regularly talk about things that I need to do to progress to the top level in my sport' was the highest rated individual item across all participants (4.85 ± 1.39 ; 95% CI [4.06, 5.06]). Collectively, perceptions of the TDE within the Australian Judo pathway were similar to previous research.

Rethinking The Role of The Coach in Talent Identification

Dr Alex Roberts, Queensland Academy of Sport

Talent Identification is an ever-growing and hotly-debated field of sport science. While many lines of inquiry focus on identifying the quantifiable, measurable components of 'talent', there is a growing focus on the role of the coach during talent identification.

Coaches are commonly used as the 'gold standard' to which objective measures are compared, however recent research has shown that coaches both perceive 'talent' differently, and as a result will identify different athletes as being talented. In addition to the apparent questions raised around the validity of coach-based selections, this also raises questions around the 'fit' of athlete to coach. How much of an athlete's 'talent' is based on the athlete, and how much is dependant on the coach's perceptions, both of the athlete and what is required to succeed in the sport?

This research will explore preliminary data and observations from the first stages of a discrete talent identification program. Using a novel framework of coach decision-making, this work will provide insights into the risks and opportunities that come with 'selection by committee'.

This presentation will draw on existing talent identification research to explore the potential mechanisms underpinning athlete selection, the possible biases, and whether these biases are a negative or a net positive in athlete development.

Parallel Session A2 - Lecture Theatre 2

10.00 - 11.00am

Factors Associated with Sports Injuries in Adolescents Who Play Team Sports at a Non-elite Level: A Scoping Review

Mr David Sainsbury, Curtin University

Background/Rationale: Adolescents experience rapid physical, cognitive, emotional, and psychological changes which need to be accounted for when investigating their sports injury risk. This scoping review aimed to review and map the evidence for potential risk factors for sport related injury in adolescents who played team sport at a non-elite level. **Methodology:** Online databases (CINAHL, EMBASE, Medline, ProQuest, PsycINFO, Scopus and SPORTDiscus) were searched. Studies were included if the participants were adolescents who played team sport at a non-elite level and the effects of exposure to at least one potential risk factor for sport related musculoskeletal injury was evaluated. This review followed the Preferred Reporting Items for Systematic Reviews and Meta-analysis extension for Scoping Reviews (PRISMA-ScR) checklist. **Results:** From 12,077 studies, 377 studies were included, 199 were prospective, 109 were retrospective and 69 were cross sectional. Females represented 30% of the total participants and soccer was the most investigated sport. The most promising potential risk factors (highest proportion of studies) for injury were training load (94%), playing in competition (91%) and previous injury (80%). No studies investigated physical, psychological and social factors together and considerable methodological heterogeneity existed when studies were contrasted. **Discussion:** Adopting a more systematic and contemporary research model which investigates interactions between factors across physical, psychological, and social domains and is more inclusive of the female athlete is needed to better understand injury risk in the non-elite adolescent sporting population. **Conclusions:** The most promising potential risk factors identified require further research to determine causal or explanatory relationships.

Sport Specialisation and Injury in NZ Youth

Associate Professor Chris Whatman, Auckland University of Technology

Introduction: An association between sport specialisation and injury has been reported, but limited information is available regarding how this association differs by sport, age and gender. **Objectives:** To investigate (i) the prevalence of sport specialisation and differences based on age, gender and sport, and (ii) the association between the degree of sport specialisation and injury history among young people in Aotearoa New Zealand (NZ). **Methods:** Data were collected as a part of Sport NZ's Voice-of-the-Participant (VOP) survey between July 2021 and April 2022. Data from 15,334 young people (8-17years, across 8 sports) included demographic characteristics (age, gender, ethnicity), sport participation hours, level of sport specialisation (low, moderate, high), and injuries experienced in the past 12 months. Binary logistic regression analyses were used to examine the association between the degree of specialisation and injury. **Results:** Of all participants, 12% were categorised as highly specialised, although this varied by sport (3.1-19.9%). High specialisation increased with age and was greater in males. The odds of reporting any injury was higher among those with medium (OR= 1.25, 95% CI [1.14-1.35]) and high (OR= 1.53, 95% CI [1.36-1.72]) levels of sport specialisation. This trend was consistent across age groups but varied in magnitude across sports. **Conclusion:** Sport specialisation is present in NZ young people, increasing with age and variable by sport and gender. Those who are highly specialised are more likely to report a history of sport-related injury, but the magnitude of this association varies by sport.

Social Support and Injury Recovery in Female Australian Football

Ms Catherine Litchfield, Flinders University

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 football.

The aim of this paper is to provide a better understanding of the social support environments surrounding injury within female Australian football. 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 football clubs across SAFFL, SANFLW, and AFLW and analysed using reflexive thematic analysis.

Preliminary findings suggest that in local competition, the timing of injuries within the playing season can affect the experience of social support. At the state league level, positional and relational shifts within the club can occur following injury, which can affect the ways in which female footballers experience support. At the elite level, football clubs experienced a teething period that has established a reactionary response to improving social support practices. This study provides an in-depth understanding of current social support practices and experiences in Australian football and has implications for coach education, club induction practices, athlete well-being, and long-term female sport participation.

Do Footwear Design Features Affect Anterior Cruciate Ligament Force During Landing in Young Females?

Mr Pei Wei Chi, University of Melbourne

Background: The risk of anterior cruciate ligament (ACL) injuries in young females is approximately four times higher compared to their male counterparts. Athletic footwear could potentially reduce ACL injury risk in young females given that appropriate design features can modify impact-related loads transferred up the kinetic chain from the foot to the knee. Aims: To determine the effects of modifiable footwear design features on ACL loads during a single limb drop-lateral-jump (DLJ) task in young females. Methods: 50 healthy female participants (age = 22.0 ± 2.3) performed the DLJ task in 9 different footwear conditions (i.e., combinations of shoe pitch (4mm, 7mm, 10mm) and medial arch support (no support, low support, high support)) whilst joint kinematics, kinetics and electromyographic data were collected. Neuro-musculoskeletal computational modelling was used to estimate ACL loads. Linear regression was performed to assess differences in ACL loads (magnitude and temporal characteristics) between footwear conditions ($p < 0.05$). Results&Conclusions: No differences in peak ACL force were found. However, 4mm shoe pitch was found to delay the time-to-peak ACL force compared to 7mm and 10mm shoe pitch by 3.23ms (9%) and 4.28ms (11%), respectively. Extended time-to-peak ACL force in the flatter shoe condition represents a lower ACL loading rate which could potentially reduce the risk of non-contact ACL rupture; however, it is acknowledged that the absolute differences (ms) were small. Future studies should explore footwear designs that can alter forefoot biomechanics as peak ACL force typically occurs when the ankle is plantarflexed and only the forefoot is in contact with the ground.

Digital Academic Posters - Morning Tea

11:00 - 11:30am

Influence of Motivational Climates on Dropout

Ms Kylie Moulds, University of Sydney

Objectives: Applying Bronfenbrenner's Bio-Ecological Systems Theory and PPCT model (Bronfenbrenner & Morris, 1998) recommendations, this study examined whether specific or multiple factors were associated with participation status in Australian youth swimming; a context known for high dropout rates. **Methods:** Participants were continuing (N = 99) and former (N = 104) swimmers, aged 8-18 years, who competed at club-national level in New South Wales, Australia. Participants completed an online survey, examining socio-demographic, participation history, and coach-created motivational climate characteristics (using the EDMCQ-C; Appleton et al., 2016). To identify influential factors, a combination of T-tests, Odds Ratios, and MANOVA analyses were used. To confirm the presence of coach-motivational climate types and their association with participant status, cluster analyses with follow-up Odds Ratios were used. **Results:** Except athlete age and sex, other socio-demographic, participation history, and family sport history participation were not associated with dropout. Meanwhile, EDMCQ-C analyses identified three cluster types of coach-created climate (empowering, disempowering, and neutral), with disempowering and empowering types, respectively, associated with dropout and continuation. The neutral climate was associated with low-moderate EDMCQ-C sub-scale scoring and was neither associated with dropout nor continuation. **Conclusion:** Findings identify the influence of coach-created motivational climates and not athlete-related factors on continued Australian youth swimming participation, highlighting coaching implications.

Mental Health Promotion Among Young Males in Sporting Contexts: a Systematic Review

Dr Jasmine Petersen, Flinders University

Background/ Aims: Young males are disproportionately affected by poor mental health, and tragically, suicide is a leading cause of premature mortality in this demographic. Organised sports are increasingly recognised as a valuable context to support positive mental health. Despite this, to date, there is paucity of research pertaining to mental health programs in sport settings, and notably, the efficacy of such programs for young people (especially males). Therefore, the present systematic review aimed to evaluate the effectiveness of existing approaches targeted at the promotion of positive mental health among young males in organised sporting contexts.

Methods: The protocol of this systematic review was prospectively registered (Open Science Framework: DOI 10.17605/OSF.IO/GW4A8) and followed PRISMA guidelines. Six e-databases (SportDiscus, PsycInfo, Medline, Web of Science, Scopus, CINAHL) were searched from inception to February 2023. Included studies incorporated interventions targeted at young males (10-24 years) in an organised sporting context and evaluated outcomes pertaining to mental health and wellbeing or mental health literacy.

Results: This review incorporated 14 studies. The findings indicated that sport-based interventions show the potential to improve the mental health (e.g., depression, anxiety, resilience) and mental health literacy (e.g., help-seeking) of young males.

Conclusions: This systematic review will inform the development and implementation of sports-based programs targeted at improving the mental health and wellbeing of young males.

Adolescent Mental Health in Surf Lifesaving

Mrs Julia Church, Flinders University

Adolescent surf lifesavers are an integral part of the Australian surf lifesaving organisation who are exposed to physically and emotionally demanding experiences which may impact their mental health. This exploratory study proposes to investigate how South Australian Surf Life Saving Clubs look after the mental health of adolescent surf lifesavers by identifying key social, cultural, and broader surf lifesaving issues affecting adolescent mental health. It seeks to understand the roles and relationships between adolescent surf lifesavers and key stakeholders, and examine the relevance and practical application of mental health policies and procedures for adolescents within surf lifesaving.

This research will exert a mixed-methods design combining a range of research approaches including large scale surveys, focus groups, and semi-structured interviews to gain a deeper understanding of experiences and perceptions of mental health in the context of surf lifesaving. A sample of adolescent surf lifesavers aged 13-19 and other key stakeholders will be recruited from 22 surf clubs in South Australia.

It is expected that this study will enhance understanding of the mental health issues adolescents face within surf lifesaving, and will highlight the current culture, educational, and preventative mental health practices at club and organisational level. The findings will assist in the broader discussion around adolescent mental health, specifically for those involved in surf lifesaving in South Australia. A series of recommendations based on the results will be a key priority to emerge from this research.



Rapid Communications - Lecture Theatre 1

11.30 - 12.00pm

Youth Female Football Goalkeeper Thoughts On Their Unique Role

Miss Kristy Barker, Southern Cross University

This research presents the outcomes of an exploration with a group of youth female football goalkeepers. There are a limited number of investigations focused solely on understanding the intricacies of female football and in particular the role of the goalkeeper. Penalty kicks in male football are predominant and whilst these often determine the outcome of the game, they do not elucidate the nuances of goalkeeper experience. To discover the full extent of the role, this study applied grounded theory and a descriptive qualitative design. A total of eight amateur goalkeepers, aged between 15 and 20 years who identified as dedicated goalkeepers were recruited. Firstly, the researcher observed each goalkeeper during a competition game and then individually, each contributed to a face-to-face interview conducted 15–30min post-game. For these participants, the role was more than just about the physical and technical skills required to play the game. Using thematic analysis, five themes relating to their experience emerged: 'It's on my shoulders', 'The ugly duckling' the role being unique, difficult, and mentally and physically challenging, 'There is more to a game than winning and losing', 'I have to keep my head in the game' and 'I am part of a team'. Findings from this research could be considered to further enhance goalkeeper training and to also inform the growth of research specific to the role. There is now, due to a recent ignition in passion and interest, an increased relevancy for female football research and particularly the experiences of goalkeepers.

The Relationship Between Kick Plate Position And Anthropometric Variables in Junior Swimmers

Mr Joshua Wooldridge, The University of Sydney

The Omega OSB11 Block was approved for use in competitive swimming events in 2010 by World Aquatics (previously FINA). The new block features an adjustable kick plate allowing swimmers to place their rear foot up on the kick plate from one of five positions. However, no formal protocol currently exists for individual prescription of kick plate position. In order to individually prescribe kick plate position, it is essential the relationship between an individual's anthropometric variables and kick plate positions is first investigated. A total of 52 participants were sampled from a Sydney metropolitan swimming club with 3 squads regularly practicing with the Omega OSB11 blocks in training. Participants underwent bi-annual anthropometric and aquatic testing, which was released by the swimming club to be used in this study. In conjunction with this data released, participants were also surveyed regarding their chosen kick plate position. Participants had their height, body mass, arm span and sitting height recorded as well as three maximum 15 m dive freestyle trials. A spearman rank correlation coefficient was performed between all anthropometric variables collected, kick plate position used and their fastest swimming start. Strong correlations were found between arm span and kick plate position ($r=0.718$, $p<0.01$), and height and kick plate position ($r=0.684$, $p<0.01$). There is evidence to suggest that a relationship exists between kick plate position and an individual's anthropometry, possibly leading to individually prescribed kick plate positions. However, the extent of this relationship is yet to be investigated.

