

Internal use
805335

Application for a Grant

Identification													
This page will be made available to selection committee members and external assessors.													
Funding opportunity Partnership Development Grants													
Program name 1 - Connection 2 - Insight	Type of partnership New												
Joint or special initiative													
Application title Promoting Positive Youth Development Through Sport: PYD SportNET													
Applicant family name Holt	Applicant given name Nicholas	Initials L											
Org. code 1480111	Full name of applicant's organization and department University of Alberta Faculty of Physical Education and Recreation												
Org. code 1480111	Full name of administrative organization and department University of Alberta Faculty of Physical Education and Recreation												
Scholar type Established <input checked="" type="radio"/> Emerging <input type="radio"/>													
If "Emerging", specify category 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/>													
Is this a research-creation project?			Yes <input type="radio"/> No <input checked="" type="radio"/>										
Does your proposal involve Aboriginal Research as defined by SSHRC?			Yes <input type="radio"/> No <input checked="" type="radio"/>										
Does your proposal involve human beings as research subjects? If "Yes", consult the <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i> and submit your proposal to your organization's Research Ethics Board.			Yes <input checked="" type="radio"/> No <input type="radio"/>										
Does your proposal involve activity that requires a permit, licence, or approval under any federal statute; or physical interaction with the environment? If 'Yes', complete Appendices A and B.			Yes <input type="radio"/> No <input checked="" type="radio"/>										
<table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:80%;"></th> <th style="width:10%;">Year 1</th> <th style="width:10%;">Year 2</th> <th style="width:10%;">Year 3</th> <th style="width:10%;">Total</th> </tr> </thead> <tbody> <tr> <td>Total funds requested from SSHRC</td> <td style="text-align: right;"><u>49,017</u></td> <td style="text-align: right;"><u>97,155</u></td> <td style="text-align: right;"><u>49,284</u></td> <td style="text-align: right;"><u>195,456</u></td> </tr> </tbody> </table>					Year 1	Year 2	Year 3	Total	Total funds requested from SSHRC	<u>49,017</u>	<u>97,155</u>	<u>49,284</u>	<u>195,456</u>
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Activity Details

The information provided in this section refers to your research proposal.

Keywords

List keywords that best describe your proposed research or research activity. Separate keywords with a semicolon.

youth sport, network, knowledge exchange, qualitative, positive youth development

Partnership Approaches

One or more possible formal partnership approaches.

Disciplinary and interdisciplinary research partnerships; Networks for research and/or related activities; Partnered knowledge mobilization

If "Other", specify

Disciplines - Indicate and rank up to 5 disciplines that best correspond to your proposal.

Rank	Code	Discipline	If "Other", specify
1	63026	Sports Psychology	
2	61236	Physical Education	
3			
4			
5			

Areas of Research

Indicate and rank up to 3 areas of research related to your proposal.

Rank	Code	Area
1	382	Youth
2	270	Leisure, recreation and tourism
3	200	Family

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your proposal.

From	To
Year _____ BC AD ○ ○ _____ ○ ○	Year _____ BC AD ○ ○ _____ ○ ○

Family name, Given name

Holt, Nicholas

Activity Details (cont'd)

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Region
1	0000	Not subject to geographical classification
2		
3		

Countries

If applicable, indicate and rank up to 5 countries covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Country	Prov./ State
1			
2			
3			
4			
5			

Family name, Given name

Holt, Nicholas

Summary of Proposal

The summary of your proposal should indicate the challenges or issues to be addressed; the overall goal and objectives of the proposed partnership; and the breadth of the partnership, and the meaningful engagement of the partners involved.

RATIONALE

A tremendous amount of public attention is given to sport as a means to achieve a range of individual, social, and community outcomes. However, there is a "dark side" of youth sport, which is rarely acknowledged in rhetoric, policy, or within the sport sector. That is, while positive outcomes are reported, research shows that youth sport participation is also associated with a range of negative outcomes. It has become increasingly clear that the mere act of participating in youth sport does not systematically lead to positive developmental outcomes. Rather, it is necessary to intentionally target social contextual factors---such as organizational structure, coaches, parents, and peer interactions---to promote positive developmental outcomes. Within the Canadian sport community, little attention has been given to knowledge exchange and dissemination to promote positive development, and the creation of materials that can influence policies and programs. Our project will address this missing link.