Sport Participation For Academic Success Evidence From The Longitudinal Study of Australian Children

Dr Kat Owen, The University of Sydney

We aimed to identify long-term patterns of sport participation (overall, team, and individual sport) from childhood into adolescence, and to examine the association between these patterns and academic outcomes. This Cohort study used data from the Longitudinal Study of Australian Children in waves 3 (4-5 years) to wave 9 (20-21 years). The participants were a nationally representative sample of 4,241 children. We conducted latent class analyses to identify sport participation trajectories and assessed the association between these trajectories and academic outcomes. Continued sport participation was associated with lower odds of being absent from school (OR = 0.44, 95% CIs 0.26, 0.74), better performance on attention (coef= -0.010, 95% CIs -0.019, -0.002) and working memory (coef= -0.013, 95% CIs -0.023, -0.003), higher numeracy (coef= 20.21, 95% CIs 14.56, 25.86) and literacy scores (coef= 9.42, 95% CIs 2.82, 16.02), higher end of school academic performance (coef= 3.28, 95% CIs 1.47, 5.09) and higher odds of studying at university (OR = 1.78, 95% CIs 1.32, 2.40). Team sport participation was associated with reduced absenteeism, better performance on attention and working memory, and being awarded the Higher school Certificate. Whereas individual sport participation was associated with higher literacy scores and end of school academic performance. Team and individual sport participation both benefit academic outcomes, but differently. Given the decline in sport participation during adolescence, these findings highlight the need to develop educational policies to establish an environment that promotes sport participation, which in turn could improve academic outcomes.

Parents' Social Capital: Key Ingredient in Connecting Rural Children to a Physical Literacy Journey

Mrs Kate McCreery, Edith Cowan University

Changes in sport participation and policy directions in Australia set a valuable context for examining the connection between rural parents' social networks and their children's access to opportunities to build the foundations of lifelong sport and physical activity participation. Historically in rural communities, parents and guardians use and exchange social capital built within and around the networks of traditional sport teams to provide opportunities for their children to move, play, socialise and develop their capabilities on a physical literacy journey. Whilst formal team environments dominate the rural sport and social landscape, they are one of several prospective avenues for physical literacy development, which includes consideration of informal sport, particularly given participation trends and a need to consider issues of equity and inclusivity in diverse rural communities. Putnam's social capital framework provided the lens to explore Whitehead's conceptualisation of physical literacy as a journey to pursue issues of access and opportunity created through parents' social resources and identity. Narrative inquiry methodology enabled parents to richly describe the realities and complexities of the rural social landscape, which impact their children's participation activities. The study offers contemporary insight into the importance of conceptual links between social capital and physical literacy development in children's sport opportunities in rural communities. Findings provide in-depth perspectives for policymakers and the wider community to consider the sociological mechanisms affecting children's sport participation and physical literacy development in rural communities.

Parent And Coach Relationships in Youth Sport

Miss Kayleigh O'Donnell, Flinders University

There is extensive and significant research that recognises the complex, and often conflictual nature, of parental and coach involvement in youth sport, in relation to the athlete. There are, however, very few accounts that deeply explore the nature of and relationship between the parent and coach themselves in the current stock of literature, even less so from a sociocultural perspective. This is significant given that the behaviours of parents and coaches can determine youth athletes' enjoyment, motivation, and psychosocial development within sport. As such, this study sought to understand how parent and coach relationships are developed and maintained in an Australian youth sport context, and furthermore, what strategies or methods may assist in the positive development and maintenance of the relationship. This study was underpinned by a relativist ontology and subjectivist epistemology, with an interpretive descriptive methodology; and qualitative data was collected from semi-structured interviews with parents (n = 10) and coaches (n = 10) in South Australia. Through reflexive thematic analysis, four themes were developed, including the importance of credentials, the intermediary role, sharing goals, values, and expectations, and managing relational boundaries. The key findings suggest that parent and coach relationships are developed and shaped by broader aspects of society and culture, and beyond social exchanges with one another. It was found that this type of relationship is developed and maintained by wider discourses, historical and cultural specificity, and forms of language that reinforce a contemporaneous meaning and significance of parent and coach interactions.

Enhancing Youth Athletes' Transition into Elite Sport: An Occupational Perspective - Study Protocol

Miss Jamie Wilson, Flinders University

The transition of young adults (aged 17-24 years old) into elite sport carries significant implications for their health and overall well-being. This research adopts an occupational approach to investigate the impact of time use and occupational balance on athletes' identity, mental health, and quality of life. In this research, occupation refers to the various activities individuals choose to engage in, such as daily routines, socialising, sleep, sports commitments, studying, and paid work. By comprehensively examining the positive and negative factors influencing the transition process from an occupational perspective, a holistic understanding of this unique experience can be achieved.

The research involves two concurrent phases (a cross-sectional questionnaire and semi-structured interviews) with young athletes that have recently transitioned to elite status. This research examines several key factors known to impact occupational balance, including displacement, income, stress, depression, anxiety, resilience, sleep, quality of life, sports commitment, social support, and community involvement. Recruitment has commenced with initial findings to be available for presentation by November 2023.

The primary objective of this study is to adopt a prehab or preventative approach in identifying areas of concern during the transition process. By doing so, it will enable the development of holistic programs aimed at fostering positive mental health and wellbeing outcomes for young people within the elite sporting communities.

Beliefs and Attitudes of Parents in LTAD: A Survey

Mr Dan Bunyan, Western Region Academy of Sport/Charles Sturt University

The implementation and effectiveness of long-term athletic development programs can be affected significantly by parents. The purpose of this survey was to gain insight into the beliefs and attitudes of parents with children in a LTAD program engaging pre-elite youth athletes. A survey was designed using Google Forms and sent to 188 parents with children currently engaged in-program. The survey was thematically oriented around youth athletes developing careers in sport and the development of athletic qualities in LTAD programs. 61 surveys (39 female, 22 male) were returned. Less than half of respondents hold formal coaching qualifications however 75% of respondents have or are engaged in a coaching role. Respondents associate positive career outcomes with early, voluminous, and specialised engagement in sport, featuring 'winning and losing'. The development of strength, endurance, speed, and agility were consistently ranked as being important with respondents indicating that strength, endurance, and speed be the focus of athletes aged 13-15 years old whilst agility and power being the focus of those aged 11-13 and 15-17 respectively. Finally, the respondents suggest that the best sources of information regarding LTAD to be sports coaches and sports seminars. These findings suggest that parents are heavily involved in sports coaching with and without formal qualifications. These parents hold beliefs and attitudes that do not closely align with current LTAD recommendations, potentially limiting youth athletic development. Future research should aim to address these beliefs through education packages delivered to sports coaches in forums accessible to both coaches and parents.

'We Can' Badminton Project

Associate Professor John Williams, University of Canberra

This two-minute pitch reports some initial findings from a Badminton World Federation funded project for Year 9 and 10 students at a Canberra all-girls school. It concerns a social club held once a week at lunchtimes during Term 2 2023. Self-determination Theory (Deci & Ryan, 1985) was used to interpret participation and create an optimal motivational environment where the researchers purposefully allowed students to have autonomy in all aspects of the club. Data were collected using mini-whiteboards, where participants responded to weekly prompts. Follow-up interviews at the completion of the 10-week trail were also used. Participants rated fun as being an important reason for their regular involvement and having autonomy was highly valued. This self-regulation included making up their own rules and scoring. An interesting finding was students had little interest in the formal structure and rules of badminton. The club was a chance for the students to interact with friends and have a 'hit about'. Sometimes this involved five-a-side or more games, while courts remained empty, and the shuttlecock being hit several times on one side before being hit over. Our study provided insights which might help address adolescent sport dropout.

Balance is Better Philosophy: Driving Positive Change in Youth Sport in New Zealand

Mrs Kelly-Jane Curr, Sport New Zealand

Research and evidence internationally and from Aotearoa over the past 20 years indicated that young people were dissatisfied with their sport experience, with participation in physical activity dropping from 12 hours for 12-year-olds to 5 hours a week for 18-year-olds. To address these issues, Sport NZ, with the sport sector, developed Balance is Better, an evidence-based philosophy to inform and support quality sport experiences for all young people. Balance is Better aims to drive system and behavior change through a top down (National systems and structures) and bottom up (education of coaches and parents) approach to improving the youth sport experience. Working collaboratively with the sport and education sector, Sport NZ (as a government agency) has seen greater buy-in and commitment to change. Additionally, Balance is Better informs all of Sport NZ's youth sport investment into sport partners, nationally and regionally. Recently, through strong leadership, taking a learning approach, investing in people and prioritising collaboration the impact is clear. Balance is Better has driven national collective campaigns, changes in national and local sport offerings with demand from communities to ensure all young people access the wellbeing benefits of sport. The presentation will draw on specific examples of evidence-based positive change at national, regional and local level, share what we have learnt, and our beliefs and approach to working with a national sport system.

Getting Kids Involved in Sports: Money Matters

Ms Catherine Simpson, University of South Australia

Physical activity and sport have well-documented benefits to children's and young people's health, social, emotional, and cognitive wellbeing. Interventions to increase young people's participation in sports and physical activity are a high priority, with multiple factors influencing their participation. Cost is an important barrier to participation in sports and provides a target for intervention. This review explored financial incentives for young people's (aged 5-18 years old) participation in sports and physical activity. A narrative review was conducted examining the design, mechanisms, and evaluations of financial incentives for young people's participation in sports and physical activity. Evidence focused on peer-reviewed published literature, and websites and reports of government-administered programs. Additional unpublished resources were identified through professional networks. Financial incentives are present in the empirical research and in population-based programs. Direct subsidies aim to reduce the barrier of cost, whilst indirect incentives reward physical activity behaviours or refund expenditure on sports activities. Factors influencing program success include the value of the incentive, incentive design, and utilising a co-design approach with end users (e.g., incentive users' preferences informing eligible activities). Evaluations of universal financial incentive programs suggest that lower socio-economic status families are less likely to access incentive programs than high socio-economic status families. Financial incentives can improve young people's participation in sport and physical activity. Success is dependent on program design, implementation, and the context in which it operates. Population-based incentives should consider equity of access, with focused efforts to reach groups with lower participation.

Parallel Session B1 - Lecture Theatre 1

12.00 - 1.00pm

Considerations for Menstrual Cycle Tracking in Sport

Ms Mikaeli Carmichael, La Trobe University

Objectives: Identify what coaches, support staff, and athletes believe should be considered when implementing menstrual cycle tracking in sport. **Design:** Concept mapping (mixed-methods participatory approach). **Method:** The Concept Systems GroupWisdom™ online platform was used to allow participants to brainstorm statements in response to the focus prompt “What should be considered when tracking menstrual cycles in sport?”. Participants then sorted statements into groups that made sense to them and rated each statement on its importance and feasibility to address. **Results:** Twenty-seven participants came up with 53 statements that were synthesised to 57 statements. Sixteen participants sorted the statements into an average of 7.75 ± 3.8 groups. A six cluster solution was identified following multidimensional scaling and cluster analysis, which included the following clusters: 1) Ethics, 2) Tracking Tools and Methods, 3) Performance and Health, 4) Education, 5) Interpretation and Framing and 6) Communication. Twelve and ten participants rated each statement based on their importance and feasibility respectively. The most important (mean = 3.88 out of 5) and feasible cluster (mean = 3.85 out of 5) was Ethics, whilst the least important (mean = 3.17 out of 5) and feasible (mean = 3.04 out of 5) was Communication. **Conclusions:** The considerations identified related to implementing a menstrual cycle tracking program ethically, improving the methods or tools used to track cycles, interpreting the data collected during tracking, and communication and education about the menstrual cycle.

Relative Age Effects on French Swimmers’ Performances

Miss Audrey Difernand, INSEP

INTRODUCTION: This study aimed to identify a Relative Age Effect (RAE) among French swimmers and apply corrective adjustment procedures to better consider performance level in each category and event. **METHODS:** 5,339,351 performances of French swimmers aged 10 to 18 were collected between 2000 and 2019. Birth quarters distribution was examined according to level of performance and event within each age category. A linear relationship between performance means and months within a same category provides a rebalancing coefficient allowing to rebalance the performance by considering the effect of RAE. **RESULTS:** Proportion of swimmers born in the first quarter was higher than the proportion of born in the last quarter for all events and strokes ($p < 0.01$). RAE increases with the performance level. For example, in 50m Freestyle, proportion of swimmers born in the last quarter significantly decreases: 20.12% and 10.35% vs 30.61% and 46.55% in the first quarter respectively for ‘All’ and ‘Top10%’ of U13 (p -value < 0.01). Among U11 swimmers, in average, each month represents a 0.416 second gap, if interpreted in a year, it can be up to almost 5 seconds gap. **CONCLUSION:** Once the rebalancing method applied, no significant differences were found between rebalanced performances and the original ones (excepted for U13). We proposed a new method to better consider a performance depending on the swimmer’s birthdate for each age category and event.

Factors Affecting Swimming Start Performance: A Systematic Review

Mr Joshua Wooldridge, The University of Sydney

This registered systematic review (PROSPERO: CRD42021265477) aimed to develop our understanding of the relationships between kick plate position, anthropometric variables, start technique, block characteristics, and swimming start performance. The key concepts for the inclusion criteria included relationships between anthropometric characteristics, kick plate position, start technique, block characteristics and swimming start performance. We excluded studies focusing on backstroke or relay starts and those not in English. Embase, Medline, SCOPUS, SPORTDiscus, and Web of Science were searched from inception until 10th February 2023. Risk of bias was assessed using a modified bias assessment scale from the Alberta Heritage Foundation for Medical Research. A total of 24 studies were included with 249 male and 173 female participants included in the full-text review. Participants ranged from state to international level. Included studies investigated: start technique (n=15), anthropometric characteristics (n=3), block characteristics (n=2), kick plate position (n=2) and start technique and kick plate position combined (n=2). Participants performed shorter block times when swimming starts were completed on a sloped block (-0.08s, $p < 0.05$). Participants also performed better when they performed their swimming starts with a rear weighted position (-0.09 s, $p < 0.05$) as well as on their preferred kick plate position (-0.1s, $p < 0.05$). The key concepts explored in this study were shown to influence swimming start performance independently and should be manipulated by coaches and athletes to improve swimming start performance. However, the combined effect of these concepts on swimming start performance has not been investigated and should be addressed in future research.