OBJECTIVES

This project aims to promote Positive Youth Development (PYD) through sport by improving (a) the exchange of knowledge between researchers and the sport community, and (b) the use of research knowledge among members of the sport community.

In order to reach these larger goals, the specific objectives of this project are to:

- (1) Consolidate the evidence base by systematically reviewing PYD through sport research.
- (2) Examine stakeholders' views about the barriers, challenges, and opportunities associated with promoting PYD through sport and using research findings.
- (3) Work with stakeholders to create educational resources and knowledge products for PYD, which are tailored to their needs.
- (4) Create a knowledge exchange and dissemination network for PYD through sport (the "PYD SportNET").

These targets will be achieved by developing new partnerships between the University of Alberta and the Sport Information Resource Centre, the Canadian Athletics Coaching Centre, and the Canadian Centre on Substance Abuse, all of which have organizational goals that focus on improving the quality of youth sport through evidence-informed approaches.

METHODS

Year 1: We will complete a systematic analysis of the current state of knowledge about PYD through sport.

Year 2: We will carry out an analysis of stakeholders' needs pertaining to promoting PYD through sport.

Year 3: Based on the findings from years 1 and 2, along with results from the applicants' previous and on-going programs of SSHRC-funded research, we will create educational materials and knowledge products for specific audiences to promote PYD through sport.

Years 1-3: Running simultaneously with the activities described above, we will create a network to stimulate knowledge generation and exchange in the area of PYD through sport.

Family name, Given name

Holt, Nicholas

Co-applicants

Enter the family name and email address of each co-applicant who will take part in the intellectual direction of the research. Indicate if they are from the academic or non-academic community. Do not include assistants, students or consultants.

Role Co-applicant		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Strachan		Given name Leisha	Initials AT
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Department/Division name Faculty of Kinesiology and Recreation Management			
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Family name Camiré		Given name Martin	Initials
Org. code 1350711	Full organization name University of Ottawa		
Department/Division name School of Human Kinetics			
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Department/Division name School of Human Kinetics			
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Org. code 1110111	Full organization name University of Prince Edward Island		
Department/Division name Family and Nutritional Sciences			
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Family name Tamminen		Given name Katherine	Initials A
Org. code 1350911	Full organization name University of Toronto		
Department/Division name Faculty of Kinesiology and Physical Education			

Family name, Given name

Holt, Nicholas

Co-applicants (cont'd)

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Org. code 1351411	Full organization name York University		
Department/Division name School of Kinesiology & Health Science			
Role Co-applicant		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			
Role Co-applicant		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			
Role Co-applicant		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			
Role Co-applicant		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			

Personal information will be stored in the Personal Information Bank for the appropriate program.

Application WEB

Family name, Given name

Holt, Nicholas

Collaborators

Enter complete information for each collaborator who may make a significant contribution to the research and/or related initiative. Do not include assistants, students or consultants.

Role Collaborator	Position Full Professor			Title Dr.
Family name Côté		Given name Jean		Initials
Disciplines Sports Psychology				
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Role Collaborator	Position Assistant Professor			Title Dr.
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Disciplines Sports Psychology				
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Department/Division name School of Human Sciences			Address College of Engineering Swansea University Singleton Park	
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Family name, Given name

Holt, Nicholas

Collaborators (cont'd)

Role Collaborator		Position Professor Emeritus			Title Dr.	
Family name Harber			Given name Vicki		Initials	
Disciplines Physical Education						
Org. code 1480111		Full organization name University of Alberta				
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Telephone number			City/Municipality		Prov./State	Postal/Zip code
			Country			
E-mail						