Training and Sleep in Youth Basketballers

Mrs Tanisha Tate, Deakin University

Adequate sleep is essential for athletes, assisting in their recovery and helping ensure optimal sport performance. Sleep is particularly critical for youth athletes continued growth and development alongside their sporting endeavours. However, opportunities for good sleep habits can be diminished in youth athletes due to their training and match commitments, alongside their schooling. The aim of this study was to examine the sleep habits of youth basketballers and how this may be impacted by their training load and/or schedule.

Twenty-six youth basketball athletes (age: 14.2 ± 0.7 years; 13 male and 13 female) were monitored for 8 weeks. Participants wore an Actigraph (wGT3X-BT) each night to monitor their sleep, in addition to recording daily subjective sleep diaries and training commitments.

Each night youth basketballers were on average getting 6.85 (± 1.08) hours of sleep. There were significant differences between the time of training sessions and their total sleep time, sleep latency, bedtime, sleep onset time and wake up time ($p < .05$). Additionally, significant differences were observed between high and low training loads and total sleep time, sleep efficiency, and wake after sleep onset ($p < .05$).

Youth athletes were getting less than the recommended 8-10 hours of sleep. Their training schedule was impacting their ability to establish consistent sleep habits. Practitioners could use these findings to review their scheduling and become more aware of how training times may be affecting sleep and future performance in youth athlete populations.

Parallel Session B2 - Lecture Theatre 2

12.00 - 1.00pm

Generating Culture Change in Youth Sport in NZ: One story at a time

Associate Professor Simon Walters, Auckland University of Technology

The potential benefits for young people participating in organised sport are many; however, these benefits are only possible if they experience positive personal and social sporting interactions in a sporting environment largely created and managed by adults. Similar to many countries, sporting organisations in New Zealand are grappling with issues related to the increasing numbers of youth dropping out of sport for reasons often associated with over-competitive parent and coach behaviour. Reflective stories, from a group of tertiary sport students undertaking a youth sport adult education course (Good Sports®), form the basis of this qualitative case study. As part of the course these students were given the opportunity to write a story reflecting on a childhood sporting experience. We conducted a narrative analysis on three vignettes purposively selected by the research team to represent the sporting experiences of this student cohort. Each story in this study demonstrates the powerful immediate and long-term impact parents and coaches can have on youth sport participation. We suggest reflecting on stories such as these can encourage coaches, parents and sport organisations to better understand the complex nature of youth sport and the role they can play in facilitating quality sporting experiences to foster lifelong engagement with sport.

Using Sport to Drive Social Inclusion for Newly-Arrived Ezidi People in Regional Australia

Dr Kristy O'Neill, University of New England

In Australia, people from newly-arrived migrant and refugee backgrounds are less likely to be involved in regular sport and physical activity or receive their associated health benefits. This study aimed to evaluate a two-year program in regional Australia that used sport as a vehicle to assist a cohort of Ezidi people from northern Iraq settle into a new community. Youth were the focus of this program as an avenue to engage the whole family in physical activity. The Diffusion of Innovation theory for health promotion underpinned the program and a qualitative approach was used to obtain the perspectives and lived experiences of both community stakeholders and participants from the Ezidi community. Semi-structured interviews and focus groups were the main source of data collection. All interviews and focus groups were audio-recorded, transcribed and analysed thematically. Twenty people comprising 14 members of the Ezidi community and 6 community stakeholders participated in this study. The findings demonstrated that the program benefitted holistic health, intercultural understanding, community relationship building and even challenged gender stereotypes. Mental and social health experienced particular positive impact through opportunities to be social, create a sense of belonging and the psychological benefits of engaging in regular physical activity following the experience of trauma. The program has exemplified the power of interagency community networks to benefit youth and public health in geographically and culturally diverse communities. These findings have potential to inform a best practice transition model for newly-arrived migrants and refugees in regional centres around Australia through sport.

Polyfest: A Space for Pacific Youth to Participate and Compete As Themselves

Ms Tita Leaupepe, Auckland University of Technology

Research Objectives: Polyfest is a Secondary School cultural dance festival in Auckland, New Zealand that enables young people the opportunity to engage with their cultural identity, values, and practices. A key objective of this study was to explore the lived experiences of Pacific youth participants in Polyfest to better support their modes of movement and development. A secondary objective was to explore whether cultural dance is physical activity and/or sport. Methodology: Kakala and Talanoa were used to weave together the young Pacific voices and lived experiences. This framework acknowledged the collectivism and Pacific cultural nuances that evolved from the talanoa (conversations). Talanoa were engaged in with young people through various mechanisms (i.e., interviews, kava bowl) at each Polyfest site across NZ. Summary of results: The reason for participating in Polyfest has nothing to do with the value or benefits of physical activity. Young Pacific people will not engage in activities that are not community, culturally or collective-oriented. Meaningful participation is dependent on the value that is placed on culture and identity. Young Pacific people believe that cultural dance is the equivalent of being physically active. Conclusion: Overall, these findings underscore the need to prioritize cultural inclusivity, community orientation, and the provision of opportunities like Polyfest for young Pacific individuals to express themselves authentically. By recognising and embracing cultural heritage, practitioners, policymakers, and sport organisations can foster an environment that not only values their identity but also promotes holistic well-being.

The Social and Cultural Responsibilities of Community Youth Sporting Clubs

Miss Kayleigh O'Donnell, Flinders University

Australian youth sporting clubs are facing a growing number of social and cultural responsibilities and to be a multifaceted environment that address concerns outside of core sporting responsibilities. Many social and cultural concerns have been discussed in disparate academic fields (i.e., corporate, mental health, inclusion), however, far less attention has been given to understanding how sporting clubs engage, navigate, and fulfil these social and cultural responsibilities.

Sporting clubs selected were identified that they regularly engage with various social and cultural responsibilities, have on and off-field 'success', and were recognised by the Office for Recreation, Sport and Racing. The investigation was undertaken with an Interpretive Descriptive (ID) methodology, in which 30 individual semi-structured interviews (parents and coaches) and 3 focus groups (sport leaders and committees) were conducted.

Key findings suggest that a range of factors such as: organisational structure, geographical location and social economic-status, club history and reputation, specific utilisation of volunteers, club orientation, and the social and political atmosphere (of club, local area, country etc...) have great influence in how a sporting club engage, navigate, and fulfil social and cultural responsibilities.

The findings of this study will provide a guide and highlight the specific mechanisms in which sporting clubs are able to engage in their social and cultural responsibilities.

Keynote 2: Professor Rochelle Eime

Federation University, Australia

1.45 - 2.30pm



Increasing participation in sport for children and youth

Sport policy and strategic priorities are often positioned towards increasing participation in community sport. Given the sport participation trends, which are skewed towards younger participants, priorities are often targeted to children and youth. The aim of this presentation is to present and discuss how three key stakeholder groups: Government sport policy, sports industry (National and State Sporting Organisations) and academic research focus on driving participation in community sport for children and youth. The presentation highlights how these three key stakeholder groups work and how their developments impact each other and ultimately participation trends. The different priority focus areas and resulting outcomes of these three stakeholder groups are examined. The contribution of academic research to the area of community sport is presented. This includes understanding key trends in participation and how these are impacted by sport policy and strategic focus areas. Determinants of participation and health outcomes are also presented. A new model of delivery of sport the Sport4Me concept is discussed. Finally, I'll discuss how the government, sports industry and academic research can work together to drive important outcomes for individuals, communities and the sports sector.



Parallel Session C1 - Lecture Theatre 1

2.30 - 3.15pm

The Gender Play Gap: Re-Engaging Female Adolescents in Organised Sport in South Australia

Mr James Kay, Flinders University

Despite high organised sport participation rates in young children, significant drop-out occurs during adolescence. Girls face gender-specific barriers to continued participation in organised sport, and are more likely to drop-out than boys. This means the benefits of sport participation are lost by most Australian girls before they reach adulthood. This project will employ a three-phase sequential mixed methods design to conceptualise, implement, and evaluate a method for re-engaging adolescent females in organised sport. Study one will be a systematic literature review into previous methods of sport re-engagement. Study two will be a qualitative inquiry into reasons for drop-out and incentives for re-engagement of female adolescents using focus groups. Study three will be a pilot randomised control trial to assess the effectiveness of the intervention devised from data collected in studies one and two. Results from studies one and two will be used to develop an evidence-based sport re-engagement intervention for 15-19-year-old females. Results from study three will show the effectiveness and feasibility of the intervention, and be used to inform future re-engagement strategies and interventions. This project assumes that some drop-out from organised sport during adolescence is inevitable and can be beneficial as it allows for varied experiences during this developmental stage. Currently there are limited opportunities for female adolescents to re-engage in organised sport, contributing to more women leading sedentary lifestyles than men. This project aims to make sport re-engagement a viable avenue for adolescent females in South Australia, and unearth principles that can be applied across multiple contexts.

How Past Experiences of Playing Sport Contribute to the Persistence and Disruption of the Gender Leadership Gap

Dr Jodie Skellern, Macquarie University

Using mixed empirical methods, I deploy Bourdieu's theoretical framework and concepts to identify connections between the gender leadership gap, participation in sport while growing up, and the broader set of competencies required in the new economy. I argue that gendered social experiences outside the workplace, specifically past participation in team sport, is an important yet under-researched barrier to women's advancement in the legal profession. Sports participation develops a form of cultural capital that is recognised as crucial workplace competencies when transferred from the informal sporting arena to the formalised domain of work. A crucial finding is that, although male experiences of sport continue to develop competencies effective in traditional organisation models of the industrial era, female experiences of sport are different, and they are more easily translated into the practice of competencies valued by agile organisations operating in the new economy. I find that traditional Big Law firms misrecognise certain embodied and gendered cultural capital developed through past participation in sport. By contrast, more agile organisations harness unrecognised feminine sports-shaped cultural capital to disrupt the legal services sector.

Understanding Youth LGBTIQ+ Participation in Sport

Dr Ryan Storr & Dr Carleigh Yeomans, Swinburne University

While some studies explore sport-related experiences of LGBTIQ+ Victorians (Fletcher, 2014; Symons et al 2010), these are yet to ascertain participation numbers. This issue extends to data from the ABS, and Sport Australia's AusPlay, as they do not profile sexuality or gender identity. In addition, evidence in Australia identifies sport as unwelcoming and hostile to LGBTIQ+ communities (Storr et al., 2021), most commonly within youth environments (Symons et al, 2014). Addressing these knowledge gaps is critical; therefore, this research sought to produce the first dataset estimating the prevalence of sport participation or physical activity among youth-aged LGBTIQ+ Australians. A survey was distributed capturing participation rates and attitudes as well as occurrences of anti-LGBTIQ+ discrimination. LGBTIQ+ respondents (n=506) were aged between 16-25 years. Results show that while 91% of respondents participate in informal sport or recreational physical activity, only 47% were registered players with any sport team, and 64% use a form of fitness centre. In addition, a majority reported having witnessed vilification based on their identity. Notably, only a small number of respondents were involved with LGBTIQ+ sporting teams, with less frequent vilification reported comparatively. A further breakdown according to gender, sexuality and sport will be provided at the time of presentation. Promoting equality for LGBTIQ+ people in Victoria is a key policy imperative for the state government. This research addresses the lack of LGBTIQ+ youth participation data in sport and active recreation that can be used to inform policy, practice, and investment across the sector.



Parallel Session C2 - Lecture Theatre 2

2.30 - 3.15pm

Parental Psychological Abuse in Youth Sport

Associate Professor Sam Elliott, Flinders University

Involving more Australians in sport is a top priority for the Australian Sports Commission and a key priority of the Australian government's National Sporting Plan. However, 30% of Australian children have reported being the victim of psychological or physical violence in youth sport settings, perpetrated by parents (Pankowiak et al., 2022). Given that more than two-thirds of Australian sport volunteers are parents who play key roles in the delivery of sporting opportunities, examining the inadvertent consequences of parental violence and abuse against children in sport is crucial. Drawing on rich qualitative data with 15 participants and victims of parental psychological violence in youth sport, this paper will present preliminary findings about the perceptions and psychosocial impact of parental violence on youth participants and identify the thematic construction, maintenance, and perpetuation of interpersonal violence in youth sport. This research adds to a growing international discussion about the influence of parents in organised youth sport and emphasises the need to support sporting clubs and organisations with educational and informational resources to maximise the positive potential of parents, and reduce the risks they also pose. Implications for policy makers, sport providers and parents are outlined.

“I didn't know I was disclosing... I was reiterating what happened...” Children Telling Adults About Violence in Sport

Dr Aurélie Pankowiak, Victoria University

Sport organisations are increasingly prioritising safeguarding children from interpersonal violence (IV) (psychological, physical, and/or sexual). Safeguarding encompasses both prevention of and response to IV. As responsive actions (organisational/individual) to children experiencing IV in sport largely rely upon informal disclosures to adults, the response of the adult is critical in ensuring the victim/survivor is supported and actions are taken to stop IV. However, knowledge of the frequency and process of disclosures of IV by children is limited, with most literature focusing on sexual abuse. Through a mixed-methods design (survey, n=886 and interviews, n=6) we explored the frequencies of disclosures of IV experienced by children in community sport as well as who children disclosed to and how the interactions unfolded. Less than half (46%) of the participants who experienced IV ever disclosed it. They most frequently disclosed IV perpetrated by peers (35%), and least frequently disclosed IV by parents (13%). However, parents/carers were most often the adults children disclosed their experience to. The qualitative analysis highlighted how normalisation of IV in sport influenced all aspects of the disclosure interaction between the child and the adult, and how stress buffering (normalising, dismissing or rationalising) underpinned the interaction. This study highlights the need for policies and practices to explicitly describe all forms of IV and break down the culture of normalisation, removing barriers to disclosures. It also stresses the importance of empowering children to talk about their experiences and guiding adults in how to respond to disclosures in a supportive, empathetic and action-oriented manner.

A Paradigm Shift: Understanding Trauma Informed Approaches in Youth Sport

Dr Lisa Olive, Deakin University

The objective of this systematic scoping review is to understand the extent and scope of evidence regarding the use of trauma-informed practices in both community and elite youth sport. This systematic scoping review considered epidemiological studies, commentary and viewpoints papers, systematic review and meta-analyses, and any intervention or clinical treatment, management and practice studies in relation to trauma-informed approaches in elite sport. Case studies and grey literature were ineligible for review. A summary of the final studies included in the review will be presented and the results will be summarised by providing i) a description of the trauma-informed approaches utilised in the youth sports literature, ii) the common components and context-specific features of trauma-informed youth sport programs, and iii) the outcomes resulting from the implementation of a trauma-informed approach. Trauma-informed sports settings offer opportunities to improve the experience of youth participants and improve working environments for coaches, volunteers and support staff through the development of greater understanding, respect and trust. The results of this review are relevant for sports participants, coaches, administrators, and other individuals operating in youth sport settings (both community and elite), who will be able to directly apply the outcomes of this study to program development.



Digital Academic Posters - Afternoon Tea

3:15 - 3:45pm

Periods and performance! Can menstrual phase influence female sport performance

Dr Kylie Steel, Western Sydney University/MARCS Institute for Brain, Behaviour and Development

Advances in sport science over the past 50 years have revolutionized performance enhancing training strategies. However, two important gaps remain. First, most sport science discoveries have emerged from research with healthy college-age sub-elite populations. Elite developmental and adult level athletes—the very people sport sciences aims to inform—have thus been understudied. Secondly, males are the likely subjects in these studies due to the complex influence of fluctuating hormone levels and menstrual phases on performance (Carmichael et al., 2021). This, ironically, has meant that much of what we have learned about performance training principles and strategies cannot be readily applied to females, let alone elite and developmental-level female athletes (Brown & Knight, 2022). While menstrual cycle and athlete training and performance research has increased, findings remain mixed. Moreover, motor behaviour (movement learning, execution, and development) focused research remain absent. This, in part, is due to the complexity of a mixed method experimental design that requires frequent testing across phases. While only in the preliminary stages the current study aims to address this gap by exploring the impact of cycle phase on motor behaviour. The study utilizes a multi-phase, group comparison (natural cycle/hormone contraception), observational design across one-six cycles, involving elite female athletes 16yo+ within a dynamic team sport. Variables measured are decision-making, hand eye coordination and balance ability. Greater understanding of the impact of the menstrual cycle wholistically on performance will inform training and performance strategies and principles for female athletes.

Professional Development for Youth Sport Coaches: Perceptions and Preferences

Dr Kate Ridley, Flinders University

Research shows that well-educated coaches are more likely to create positive and inclusive sporting environments. Providing coach education can be challenging in a youth sport environment which often relies on a transient and volunteer workforce. This study investigated youth sport coaches' perceptions and preferences for participating in professional development (PD). This study used an observational survey design. An online survey was distributed to coaches via sporting organisations in SA and NSW via emails and/or social media. Questions were both closed- and open- ended allowing descriptive quantitative and thematic qualitative analyses. A total of 302 youth sport coaches completed the survey across 2019 to 2020. Most (60%) were coaching at a community club level. The sample comprised predominantly experienced coaches with 70% having coached for > 5 years and 87% holding a coaching accreditation. Greater than 50% of coaches reported spending >10-h per year undertaking PD. The most reported coaching resource used in the last 3 years was informal discussions with other coaches (80.3% of sample), followed by coaching websites/blogs (77.4%), coaching workshops (57.4%), mentoring and reflective practice with other coaches (56.4%), coaching books (50.2%) and social media sites (48.9%). The top two preferred methods of PD were informal discussions and mentoring. Sporting clubs and organisations keen to invest in coach education can use insights from coaches' perceptions surveys to design effective and sustainable initiatives. Our survey data found coaches strongly value connections with other coaches and communities of practice either conducted in-person or via social media.

Parallel Session D1 - Lecture Theatre 1

2.30 - 3.15pm

Uptake of the South Australian Sports Voucher Program

Dr Rachel Curtis, University of South Australia

Background: Cost is a major barrier to children's sports participation, particularly for children from low socioeconomic backgrounds. The South Australian Sports Voucher Program is a universal, state-wide initiative offering an annual \$100 registration subsidy to reduce this barrier. This study aimed to evaluate the uptake of the South Australian Sports Voucher Program and examine socio-demographic differences in uptake. **Methods:** Cross-sectional analyses compared sports voucher claimants from the 2019 financial year with population census data. Chi-square tests were used to examine whether the percentage of eligible children who claimed a voucher differed based on age, sex, socioeconomic status (SES), and geographical remoteness. Sub-group analyses were conducted for the lowest two socio-economic disadvantage deciles, split by gender. Scatterplots were used to compare the most common sports between high and low SES children, split by gender. **Results:** Forty six percent of eligible children claimed a sports voucher (n=74,668). There were some socio-demographic differences in uptake. Children who were relatively younger, female, from low socioeconomic backgrounds, and from major cities were least likely to claim the voucher. The five most common sports were Australian rules football (30.2%), netball (13.6%), soccer (13.1%), gymnastics (10.4%), and basketball (5.7%), and were similar for high and low SES children. **Conclusions:** Future work is needed to understand why voucher uptake is lower among some population subgroups (such as low SES girls in metropolitan areas), examine how sports voucher and sport participation rates have changed over time, and improve voucher uptake among children who are most at need.

Longitudinal Outcomes of Specific Youth Sports

Ms Kelcie Miller, Menzies Institute for Medical Research

Background: The benefits of youth sport and leisure-time physical activity may extend to health outcomes and behaviours later in life. Understanding which specific activities contribute most to these benefits could enhance public health knowledge. Therefore, this review aimed to synthesise current knowledge of the association between specific types of leisure-time physical activity participation in youth, on mental and cardiovascular health, and physical activity in adulthood. **Methods:** A systematic search of the literature was conducted across five electronic databases (Medline, SPORTDiscus, Embase, Scopus and Web of Science) from inception to 27 July 2022. English, peer-reviewed observational studies with a minimum of two timepoints of data collection were eligible for inclusion. Studies that investigated the association between participation in types of leisure-time physical activity in childhood and/or adolescence (i.e., 5-18 years), and physical activity, mental health, or cardiovascular outcomes in adulthood (i.e., ≥ 18 years) were included. **Results:** Fourteen studies were included in the review, totalling 34,388 observations across five countries and an average length of follow-up of fourteen years. Five studies explored adulthood physical activity as an outcome, two investigated cardiovascular health outcomes, six focussed on mental health outcomes, and one analysed both mental and cardiovascular health. **Conclusions:** The lifelong effects of youth participation in sports and leisure-time physical activities appear to be dependent on the type of activity, and further, these effects differ between sexes. Findings also suggest that there may be minimum thresholds of participation required in certain youth activities before future physical activity or health outcomes are benefited.

Parental Perspectives of the Impact of Free Sports Programs for Youth in a Low SES Community

Ms Emma Milanese, Flinders University

Within disadvantaged communities, youth can participate in risky leisurely behaviours such as crime, antisocial behaviour, and delinquency. However, access to age appropriate and appealing community programs that have the potential to re-engage youth and improve social behaviours and civic responsibility are scarce. This paper emerges from a larger study, that seeks to understand the perceived impact of a multi-million-dollar investment in reactivating a sporting hub situated in a low SES community on youth sport behaviours and attitudes. Drawing on qualitative data in the form semi-structured interviews (N=15) with parents of low SES youth involved in free sport programs delivered at the reactivated sporting hub, this paper explores the prospects and pitfalls of this innovative community initiative. Using thematic analysis, preliminary analysis suggests that the youth engaging in sports programs at the sports hub were more social and had made new friends, had learnt new skills and/or had built on their current skills, and finally, their overall physical, mental, and social well-being has increased, due to their participation in the sports programs at the sports hub. However, the safety of participants during non-sport program hours is still an issue, which begs the question; is the sports hub having an impact on the community in which it was developed for. Implications will be discussed.

Developing an Evaluation Strategy for the South Australian Sports Voucher Program – a Delphi Study

Ms Catherine Simpson, University of South Australia

Background: Children's participation in sports is associated with positive health, learning and wellbeing outcomes. Every state and territory in Australia has introduced financial incentives to encourage children's participation in sport, however few have comprehensive evaluations. This study utilised Delphi surveys to develop evaluation recommendations for the South Australian (SA) Sports Voucher program. Methods: A three-round Delphi study was conducted from October 2022 to April 2023. A diverse international stakeholder group participated, including sports providers, sports voucher users, academics/researchers, government representatives and non-government organisation representatives supporting diverse and disadvantaged children. Round 1 focussed on the perceived importance of different evaluation components, which included reach, process, and effectiveness evaluations. Round 2 focussed on identifying evaluation approaches and tools, while Round 3 determined methodological priorities and timeframes. A consensus level of $\geq 70\%$ was set a priori (rating 6 or 7 on 7-point scale). Round 3 results were used to formulate evaluation recommendations. Results: 67 stakeholders agreed to participate, with an average response rate of 76%. All evaluation components gained consensus in Round 1. Consensus was gained on 14 evaluation measures in Round 2. Round 3 results confirmed participants' preferred methods of evaluation and informed the development of evaluation recommendations. Conclusion: This study sought the opinions from a diverse range of stakeholders to devise evaluation recommendations for the SA Sports Voucher program. Results suggested a multi-pronged comprehensive evaluation strategy is needed to fully understand the uptake, effectiveness, and impact of the Sports Voucher program.

Parallel Session D2 - Lecture Theatre 2

3.45 - 4.45pm

Teachers Coaching Rugby in Regional Schools: Challenges, Needs and Strategies that Work

Dr Dave Robinson, University of Southern Queensland

Rugby union has long been the dominant winter sport in the larger and wealthier private schools in Queensland's south-east corner. Outside of this area, however, the sport has generally struggled to gain an enduring foothold in the state's regional and public schools. The presenter has coached rugby and taught in various schools throughout regional Queensland over the past 25 years. In 2017, he approached several experienced regionally-based school rugby teacher-coaches to describe their experiences coaching and promoting the sport in regional Queensland schools. It is anticipated that their thoughts and opinions on the challenges they faced in promoting the sport in their respective schools then will still resonate with other teachers and coaches (regardless of their sport) from similar geographical areas. This information was presented to rugby's national body in 2017. The presenter reached out to the participants six years later to see what aspects, if any, had changed in terms of the support they felt would be helpful from their governing bodies. As well, this session will provide strategies and ideas these teacher-coaches have found successful in attracting and retaining players as well as promoting the sport in their regional contexts.

Coach Development in Local Volleyball

Ms Nicole Hannan & Professor Peter Grootenboer, Griffith Institute for Educational Research

Volleyball is a sport that has experienced significant growth, particularly among youth players in the Gold Coast region, but our capacity to support and cater for these players is limited by the capacity to provide good coaching. Therefore, the Gold Coast Volleyball Club has developed a program to develop and grow coaches. The program is built on three core principles: (1) community, (2) psychological safety of athletes, and (3) athlete empowerment, and involves a range of events and activities. The community dimension is built on, and sustained by, regular formal and informal gatherings, including regular social gatherings where coaches can share experiences, ideas, and practices, and reading and discussion groups. The other two principles were intentionally addressed through a series of four coach development sessions:

1. Foundations of coaching and the psychological safety of athletes
2. Developing a coaching philosophy (through Lego Serious Play)
3. Communication
4. Motor skill development, including designing training sessions.

These sessions are designed and led by experienced, highly regarded, and well-qualified coach developers, thus giving the program credence among the participating coaches, and indeed, the state volleyball association. Without quality coaching, the capacity to grow and develop the game is limited, and so the club is being proactive in addressing this pressing need. While the program has been developed based on relevant principles from the literature, an action research methodology will be employed to investigate and continuously refine the principles and activities to ensure that it meet the needs of the athletes and coaches.

Self-Identified and Observed Coaching Styles of Australian Junior Community Cricket Coaches in During Net Sessions

Dr Brenden SueSee & Associate Professor Shane Pill, University of Southern Queensland & Flinders University

This presentation investigates the observed coaching styles of community coaches to determine the congruence of instructional strategies implemented by the coaches with their espoused belief of being game-based coaches. Since 1996, the Game Sense approach (GSA) has been promoted by the Australian Sport Commission (ASC) as the game-based approach to coaching junior sport. Despite Australia's peak sporting body, the ASC, suggesting a GSA should be used to encourage playing for life (ASC, 2023), some have suggested that a GSA is often misunderstood by coaches (Pill, 2021) and coaches observed instructional strategies does not match their intention to create game-based practice sessions (Hewitt et al., 2016). In this presentation, coaching styles is synonymous with pedagogies and instructional strategies (Hewitt et al., 2016). Cricket Australia suggest the use of a coaching approach that fosters player problem solving proposing games are motivational to young players continued participation (Cricket Australia, 2022). This presentation attempts to answer: 1. – What were the observed coaching styles of three community cricket coaches over three sessions each (nine sessions in total), and 2. – Were the styles in alignment with the coaches self-reported coaching style and with Cricket Australia's direction to coaches of junior cricket? The Spectrum of Coaching Styles (Pill et al., 2021) was used as a basis to identify the styles observed. Results indicated that the three community cricket coaches used predominantly two teaching styles (Practice Style – B, Self-Check Style – D, Guided Discovery Style – F and Divergent Discovery Style – H) when coaching. Two of these teaching styles share common and complimentary pedagogical principles with direct instruction guidelines whereby the coach is in control of what the students are learning in addition to how and why they are learning it (Practice Style – B, Self-Check Style – D), whilst two styles require the player to search for answers to problems created by the coach (Guided Discovery Style – F and Divergent Discovery Style – H).