Family name, Given name

Holt, Nicholas

Partner Organizations		- A partner organization may be, for example, a Canadian or foreign: postsecondary institution, government department (federal, provincial, territorial, municipal), for-profit or not-for-profit organization, or foundation.			
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Address Foote Field 11601 68 Ave NW			Contact family name Kropman		
			Given name Brian		Initials
City/Municipality Edmonton	Prov./State AB	Postal/Zip code T6G2E1	Country code 780	Area code 492	Number 1370
Country CANADA			Telephone number	Secondary number	Fax number
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E-mail brian.kropman@ualberta.ca					
Web address www.athleticscoaching.ca					
Org. code	Full organization name Canadian Centre on Substance Abuse			Organization type Charitable organization	
Address 75 Albert Street Suite 500			Contact family name Diedrich		
			Given name Karine		Initials
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Country CANADA			Telephone number	Secondary number	Fax number
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E-mail kdiedrich@ccsa.ca					
Web address www.ccsa.ca					
Org. code	Full organization name Sport Information Resource Centre			Organization type Library	
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			Given name Debra		Initials
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Country CANADA			Telephone number	Secondary number	Fax number
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Web address www.sirc.ca					

Family name, Given name
Holt, Nicholas

Partner Organizations (cont'd)						
Org. code	Full organization name University of Alberta				Organization type University	
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			Given name Lan		Initials	
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Country CANADA			Telephone number			
			Secondary number			
			Fax number		1 780 492-0949	
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Web address www.rso.ualberta.ca						
Org. code	Full organization name				Organization type	
Address			Contact family name			
			Given name		Initials	
City/Municipality	Prov./State	Postal/Zip code	Country code	Area code	Number	Extension
Country			Telephone number			
			Secondary number			
			Fax number			
E-mail						
Web address						
Org. code	Full organization name				Organization type	
Address			Contact family name			
			Given name		Initials	
City/Municipality	Prov./State	Postal/Zip code	Country code	Area code	Number	Extension
Country			Telephone number			
			Secondary number			
			Fax number			
E-mail						
Web address						

PROJECT OBJECTIVES

This project aims to promote Positive Youth Development (PYD) through sport by improving (a) the *exchange* of knowledge *between* researchers and the sport community, and (b) the *use* of research knowledge *among* members of the sport community. In order to reach these larger goals, the **specific objectives** of this project are to:

- (1) Consolidate the evidence base by systematically reviewing PYD through sport research.
- (2) Examine the views of stakeholders from sport organizations about the barriers, challenges, and opportunities associated with promoting PYD through sport and using research findings.
- (3) Work with our partners to create educational resources and knowledge products for PYD, which are tailored to stakeholders' needs.
- (4) Create a knowledge exchange and dissemination network for PYD through sport (the "PYD SportNET").

These targets will be achieved by developing new partnerships between the *University of Alberta*, the co-applicants/collaborators, and the following Canadian organizations:

- ***Sport Information Resource Centre (SIRC)***, an Ottawa-based organization dedicated to serving Canadian and international organizations and individuals involved in sport by providing information, educational resources, and learning services.
- ***Canadian Athletics Coaching Centre (CACC)***, an Edmonton-based organization devoted to enhancing the delivery of sport across Canada and internationally, through coach and community education, research, and knowledge dissemination.
- ***Canadian Centre on Substance Abuse (CCSA)***, an Ottawa-based organization which currently has an initiative called the Canadian Sport and Substance Abuse Prevention Network, which is designed to increase understanding of the potential risks and benefits associated with sport participation as it relates to substance abuse, and to inform the effectiveness of community programs and policies.

We have also received expressions of support from other potential partner organizations, which will become involved in this project as it progresses. These include ***Canadian Sport 4 Life, Sport Matters, True Sport, and Sport Canada***. Additional national, provincial, and local level partners will be engaged during the project by leveraging the networks of confirmed and potential partners and via the contacts of the research team members at each site (Edmonton, Winnipeg, Toronto, Ottawa, and Charlottetown).