Challenges for Volunteer Community Rugby Union Coaches in Regional Queensland

Dr Dave Robinson, University of Southern Queensland

An Interpretative Phenomenological Analysis (IPA) was undertaken involving in-depth qualitative interviews undertaken with five highly experienced volunteer community rugby union coaches from regional towns across Queensland to gain their insights concerning the challenges of coaching the sport in such areas. While strongly committed to the sport of rugby union and staunch advocates of its attributes, they spoke of the significant challenges they have encountered balancing their family and employment responsibilities with their voluntary coaching commitments, especially with the extra time and distance demands associated with coaching in a regional locale. They also expressed feelings of disenfranchisement and isolation from rugby's governing bodies and significant frustration concerning the current state of the game and its development. Concerns raised included difficulties in club administration, declining volunteer participation, rugby's poor media presence and exposure, inadequate provision of development personnel in regional areas, a lack of viable regional competitions, and the philosophical and practical tensions arising from disparities in focus and funding between elite and grassroots rugby.

Friday 17th November

Keynote 3: Professor Camilla Knight



Swansea University, Wales

9.10 - 9.55am

Understanding and promoting positive parental involvement in youth sport

Parents have a substantial influence on young people's participation and performance within youth sport. Further, evidence shows that the ways in which parents are involved in their children's sporting experiences influences their psychosocial development and the overall quality of their experience. Recognising the influence that parents have within youth sport, considerable research attention has been given to understanding their involvement and seeking to develop strategies to optimise the influence that they have across children's sporting journeys. Through this research, it has become clear that the role of parents within youth sport is complex but critical and there is a need for coaches, clubs, and sports organisations among others to commit time and effort to understanding the experience of sport parents and seek to create environments in which they can maximise their positive impact. Based on the available evidence as well as examples of good practice from around the world, the overarching purpose of this presentation is to critically examine how to promote positive parental involvement within youth sport contexts. Specifically, this presentation will provide a brief and critical review of this substantial body of literature examining parental involvement in sport. Subsequently, steps that researchers, practitioners, coaches, and organisations can take to optimise parental involvement will be considered. Particular attention will be given to the importance of understanding these within different contexts. Finally, the presentation will conclude by identifying some of the ongoing research and practice gaps that exist as well as providing some suggestions to move the field of sport parenting forwards.



Parallel Session A1 - Lecture Theatre 1

10.00 - 11:00am

“Engage Me!” A Multi-Sport Rapid Ethnography of Club Interactions with Parents From The Beginning of the Youth Sporting Season

Mr Glen Fernandes, Flinders University

Issues associated with parents' involvement in organised youth sport are often met by a range of punitive, restrictive, or contractual measures as a means to arrest problematic behaviours. At the same time, the same measures are widely viewed as lacking an evidence-base and largely ineffective in optimising parental involvement. However, an avenue that has not received adequate academic attention is the role of the broader sporting club environment in setting up parents for successful and supportive involvement in organised sport. Therefore, the purpose of this study was to explore nature of parent and club interactions across the first eight weeks of the sporting season across four youth sport settings: Australian football, tennis, swimming, and netball to ascertain how sporting clubs engage and 'set up' parents for the sporting season. Drawing on over 320 hours of covert field observations and 40 collaborative interviews, this paper sheds light on the transactional nature of parent-club interactions and the superficial forms of parental support that exist from the outset of the sporting season. This paper outlines six principled approaches to better support parents and families from the beginning of the sporting season as a relational strategy to simultaneously attract more volunteers and optimise parental behaviour and involvement. Implications for clubs and sporting leaders will be discussed.

Evaluating An Educational Program to Improve Parental Behaviours in Youth Sport

Miss Emilea Mysko, Flinders University

The Sammy D foundation (SDF) is a leading youth violence prevention charity in South Australia. Among the variety of programs offered by the SDF is a sport parenting education program, 'Monkey See Monkey Do' (MSMD). Acknowledging the significant health and wellbeing benefits youth sport can provide children, MSMD aims to educate parents to be positive role models during youth sport, further aiming to reduce youth violence through positive parental role modelling and ensure youth sporting environments remain a safe environment for children. Using an intervention mapping framework embedded throughout a sequential mixed-methods design, a process and outcome evaluation of MSMD was undertaken using a secondary analysis technique to identify the impact of the program, leading to a qualitative exploration on contemporary sports parents' behaviours, from the perspective of parents, child athletes, and youth sport stakeholders (e.g., coaches, umpires, committee). Analysis of the evaluation and the qualitative exploration reveal the topics covered, and the methods used to deliver MSMD do not adequately meet the needs of contemporary sports parents. Therefore, using the data collected from both the evaluation and the qualitative exploration, a new sports parent education program will be developed for the SDF. A new sports parent education program will be important to further support and educate parents about the impact of their behaviours during youth sports events, thus, ensuring youth sport remains a safe environment, free from violence. Furthermore, safe sporting environments can further foster the growth and development of child athletes now and in the future.

Let Me Tell You a Story: An Autoethnographic Tale of Being a Youth Sport Parent

Prof. Murray Drummond, Flinders University

We all have a story to tell. Our stories are part of our lives, and they change according to which “slice of life” we are attempting to narrate. I have a range of stories, and many slices of life, including my time as an emerging young cricketer in a high performance program; my time at university becoming a Physical Education teacher; my narcissistic period where I shifted sports and trained countless hours in becoming an elite level triathlete; then there was doctoral phase closely followed by my sport retirement phase, which coincided with the beginning of my academic phase. However, it was my husband and father phase that have created a sense of purpose and meaning to my life. This presentation is based on a part of this phase where I attempt to explain my role as a parent - a father - of two children growing up in a family where sport is central to family life. Using an autoethnographic approach, where the researcher calls upon their own experiences and undertakes “an ethnographic analysis of the cultural contexts and implications of that experience” (Lapadat, 2017 p589), I endeavour to provide the meaning of sport not only to my life, but how it has shaped the way that I parent including the parental benefits and pitfalls of guiding children into high performance sport. I challenge my role as a father and provide illuminating examples of being a “sport dad” together with the implications for my children, who are now adults.



Parallel Session A2 - Lecture Theatre 2

10.00 - 11.00am

Barriers For Mental Health Support in Sport

Assoc. Prof. Sam Elliott, Flinders University

The mental health of young people in youth sport has received growing academic attention and sporting clubs are identified as important settings for prevention and early intervention. Despite this, very few studies have explored the perceptions of multiple stakeholders about youth sporting clubs as spaces for mental health awareness, education, and training. The purpose of the study was to understand the capacity of youth sporting clubs to become a site for mental health support and explore parents, coaches, club leaders and youth participants perceptions about their sporting club's readiness for mental health awareness, education, and training initiatives. Using an Interpretive Design (ID) research methodology, 26 participants (parents, youth, club leaders/coaches) involved in community-level youth sport participated in a qualitative telephone interview. Data was analysed thematically, leading to the construction of three themes about the barriers for building and maintaining a culture of mental health support in youth sport: (a) initial resistance, (b) teething issues and (c) turbulence. The themes reflected perceptions about varying levels of club readiness for meaningfully supporting positive mental health and indicated that many youth sporting clubs may find it difficult to sustain long-term, positive change. The study suggests that while sport can be a promising avenue to promote positive mental health, it is not without multiple forms of resistance which, if not navigated, may discourage efforts to establish and maintain club settings as sites for mental health, education, awareness, and first aid training. Implications for the field are discussed.

The Impact of Sport Retirement on Mental Health and Sleep: A Qualitative Study of Female Ex-Gymnasts

Mr Ashley Montero, Flinders University

Currently, we know little about how retirement from youth sport affects mental health and sleep. This research aimed to better understand the challenges that female gymnasts face in relation to their sleep and mental health while competing and following retirement from gymnastics. Further, we sought to identify how athletic retirement could be better supported given the early age at which these athletes often "retire". Thirteen female ex-gymnasts participated in one-on-one semi-structured interviews. Interviews were recorded, transcribed verbatim, and analysed using reflexive thematic analysis. Following review, development, and refinement, four key themes were identified: (i) high expectational demands and pressures impacting health (coach originated pressures and culture culminate into poor wellbeing); (ii) drastic lifestyle and social change (transition out of sport impacting identity, sleep, and mental health); (iii) inadequate education and support (insufficient resources, improper support, and false/lack of education surrounding mental health and sleep); (iv) and potential for change (improvement is evident and viable with indication of imminent change). Findings indicate why mental health and sleep issues occur for gymnasts during and after their sporting careers and highlights why they remain untreated. This research informs how gymnasts can be better supported while competing and transitioning out of the sport. Due to the unique nature and demands of gymnastics, our findings may not be directly transferable to all sports. However, it provides preliminary insight into how sleep and mental health are influenced by youth gymnastics participation and potentially other high-performance sports that may result in retirement at an early age.

Conceptualising School Sport with Educative Value

Associate Professor Shane Pill & Associate Professor Deb Agnew, Flinders University

Physical activity and sports participation during childhood and adolescence is linked to better cognitive, physical and social-emotional outcomes: physical, social and emotional health. School sport can be educationally purposeful in achieving these outcomes when is seen as as extension of curriculum contributing to the education goals of schools and school systems. Particularly, those goals associated with developing and promoting mental health and psychological well-being. However, school sport must be imagined and then purposefully constructed to achieve these ends. In this conceptual paper, we propose reframing of school sport as extension of curriculum: as Education through sport. To establish school sport as education through sport, we describe and explain three domains of knowledge, skills and understanding to include in the school sport curriculum. This provides a conceptualisation of school sport with educative remit and value.

Protecting Youth Athlete Mental Health During the Transition into Elite Sport

Dr Lisa Olive, Deakin University

Elite athletes experience a range of both sport-related (e.g., sport specialization, selection/de-selection, retirement) and general (e.g., academic and vocational progression, relocation, romantic relationships) transitions over the course of their athletic careers. While the transition to retirement (i.e., out of an athletic role) has received significant attention, less evidence exists that investigates the impact of transitions into elite sport on athlete mental health and wellbeing. The aim of this research is to 1) provide a review of relevant developmental frameworks and theoretical approaches relevant to athletic career transitions, 2) identify key developmental risk and protective factors relevant to this stage of athletic career transition, and 3) outline a framework for supporting athlete mental health during the transition into elite sports pathways. We posit that a holistic approach to youth development be considered as youth athletes transition from pre-elite to elite sport and that the focus on performance to the exclusion of other activities suggests a unique developmental risk for youth elite athletes in attaining developmental milestones. We propose a framework that includes best practice points for the prevention, detection and management of mental ill-health during the career transition into elite sport. We further outline ways that sporting organisations can develop and maintain psychologically safe environments that are developmentally appropriate, support athlete resilience, and strengthen known protective factors for mental health while mitigating, where possible, known risk factors - to adequately prepare youth athletes for the stressors they are likely to face over the course of their athletic careers.

Parallel Session B1 - Lecture Theatre 1

11.30 - 12.30pm

(Re)Defining Sport Participation and The Implications for Youth Sport Policy: A Critical Commentary

Mr James Kay, Flinders University

Youth sport participation and dropout are well-established areas of interest in the academic community. However, definitions and conceptualizations of participation-related terminology vary significantly across and within publications. This variation can lead to inadvertent misreporting and deliberate manipulation of membership and participation data by clubs and sporting organizations, particularly concerning competitive grant funding opportunities. The purpose of this critical commentary is to: (1) highlight the potential benefits of more purposefully defining 'sport participation,' and (2) propose a new conceptualization of sport participation. Definitions for the terms enrolment and entry, retention, sustained engagement, dropout, sustained disengagement, re-engagement, and sport transfer are presented and discussed. Additionally, a novel conceptual model of the sport participation pathway is presented, highlighting the three key phases of enrolment and entry, retention, and sustained engagement. Importantly, dropout is positioned not as an endpoint, but as a transitory phase that can lead either to sustained disengagement or continued participation via the under-researched area of re-engagement. This paper aims to initiate a conversation surrounding sport participation terminology. It has the potential to bring about genuine change in the sport participation landscape, including funding structures, project design, and research aims and outcomes. The authors encourage academics and industry professionals to take a leading role in this area and work collectively for meaningful and sustained change in this often-ignored domain.

Facilitators And Constraints to Adult Sport Participation – Implications for Youth Sport

Ms Sarah Crossman, Flinders University

The health, social and cultural benefits of sports participation are well documented. Despite this, Australian adults' involvement in sport is increasing at a much slower rate than participation in other types of physical activities, and the transition from youth to adulthood induces a participation decline. Currently, no review has summarised the multi-level factors that influence adults' decisions to participate in sport. This systematic literature review synthesised existing studies reporting facilitators and constraints to adults' (25-64 years) sports participation. Seven electronic databases were systematically searched according to the PRISMA guidelines and quality appraisal was performed using the Mixed Methods Appraisal Tool. Of the 6,476 studies identified, 114 articles (89 quantitative, 24 qualitative, 1 mixed methods) met the inclusion criteria. Studies were published over four decades (1983-2023) and predominantly located in North America (n=53; 46.5%) and Europe (n=34; 29.8%). Participant sample sizes ranged from 5 to 10,646, were predominantly younger adults (25-44 years; n=66; 57.9%), included more male (62.5%) than female participants (37.5%), and were conducted in primarily single sport contexts (n=87; 81.3%). This paper will present a social-ecological analysis of the included studies' key facilitators (n=109; 95.6%) and constraints (n=33; 28.9%) to sport participation at various life stages. It will highlight parallels with youth sport contexts, discuss implications for the transition from youth to adult sport, and provide recommendations to guide future research into participation initiatives designed to encourage, maximise, and sustain adults' pathways to sport.

Informality & Sport: Redrawing Boundaries

Associate Professor Justen O'Connor & Professor Ruth Jeanes, Monash University

The current government 'game plan', Play. Sport. Australia., outlines an intention to encourage more Australians to engage in sport more often. But to do so, it suggests sports organisations need to respond to the changing landscape of sport participation. Any response of substance, including shifts towards informality, represent a threat to the integrity and coherence of sport and consequently is met with resistance. Yet even in the face of resistance, the immovable force of change will keep redrawing the boundaries around sport. Young people are central players in this disruption, redefining what, for them, constitutes appealing, meaningful participation in sport. Through a consideration of the contemporary participation data along with data from an ARC-funded informal sport project, this paper challenges us to think beyond strong classifications of sport that contribute to resistance to change and limit its potential. If we are to indeed address the changing landscape of sport participation and remain committed to growing engagement, we must allow sport to evolve by dissolving its distinctiveness and highlighting the contradictions, cleavages and dilemmas hiding in plain sight.

Coaching Pedagogy for Participation and Engagement

Associate Professor Shane Pill, Flinders University

This paper identifies the youth sport coach as an educator as they are concerned with player learning: i.e. development. This means a primary concern for youth sport coaching is pedagogy for engagement, enjoyment, and retention. This paper therefore identifies key pedagogical concepts informing coaching for effective learning. Sport coaching is positioned as an educative endeavour as it is centrally concerned with enhancing player education in movement, the technical, tactical, and physical performance aspects of a sport. The paper begins by considering learning theories that inform approaches to coaching for effective learning. Contemporary pedagogical models for sport coaching subject to much of the recent research and scholarship in sport coaching will be reviewed, and the implications for children and youth sport coaching considered with respect to player motivation to continue in sport: perceived competence, enjoyment, learning, and friendships. Although contemporary coaching approaches are sometimes referred to as 'discovery' orientated, it is demonstrated that from a pedagogical lens no one coaching method or style can achieve all things. This has implications for coaching for engagement, enjoyment and youth sport retention. The paper concludes by highlighting the coach and their practice as central in youth sport retention and attrition.

Parallel Session B2 - Lecture Theatre 2

11.00 - 12.30pm

Co-designing an Integrated Physical Activity and Psychosocial Program to Promote Cultural Safety: The Tidda Talk Project

Ms Madeleine English, University of Technology Sydney

Physical activity (PA) and sport have been advocated as a strength-based tool to address social and emotional wellbeing (SEWB) disparities in young Aboriginal and Torres Strait Islander people. However, for PA and sport to be effectively leveraged to address SEWB, culturally safe strategies must be embedded to protect young Aboriginal and Torres Strait Islander people from adverse experiences. This presentation describes the design process and strategies used to promote cultural safety within the Tidda Talk program, a PA and SEWB program for young Aboriginal and Torres Strait Islander women aged 11-16. Utilising community-based participatory research principles, program content and activities were collaboratively developed at a consultative workshop. Participants included; young Aboriginal women (N = 3), Aboriginal SEWB Workers (N = 2), and Aboriginal (N = 2) and non-Indigenous (N = 4) researchers. An Aboriginal Reference Group further assisted in embedding harm minimisation strategies. Young Aboriginal women indicated a preference for female-only programs and an intimate group size of 10-15 participants to avoid 'shame' when exercising or yarning about sensitive topics. SEWB Workers advocated for utilising Aboriginal and Torres Strait Islander women facilitators who are aware of local cultural protocols and can act as role models. To foster cultural identity and pride, stakeholders agreed the program should include culturally relevant topics (e.g., cultural and spiritual healing) and activities (e.g., traditional Indigenous games). These findings have significant implications for health/sport professionals seeking to engage this priority population, highlighting key considerations and practical strategies to create culturally safe spaces for participation.

Examining Black Boys Experiences in Sport

Mr Amand L. Hardiman & Dr Jamal-Jared Alexander, Utah State University & University of Tennessee, Knoxville

Sport is among the most popular avenues for worldwide physical excursion, goal orientation, and social interactions. Approximately 40 million youth participate annually in organized sport in the United States alone (cite). Of these 40 million, a diverse range of participants from divergent/different backgrounds exist. A notable group with proportionally high involvement rates is Black adolescent boys. With this in mind, scant literature has examined this group's experiences in sport as researchers tend to use western, educated, industrialized, rich, and democratic-cultures (WEIRD) participants as the gold standard for sport psychology and physical exercise (Dorsch et al., 2023; Jones, 2010). Consequently, Black experiences have been pushed to the margins leaving a gap in the literature. Being an athlete and a Black athlete represent distinct yet related intersections of experiences that warrant further research that centers on the complexities and realities within the youth sport system. "To address this issue, [author 1] conducted semi-structured interviews with Black adolescent boys between ages 11 and 17 from a school district in the Midwest Region. The authors extend Braun and Clark's (2012) thematic analysis to get an explicit understanding of the four tenets of Black Feminist Thought (BFT). [Author 2] will provide examples of how participants can apply the framework to help them "shift out of nurture" by centering the marginalized (Shelton, 2021).

Race/Dynamic Demographics/US Youth Sport Participation

Miss Nadia Jackson-Fitch, University of Minnesota

Since the racial integration of organized U.S. athletic institutions, Black athletes have risen to being some of the most highly paid and highly visible athletes within U.S. popular culture (Carrington 2010; Wiggins and Miller 2003). Media and sports enthusiasts often highlight the success and excellence of Black athletes, suggesting that sport, as a social institution, improves race relations and outcomes for Black individuals. However, sociologists often point to sport as an institution that maintains and reproduces racial tropes and ideologies about race (Hartmann 2000; Collins 2004; Carrington 2010). Although important for highlighting racialized disparities, much of sport research fixates on the experiences of the most highly visible Black athletes within revenue-generating sports, thus leading to an inaccurate assessment of sport participation across all age groups. Among youth, organized sport is growing to be more exclusive, consequently leading to further disparities in sport participation among youth. Disparities among youth sport participation exists across race/ethnicity and socioeconomic status (Hyde et al. 2020). Our primary method is a descriptive analysis of the racial demographics of youth sport participation. The objective is to provide a comprehensive, publicly-accessible dataset to reassess the racial demographics of youth sport participation. In conclusion, we will use this demographic content to draw out larger points about sport and its interesting relationship with social institutions, provide sociologists with the tools to better understand the social significance of sport, and the ways in which it offers us an opportunity to expand our understanding of social systems and the power lines that connect them.

Leadership Development Through Sports and Beyond

Professor Jennifer Walinga & Miss Danielle Cyr, Royal Roads University

Sport offers tremendous environments experiences, and opportunities to develop holistically as an athlete, human, and citizen (Chelladurai, 1980; Griffiths et al., 2017; Trudel, Culver & Werthner, 2013; Williams, Roberts & Bosselman, 2011; Williams et al., 2018). With the growing crises in sport leadership and governance across Canada, this paper reviews multiple leadership development programs globally including the True Athlete Project (USA/UK), Athlete 365 (Canada), Carnegie Mellon Student Athlete Leadership Development Program (USA), the Johan Cruyff Academy (NL), the Young Leaders Forum (GER), Wahine Tao Leadership Programme (NZ), Women Leaders in Sport (AUS), and the Youth in Sport Leadership Program (NOR) as the basis for co-creating a model of sport leadership development with sport leaders from across the Canadian sport system. This was an applied study which involved sport leaders from Sport Canada, Own the Podium, GamePlan athlete transition program, Canadian Olympic Committee, AthletesCAN, Coaching Association of Canada, and Canadian Women and Sport. The goal was to design a leadership development framework that could complement the Long Term Athlete Development Plan currently in practice (Beaudoin, Callary, & Trudeau, 2015) while likewise being both scalable and adaptable for any level of type of sport organization. Leadership training is both relevant and applicable to a multitude of sport participant groups from athletes to coaches, administrators to officials, parents to volunteers. Our model places human and social development at the centre of the Canadian sport paradigm and focus, replacing medals, money, or individual success.

Industry-Research Collaboration Plenary

1.15 - 1.45pm

Professor Jean Côté, Professor Rochelle Eime and Professor Camilla Knight

Establishing and building collaborative partnerships between the sport industry and academic researchers can require a lot of work, diplomacy and strategy. Building on the second pre-conference warm-up webinar, the purpose of this industry-research plenary is to tap into the experiences, wisdom and advice of our esteemed keynote speakers for emerging research and industry leaders to enhance collaboration.

There will be an opportunity to ask questions and promises to be highly informative for sport industry and researchers alike.



Parallel Session C1 - Lecture Theatre 2

1.45 - 2.30pm

Muscle-Strengthening Activities and Sport – A Rapid Review of Evidence

Dr Sarah Kennedy, Western Sydney University

Introduction: Muscle-strengthening activities (MSA; such as resistance training) contribute to enhanced athletic performance and reduced likelihood of sport-related injuries. Despite extensive evidence to the contrary, common misconceptions surrounding the safety, efficacy and necessity of MSA for youth exist. Given the popularity of youth sport in Australia, and the physical activity behaviours that are developed in these settings, the provision of evidence-based guidance regarding MSA participation in combination with sport is necessary. The aim of this study was to review the information provided by state (SSO) and national sporting organisations (NSO) for the top 10 Australian youth sports, in relation to MSA. Methods: A rapid review of evidence provided by SSOs and NSOs related to MSA guidelines was performed. Using AUSPLAY data, the top 10 sports for young people were included in the review. The website of each SSO and NSO for these sports were searched for recommendations provided, related to MSA (i.e., strength, weight, and/or resistance training). Educational, parent, and training resources for each page were systematically searched for any inclusion of information related to MSA participation for athletes. Results: Of the 10 NSOs, all provided information/resources on MSA for young athletes. Five SSOs provided information on MSA specific recommendations. Three NSOs and two SSOs provided age-specific recommendations aligned to the current evidence-base. Conclusions: The findings of this rapid review provide a starting point for the future update of information on MSA, to ensure its importance and application to sporting performance is clear for children and youth.

The Influence of Relative Strength: Youth Soccer

Miss Mikayla Lyons, Univeristy of Notre Dame Australia

The aim of this study was to provide a comparison of the physical performance characteristics between strength-matched male and female youth soccer players. Twenty-two participants were recruited from the Western Australian soccer talent pathway teams for boys (age = 13 ± 1.22 years, height = 160.29 ± 9.53 cm, weight = 50.41 ± 6.85 kg) and girls (age = 13.33 ± 1.22 years, height = 159.56 ± 6.47 cm, weight = 49.17 ± 6.86 kg) respectively. Eleven pairs were formed based on peak force achieved during the isometric mid-thigh pull, when made relative to body weight (IMTP_r). The testing battery for this study included anthropometric measurements (height and body mass), and physical performance tests; IMTP_r, countermovement jump (CMJ), broad jump (BJ), 30-metre sprint, 505 change-of-direction (505 COD), and the 30:15 intermittent fitness test (30:15IFT). Independent T-tests were run to assess between-group differences for all outcome variables. When players were strength-matched, no significant sex differences were identified for any physical performance characteristic [(IMTP_r: Boys = 2.64 ± 0.16 N.BW-1, Girls = 2.64 ± 0.116 N.BW-1), (CMJ: Boys = 39.22 ± 7.38 cm, Girls = 40.67 ± 8.05 cm), (BJ: Boys = 177.18 ± 13.07 cm, Girls = 183.67 ± 17.94 cm), (30m Sprint: Boys = 4.74 ± 0.29 s, Girls = 4.66 ± 0.25 s), (505 COD: Boys = 2.43 ± 0.14 s, Girls = 2.41 ± 0.12 s), (30:15IFT: Boys = 18.50 ± 1.22 km/h, Girls = 18.25 ± 1.31 km/h)]. These findings provide a practical foundation to suggest that increasing relative strength in female soccer players may be key to reducing the magnitude of differences observed in performance outcomes which have previously been attributed to sex alone.

Parallel Session C2 - Lecture Theatre 2

1.45 - 2.30pm

Enhancing Executive Function in Children and Adolescents Through Motor Learning: A Systematic Review

Miss Madison Richter, Flinders University

Executive function is essential for development of goal-directed behaviour and designing programs that contribute to the enhancement of executive function is key to ensuring wellbeing and positive development in children and adolescents. Motor learning processes draw on executive processes via maintaining goal-directed behaviour, exploring cognitive and movement solutions and processing feedback, however, factors contributing to optimal program design for augmenting executive function are not well understood. Therefore, we systematically reviewed the literature to identify and describe motor learning approaches that have been reported to augment executive function in these developmental stages. 56 studies that included children or adolescents were reviewed and assessed chosen methodology and executive function changes due to or in parallel to motor learning. The selected studies were conducted in a range of settings, most commonly involving group training sessions in school environments. Tasks commonly required multi-limb coordination or locomotive skills and a large proportion of the programs varied practice (77%). Most studies assessed several aspects of executive function, with working memory being the most evaluated. Over 90% of the studies reported improvement in at least one measure of executive function either due to or in parallel to motor learning. Motor learning approaches that introduce practice variability and expose the learner to tasks with varied movement requirements (e.g., coordination as well as speed/accuracy) are particularly beneficial for enhancing executive function. Specific task and practice characteristics important for designing youth sport programs that can contribute to executive function development and implications will be discussed.

Fun, Fitness and STEM In Remote Indigenous Communities: A Stemfit Approach

Dr Stuart Evans, La Trobe University

The current educational pipeline cannot engage rural and remote indigenous students who do not have access or experience with science, technology, engineering, and math (STEM). STEM can also provide foundation for health and physical activity. However, limited exposure to effective STEM learning and related activities often increases barriers and difficulties for rural and remote indigenous students to develop scientific knowledge and skills. The pedagogical program STEMFit provides a pathway for students to learn STEM subjects by using and analysing personally obtained data in different physical activity contexts. The STEMFit program encompasses Australian curriculum and pedagogical domains and can be applied across a variety of curriculum areas, incorporating student exploration in STEM concepts applied to physical activity and human movement. In this pilot study, a STEMFit educational experience was provided through the lens of physical activity and sport to indigenous students in one remote and one very remote Northern Territory schools. Over 100 predominantly indigenous students created and analysed datasets based on their physical performance including a timed 40 m run (velocity, splits, step count), shot put (angle of release), vertical jump (jump height), and kicking and throwing distance. Using their own performance data, students calculated their running speed using mathematical formula and were encouraged to think critically about how to improve their performance using different technologies, techniques, motor control and biomechanical principles. Results from this pilot study suggest that STEMFit is a viable way for educators to connect STEM principles to health and physical education curriculum requirements.