CONTEXT

A tremendous amount of public attention is given to sport¹ as a means to achieve a range of personal, social, and community outcomes: All levels of government substantially invest to promote access to youth sport programs through direct public spending and through federal and provincial tax credit programs and municipal subsidies. Not-for-profit organizations, the private sector, and educational institutions similarly fund initiatives to promote sport participation. This level of economic investment is, at least in part, based on the premise that sport is a valuable component of Canadian society and can provide pathways to personal, social, and community development. However, there is a "dark side" of youth sport, which is rarely acknowledged in rhetoric, policy, or within the sport sector (Coalter, 2010).

This dark side is the numerous **negative outcomes** associated with participation in youth sport, including the excessive use of alcohol and binge drinking (Kwan et al., 2014); engagement in delinquent behaviors (Begg et al., 1996); adults modeling inappropriate behaviours (Hansen et al., 2003); low levels of moral development and legitimization of aggressive acts (Solomon, 2004); stress, anxiety, and burnout (Wiersma, 2000); and, the use of performance-enhancing drugs (Siegenthaler & Gonzalez, 1997). Researchers have also shown youth sport participation poses risks of violent acts by coaches and other athletes, including sexual (Brackenridge, 2001; Harthill, 2009) and emotional abuse (Stirling & Kerr, 2007), hazing (Holman, 1995), and injuries (Emery et al., 2010).

¹ Defined, by Sport Canada, as "a regulated form of physical activity organized as a contest between two or more participants for the purpose of determining a winner by fair and ethical means" (<http://www.pch.gc.ca/eng/1358281601198/1358281957233>)

Simultaneously, a range of **positive outcomes** have been associated with participation in youth sport when participants are compared to their non-participating peers. Sport participants report high levels of emotional regulation and goal attainment (Barber et al., 2001; Eccles et al., 2003; Richman & Shaffer, 2000); increased self-esteem or feelings of control (Carreres-Ponsoda et al., 2012; Durlak et al., 2010; Gould et al., 2012); and social outcomes such as positive life skills, prosocial behaviours, or positive peer relationships (Camiré & Trudel, 2010; Holt et al., 2008; Weiss et al., 2013). Sport participation has also been linked to improved grade point averages and college attendance (Marsh & Kleitman, 2003).

How can participation in youth sport be associated with such diverse negative and positive outcomes? It has become increasingly clear that the mere act of participating in sport does not systematically lead to positive developmental outcomes (Coakley, 2011). In fact, as Canadian researchers Fraser-Thomas et al. (2005) noted, some sport programs ostensibly intended to promote positive outcomes, “are in fact doing just the opposite... [which] raises the question of how policy-makers, sport organizations, coaches, and parents can assure positive youth development through sport” (pp. 26-27).

KNOWLEDGE CONTRIBUTION

This project will:

Inform intentional design and delivery of youth sport programs for positive developmental outcomes:

PYD is a strength-based approach to youth development that focuses on ways to build strengths (rather than ‘fix problems’). PYD research focuses on the search for “characteristics of youth and their contexts that, together, can influence the design of policies and programs promoting positive development” (Lerner & Castellino, 2002, p. 124). Within sport, PYD research has focused on establishing how programs can be delivered to promote the acquisition of life skills; skills learned in sport contexts that can transfer into other areas of adolescents’ lives (e.g., teamwork, social skills). Less attention has been given to knowledge exchange and dissemination, and the creation of materials that can influence policies and programs. Our project will address this missing link.

Integrate and leverage research programs of applicant and co-applicants:

Each member of the research team has an active program of research in the area of PYD. For example, we have completed empirical studies and established sport-based programs to promote PYD in low-income schools in Edmonton (Holt), specialist sport schools (Camiré), and for girls (Forneris). Drs. Strachan and MacDonald have recently created an on-line resource for coaches for teaching life skills. By combining our programs of research we will leverage our existing activities to create new partnerships and resources to inform the design and delivery of youth sport programs.