Can Virtual Reality Increase Children’s Intentions

Dr Luke Wilkins, La Trobe University

The growth of virtual reality sports for public entertainment use has been rapid over the last decade. The technology provides a novel intersection between traditional gaming and sports participation, but so far, no research has explored the impact that playing a VR sports game has on intentions and attitudes towards real-world sport. This study will address this using a between-subjects experimental design with children aged 13-15. The participants will undertake one, 20-minute session using either a VR sports game (experimental group), video-game sports game (placebo group), or a VR non-sports game (control group). Before, after, six-months, and 12-months after the session, participants will complete questionnaires measuring their: i) intention to participate, ii) intention to engage in other ways with, and iii) attitude towards the sport which they played. They will also take part in a focus-group interview aimed at generating more detail about their experiences during the intervention session. It is hypothesised that the experimental group will have more positive responses towards the sport which they played compared to the placebo group, which will have more positive responses than the control group. The findings will enhance our understanding of the impact of VR gaming on real-world sports involvement and has the potential for considerable applied implications at a societal level.



Parallel Session D1 - Lecture Theatre 2

2.45 - 3.30pm

Knowledge Of Sport Psychology in Youth Sports

Dr Alexandra Lascu, University of Canberra

Purpose: There is a growing appetite for sport psychology in youth sport settings, but no 'literacy' currently exists to guide its developmentally appropriate adoption or the identification of quality practice and practitioners. The objective of this study was to examine the knowledge, use, and experience of sport psychology within youth sport settings from athlete, parent, and coach perspectives (i.e., athletic triad). **Design:** An interpretive description methodology (Thorne, 2017) was used. **Method:** Semi-structured interviews were conducted with 10 triads from individual and team sports across Australia and the UK. Data were analysed in line with Thorne's (2017) guidance for Interpretive Description. Specifically, data were analysed at a triadic level through critically borrowed techniques (e.g., coding) and cross-cultural comparisons across data sets. **Results:** Initial analysis has shown that participants struggle to cite sport psychology topics explicitly. However, they openly discussed sport as having psychological demands by highlighting the need for self-talk, confidence, and emotional regulation. Coaches specifically felt underprepared to handle the turbulent emotions and chaotic environments of youth sport, and considered themselves the mediator of knowledge between the psychologist and their athletes. **Conclusion:** This research expands upon previous athlete perceptions (Bell et al., 2022) and parent behaviours (Dohme, Bloom & Knight, 2021) to establish a 'sport psychology literacy' for coach education and community interventions in youth sport.

Investigating The Nutrition Knowledge of a Professional Soccer Club Youth Squad

Mr James Hart, Flinders University

Rationale: Adolescent male soccer players are vulnerable to unsubstantiated nutrition information, which may negatively impact their health and sports performance. Understanding the nutrition knowledge of adolescent soccer players may assist with targeted nutrition education. **Aim:** This descriptive study aimed to evaluate gaps in nutrition knowledge from a professional soccer club youth squad. **Methods:** Adolescent male soccer players (n = 14; age 14-19 years) completed a validated 79-item online Nutrition Knowledge Questionnaire: targeting nutrition recommendations, dietary supplements, nutrients for performance and recovery, and the association between food choices and body image. Descriptive statistics using Qualtrics software, determined players' nutrition knowledge. **Results:** Overall, 59% of players correctly answered all 79 questions, 60% for the 44 nutrition recommendations for endurance athletes, 64% for the 5 dietary supplements, 76% for the 7 fluid and hydration questions, 52% for the energy for performance and recovery, and 52% for the 9 food choices and body image questions. Moderate (62%) nutrition knowledge was evident for carbohydrates as an energy source for performance, 54% for healthy fats, 49% for protein and recovery, 64% for optimal hydration and 57% for food choices and body image. **Conclusion:** Results showed that adolescent male soccer players in a professional soccer club youth squad would benefit from nutrition education by an accredited practising sports dietitian to improve their nutrition knowledge with a particular focus on the identified knowledge gaps related to their sport. These include sources of energy for performance, protein for recovery and food choices for body image.

Embedding STEM in Sport Through the Kokoda Challenge

Dr Charlene Willis, Zac Dawes, Dr Stuart Evans & Daniel James, Griffith University

Sport has wide ranging appeal with children and encourages play, healthy competition and an opportunity for children to be more themselves. Enrichment of sporting activities, with learning from STEM disciplines offer the opportunity to further develop and enrich youth in a way that the classroom cannot. In this paper we present results from student led assessment of their physical development during a two month long training programme, the “Kokoda Challenge” a 40/90km endurance hike that is being run as an extracurricular activity through many schools. The assessment takes the form of monitoring the physical training as an intervention and involving the youth in measuring their physical developmental changes over the course of the training and preparation programme. Using the tools of sports science and exercise physiology, youth examined their performance using widely accepted measures that professional athletes use. These include measures of strength, endurance, anaerobic and aerobic fitness as well as overall cardio vascular health. Using a semi-structured educational environment results were discussed and attitudinal measures also captured. It was found that students engaged in questioning of their improvements and challenges around data capture and they were particularly interested in how targeted interventions improve performance in a targeted way. Students changed the way they viewed themselves, and as an ancillary benefit saw how the tools of STEM can be applicable in sport.



Parallel Session D2 - Lecture Theatre 2

2.45 - 3.30pm

Do Active Adolescents Attain Physiological Heat Adaptations Following the Warm/Hot Summer Months?

Mr Harry Brown, University of Canberra

When sufficiently exposed to the hot summer months, humans can attain heat adaptations (i.e., seasonal heat acclimatisation). Physiological heat adaptations can attenuate the adverse effects of heat stress, which enhance safety and improve exercise performance in the heat. However, seasonal heat acclimatisation has been exclusively investigated in adult populations. Therefore, this study documented the magnitude of seasonal heat acclimatisation in adolescents following summer. Fifteen (5 females) active adolescents (14.6 ± 1.0 yr) completed a 45-min heat response test (HRT) walking at 60% $\dot{V}O_{2\text{peak}}$ in 40°C and 30% relative humidity before and after summer. Participants completed self-reported physical activity (PA) diaries and wore an accelerometer for two one-week periods. Daytime wet-bulb globe temperature (WBGT) was calculated for each day of summer, and data were analysed using Bayesian hierarchical general additive models. Participants reported 7 ± 4 h/wk of outdoor PA, and daytime WBGT was $22.1 \pm 5.3^\circ\text{C}$. Following summer, resting gastro-intestinal temperature and heart rate were reduced by 0.19°C [90% credible interval: -0.31, -0.07; probability of direction = 99%] and 7 beats/min [-10, -3; 100%], whilst the rise of both measures during the HRT were attenuated by 0.22°C [-0.47, 0.04; 92%] and 4 beats/min [-13, 5; 78%], respectively. There was minimal evidence for heat adaptations in whole-body or local sweat rate. Active adolescents can attain heat adaptations following summer, reflected here by a shift in the thermal balance point, evident as a lower resting gastro-intestinal temperature and an earlier onset of sweating.

Impact Of Prolonged Endurance Exercise on Gastrointestinal Status in Youth Versus Adult Athletes

Ms Pascale Young, Monash University

Aim: Considering the growing popularity and participation of youth in ultra-endurance sports, the study aimed to determine the impact of prolonged exercise on gastrointestinal symptoms (GIS) in youth (≤ 18 y) versus adult (≥ 30 -50y) endurance athletes. **Methods:** Twelve (male $n=9$, female $n=3$) adult [mean(SD): age 37(6)y, height 171(11)cm, body mass 66.7(14.8)kg, $\dot{V}O_{2\text{max}}$ 55.6(8.7)ml/kgBM/min] endurance athletes (AEA), and ten (male $n=7$, female $n=3$) youth [age 17(1)y, height 173(7)cm, body mass 62.2(6.0)kg, $\dot{V}O_{2\text{max}}$ 62.9(11.6)ml/kgBM/min] endurance athletes (YEA) completed 3h treadmill running at 60% $\dot{V}O_{2\text{max}}$ (22.9°C ambient temperature), followed by 2h seated recovery. Participants consumed 15g dextrose every 20min for the first 2h, with water ad libitum allowed during the 3h exercise protocol. Thermo-physiological strain variables and GIS were recorded every 15min during exercise and throughout recovery using an exercise-specific modified 10-point visual analog scale GIS assessment tool. **Results:** YEA reported incidence of GIS during exercise and recovery of 80% and 56%, respectively, compared to AEA reporting an incidence of 100% and 67%, respectively. The predominant GIS type in both groups was belching. There was no significant difference in gut discomfort ($p=0.180$), total-GIS ($p=0.346$), lower-GIS ($p=0.872$), or nausea ($p=0.923$) between groups. However, upper-GIS was significantly ($p=0.037$) higher in AEA [total summative accumulation (range of reported GIS): 21 (6-67)] versus [8 (4-19)] during exercise. **Conclusion:** The gastrointestinal status of youth endurance athletes does not appear to be more compromised in response to prolonged endurance exercise than adult endurance athletes.

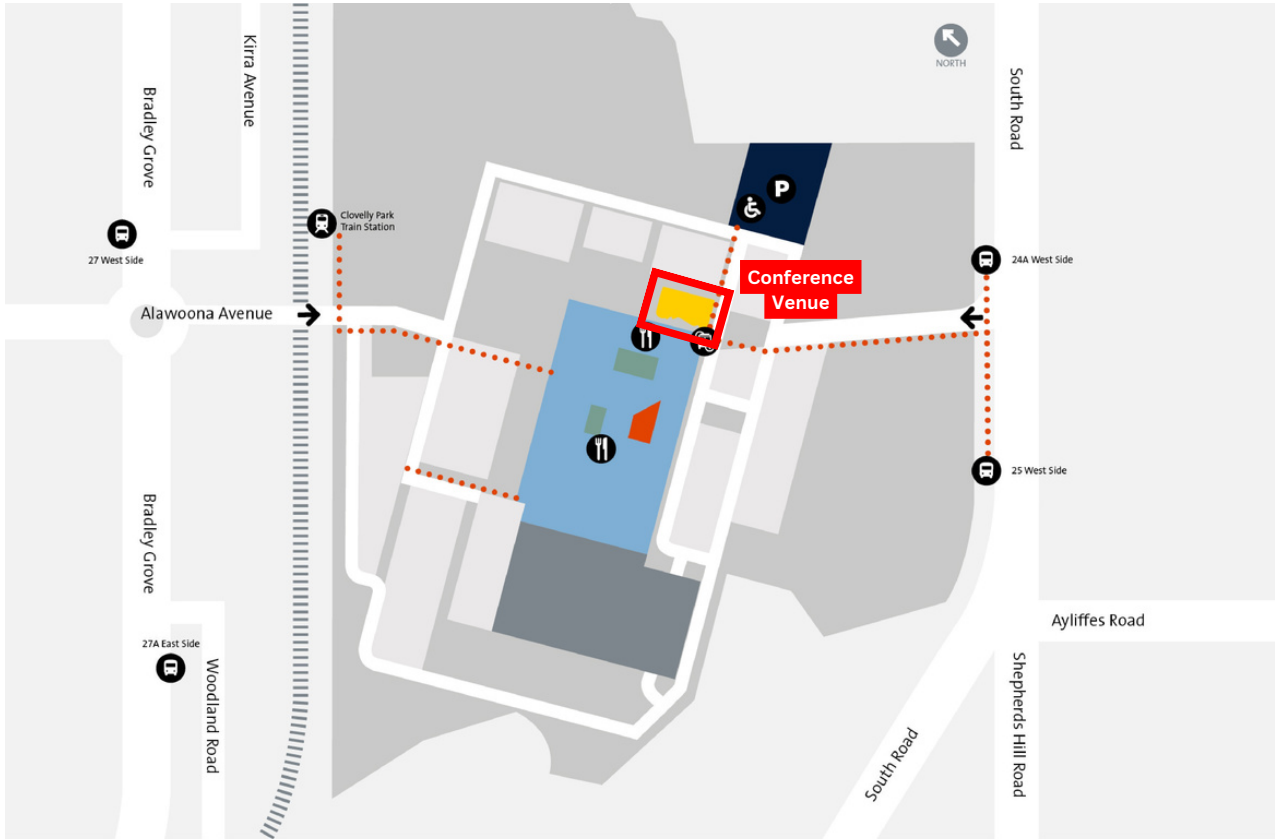
How Prevalent Is Inter-Limb Asymmetry During Drop Jumps in Young, Physically Active Adults?

Dr Elizabeth Bradshaw, Deakin University

In many sports (e.g., volleyball), a large volume of jumps is performed during training and competition. Symmetry of the lower limb loading patterns during these jumps may be important in relation to preventing injury. Underlying motor control theory suggests that an individual's dominant limb will have a greater contribution to propulsion and the non-dominant limb to stabilisation during bilateral motor tasks. Therefore, some asymmetry may be expected, especially when these voluntary motor tasks are performed with higher task demands (i.e., increased velocity, force, or power). Over time greater asymmetry may also develop due to sport-specific training and injury. The aim of the current study was to investigate the prevalence of inter-limb asymmetry during bilateral drop jumps. Twelve male and female healthy (physically active, injury-free) participants, aged 20 to 23 years, performed three drop jump trials from a 60 cm box onto two Kistler tri-axial force platforms (1000Hz). A paired samples t-test was used to assess differences in normalised peak force and power between limbs during the first ground contact phase. The prevalence of statistically significant asymmetry was observed in 3 out of the 12 participants (25%) for force and for power. However, the participants identified were different for each measure. This indicated that symmetry in both the force and power components of the motor task should be assessed. Screening for significant asymmetrical loading patterns for fundamental motor tasks in sport can detect when a training intervention may be required for each individual athlete to enhance performance and lower injury risk.



TONSLEY CAMPUS MAP



TONSLEY PRECINCT MAP

- | | | | | | |
|---|---|---|----------------------------------|---|--------------------|
|  | Flinders University at Tonsley |  | Car Park (access via South Road) |  | Car Parking |
|  | Flinders University Pod |  | Entry/Exit |  | Disabled Parking |
|  | Sustainable Industries Education Centre (including TAFE SA) |  | Bus Stop |  | Food & Beverage |
|  | Tonsley Main Assembly Building (MAB) |  | Train Station |  | Pedestrian Walkway |
|  | Tonsley Central Forest |  | Loop Bus Stop |  | Train Line |

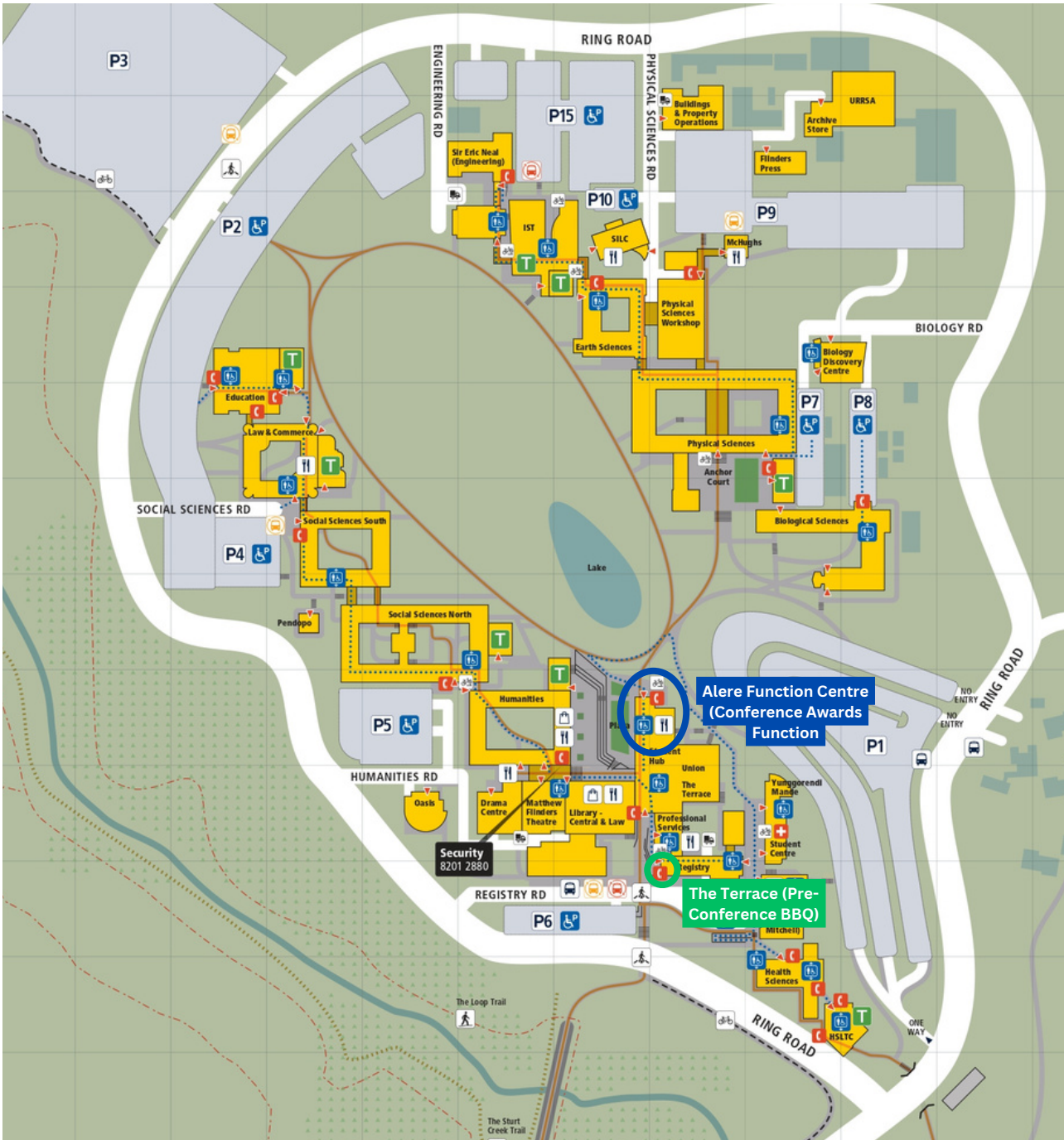
CONFERENCE VENUE MAP



TONSLEY BUILDING PLAN (GROUND FLOOR)

- | | | | | | |
|--|------------------------|--|------------------------------|--|------------------------|
| | Concierge | | Parenting Room | | Meeting Rooms |
| | Lifts | | Disabled Toilet / Shower | | Wayfinding Touchscreen |
| | Toilets | | Prayer Rooms Male and Female | | Display Screen |
| | Male Toilets/Showers | | Secure Bike Storage | | Kitchenette |
| | Female Toilets/Showers | | Tonsley Theatres | | Back of House Areas |
| | | | | | Entry/Exit |

FLINDERS MAIN CAMPUS MAP



CONTACT INFORMATION

A member of the NYSC2023 team will be on, or near to, the Registration desk on Thursday morning. Please visit the Registration desk for general enquiries.

Should you need to contact a member of the NYSC2023, please call or email:

- Organising committee: admin@nysc2023.com.au
- Organising committee phone: 0419 832 373
- Security phone: 08 8201 2880

Note: The conference phone is for essential issues/emergency only.

SOCIAL MEDIA

We encourage you to be active on X (the rebranded Twitter platform) during the conference. Please use the conference X handle **@NYSCConf2023** in your posts and be sure to include the **#NYSC2023** hashtag.

Please state to the session chair at the beginning of your presentation if there is any part of your presentation that you do not want to be recorded or posted onto social media.



CONFERENCE ENVIRONMENT

The NYSC2023 aims to be welcoming and inclusive spaces for all researchers and practitioners in youth sport (broadly defined). The conference program has attracted delegates at all stages of their career, from different countries and from across the different disciplines within our field.

To create an enjoyable and inspiring conference environment for all, please be mindful of the following:

Be mindful of your airtime. In Q&A sessions, time is generally short, so give others a chance to speak. If you have a longer question or comment, or want to draw parallels with your own work, talk to them during morning or afternoon tea, or over lunch.

Remember that a conference is not a viva or exam. It's a space to expand your ideas, hear different perspectives, and support each other. None of us are here to be publicly interrogated or disrespected. This style of conference engagement has no place at NYSC2023.

Be welcoming to newcomers. Most of us have felt lonely and anxious at our first conference! Don't be afraid to introduce yourself to people you don't know, and introduce them to others. We are all here for the same reason - to enhance youth sport - so let's enjoy the conference experience together.

For first-time conference delegates: Sometimes, it can appear that everyone is talking to someone and it can feel a little 'cliquey'. Remember though, everybody was a first-time delegate at some stage. Conference attendance, especially as the risk of the COVID-19 Pandemic recedes, might be one of the only times friends and colleagues get to connect in person. That's not a reason to stay away – more an explanation of the dynamics. It is completely acceptable, expected even, for you to go up to people you have never met and introduce yourself (top tip: the easiest of conversation starter is “what is your research about?” – so be ready to ask this, as well as answer it when it comes back to you!). It is also fine to circulate (“lovely to meet you, but I'd also like to just go and speak to ...”) and you should not worry about offending, nor feel offended by this. It is what we're here for after all!

REGISTRATION

To facilitate a smooth registration process, please arrive at least 30 minutes before the conference commences on Thursday 16th November (e.g. arrive at 8:30 am). The registration desk will be located in the foyer on ground floor of the Tonsley building. A personalised lanyard and conference bag will be provided to all delegates upon registration.

CATERING

Please enjoy complimentary tea, coffee and bottled water available on arrival. Morning and afternoon tea will be held inside the Tonsley building foyer (see p 54 in handbook for map of the building). During morning and afternoon tea on Thursday, we encourage you to grab something to eat and drink and engage with our conference poster presenters who will be stationed near the foyer.

Lunch will be available via **The Pod** - only **25-meters** from the Tonsley foyer entrance. Please take the opportunity to eat lunch outside and enjoy spring time in Adelaide.

WATER

We encourage you to refill your water bottle as needed during the conference. A bottle of water will be provided in your conference bag and there will also be bottles of water available during lunch service.

We ask that you fill up at your accommodation at the start of each day. During the day, you can refill from a water dispenser. The water dispensers can be located next to the downstairs toilets, near lecture theatre 1.

LUGGAGE STORE

For those checking out of accommodation on Friday 17th November, luggage can be left in Room 5.29 (Level 5, Tonsley building) while you are attending the conference.

DRESS CODE

Dress codes can be both inclusive and exclusive. They can help people feel like they belong to a group, but they can also make people feel uncomfortable and out of place. That's why we don't have a dress code for NYSC2023. We want everyone to feel comfortable and welcome, so dress however you want. Dress up (business casual attire), dress down (whatever you feel comfortable in), change outfits throughout the day, or wear the same clothes for the entire conference. It's your call.

We want you to be yourself. So come as you are, and let's have a great conference!

COVID-19 INFORMATION

As host, Flinders University continues to closely monitor the national COVID-19 trajectory to ensure the health, safety and wellbeing of our community in South Australia, the Northern Territory and elsewhere. Delegates are encouraged to stay home/in their designated accommodation if they are unwell until acute symptoms have cleared. COVID-19 positive people must not enter or visit hospitals, Aboriginal healthcare, disability and aged care facilities, unless to seek care.

We encourage delegates and presenters to regularly apply hand sanitiser during the conference.

If you feel unwell and unable to attend/present, please notify us via email (admin@nysc2023.com.au) at your earliest convenience.

WARM-UP WEBINARS

Pre-Conference Webinar #1



NYSC
National Youth
Sport Conference
16-17 November 2023 | Adelaide, SA

WARM-UP WEBINAR

November 02, 2023 | 4:30pm - 5:30pm AEST



Never work with kids, or can you?
Navigating the ethical complexities of research with children in youth sport

Associate Professor Deb Agnew

admin@nysc2023.com.au www.nysc2023.com.au

Pre-Conference Webinar #2



NYSC
National Youth
Sport Conference
16-17 November 2023 | Adelaide, SA

WARM-UP WEBINAR

INDUSTRY-RESEARCH

COLLABORATIONS IN SPORT

This webinar will explore expert national and state perspectives from Kelly Curr, Regional Sport Development Consultant for Sport New Zealand, Assoc. Prof. Simon Walters, co-director of Sports Performance Research Institute NZ, and Paul Moore, Manager of Projects and Partnerships at the SA Office for Recreation, Sport, and Racing. The session will be facilitated by Assoc. Prof. Sam Elliott from Flinders University.



Paul Moore
Office for
Recreation, Sport,
and Racing



A/Prof Simon Walters
Auckland University of
Technology



Kelly Curr
Sport New
Zealand

DATE
09 Nov, 2023

TIME (AEDT)
12:30PM - 1:30PM

www.nysc2023.com.au

SOCIAL PROGRAM

Pre-Conference BBQ

Wednesday 15th November

6pm-8pm

The Terrace, Flinders University

Sturt Road, Bedford Park

BBQ dinner and drinks provided

Cost: FREE for delegates (included with conference registration)

Come and join other conference delegates and keynote speakers for a casual evening BBQ at The Terrace, Flinders University. Get to know other like-minded professionals in sport, mingle with researchers, and enjoy the beautiful spring time in South Australia.

Conference Award Function and Networking Event

Thursday 16th November

6pm-8pm

Alere Function Centre, Flinders University

Sturt Road, Bedford Park

Cost: \$70 pp (includes canapes & drinks)

The conference award function and networking event is a cocktail reception evening in the award-winning Alere Function Centre at Flinders University (Bedford Park Campus) that includes drinks, canapes, and the announcement of two conference awards: Rapid Communications Award and the Digital Academic Poster Award.

Prizes for these two award categories have been generously provided by Human Kinetics and SportsPower Zorich Group.

AWARDS

Young Scholar Award

The Young Scholar Award is an award intended to highlight excellent research contributions of a PhD, Masters, or Honours student in the field of youth sport. The award is open to all who are currently enrolled in a PhD, Masters, or Honours research program, and PhD students who have not yet been conferred. The receiver of this award will be announced during the Awards ceremony on Friday (17th) afternoon.

Early Career Researcher Award

The Early Career Researcher (ECR) Award will be awarded to an up and coming researcher demonstrating an excellent research contribution to the field of youth sport. The award is open to all who have received a PhD within the previous five (5) years of the award year (i.e., for 2023, an individual would have had to receive their PhD between January 2018 and December 2023). The awardee will be announced during the Awards ceremony on Friday (17th) afternoon.

People's Choice Award

The People's Choice Award is to be awarded to one National Youth Sport Conference 2023 presenter who delivered an excellent presentation of their research in the field of youth sport. Anyone giving an oral presentation at NYSC will be eligible for the award. The awardee will be determined using an voting system in which anyone attending the conference can cast their vote. The receiver of this award will be announced during the Awards ceremony on Friday (17th) afternoon. A QR code to cast your vote can be found at various locations at the conference or it can be accessed [here](#).

Rapid Communication Award

The Rapid Communication Award open to all presenters who deliver a presentation in the Rapid Communication category at NYSC. The award will be bestowed to one presenter who delivered an excellent presentation of their research in the field of youth sport. This awardee will be announced at the Conference Awards Function on Thursday (16th) evening.

Digital Academic Poster Award

The Digital Scientific Poster Award is open to all presenters who are sharing their research in the Digital Scientific Award category at NYSC. The award will be bestowed to one presenter who demonstrates an excellent research poster in the field of youth sport. The awardee will be announced at the Conference Awards Function on Thursday (16th) evening.

CONFERENCE PARTNERS

Thank you to our conference partners who have generously supported the NYSC2023 event. Their support has been instrumental in helping us to advance a disciplinary focus on youth sport in Australia through the conference.

Conference Sponsors



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