Tailor educational resources and knowledge products to the needs of sport organizations:

Research to date shows how important it is to intentionally and systematically target social contextual factors—such as organizational structure, coaches, parents, and peer interactions—to promote positive developmental outcomes (Holt, 2008; Petitpas et al., 2005; Weiss, 2008; Weiss & Wiese-Bjornstal, 2009). Programs must include specific pedagogical strategies to promote PYD, which are supported by organizations, delivered by coaches, and reinforced by parents. For instance, coach education schemes must include curricula components designed to give coaches skills to promote positive outcomes. A major challenge is that the Canadian sport sector is a highly fragmented landscape with vast differences between sport types, competition levels, age-ranges, and so on. It is unlikely that “one size fits all” solutions exist to promote PYD through sport. Efforts to promote PYD must be tailored to the needs of specific sport organizations.

Build bridges between researchers and sports practitioners:

Canadian researchers have led the world in recognizing and addressing the need to target positive developmental outcomes through thoughtful program design and coach education. In particular, they have brought forward the concept of PYD to sport—which originated in developmental psychology (Holt, 2008)—and have developed sport-specific measures to assess athletes’ PYD experiences (MacDonald et al., 2012; Jones et al., 2011). They have also examined ways in which young athletes

may accrue developmental experiences and life skills through their involvement in sport (e.g., Camiré et al., 2009a, b; 2010; 2012; Fraser-Thomas et al., 2005; Fraser-Thomas & Côté, 2009; Holt et al., 2008; 2009; 2013; Strachan et al., 2009; 2011). However, this robust body of PYD knowledge has not been adequately integrated into the Canadian sport system. It is imperative to find ways to link researchers and sport organizations, to integrate PYD into the fabric of Canadian sport. This project will be the first to address this issue by bringing together partners with PYD researchers from multiple institutions and stakeholders from sport organizations. Through this interaction the researchers and the sport community will share and implement research knowledge.

THEORETICAL FRAMEWORK

Scholars view youth development as a function of interactions between individuals and their social ecologies or contexts (Bronfenbrenner, 2005; Bronfenbrenner & Morris, 1998). Ecological approaches provide the conceptual basis for PYD (Lerner, 2002), framing development within contexts that can be more **proximal**—such as interpersonal interactions, and **distal**—such as policy and program structure. Using an ecological approach to guide our research will enable us to examine proximal issues (e.g., opportunities to promote PYD through coach-athlete interactions) along with distal issues (e.g., opportunities to promote PYD through policy and program structure changes). Using this framework, not only will we develop educational resources and knowledge products tailored to organizational needs, we will specifically target different levels of social ecology within an organizational structure. This is important because, in all likelihood, the knowledge and information required to promote PYD at the coach-athlete interaction level is different to the knowledge and information required at program and policy level. In this way, by using an ecological approach, our work will inform the intentional design and delivery of sport programs for promoting PYD.

The resources we develop will be further informed by our previous and ongoing research examining PYD, by using a spectrum of cutting-edge theoretical approaches. We have used Lerner's "5Cs" approach (Lerner et al., 2005) to examine developmental outcomes associated with sport participation (e.g., Jones et al., 2011; MacDonald et al., 2012). Larson's domains of learning experiences (Dworkin et al., 2003; Larson et al., 2006) has been used by our team members to examine developmental experiences individuals involved in sport accrue (e.g., Fraser-Thomas & Côté, 2009). Finally, we have used program evaluation tools (Benson, 1997; National Research Council and Institute of Medicine, 2002) to examine the structure of sport programs in relation to PYD (e.g., Strachan et al., 2011).

YEAR 1: STUDY 1 – SYSTEMATIC META-STUDY REVIEW (CO PIS: HOLT; TAMMINEN)

The research outcome will be a systematic analysis of the current state of knowledge about PYD through sport. The vast majority of previous studies in the area of PYD through sport have used qualitative methods (e.g., Camiré et al., 2009a, b; 2010; 2012; Fraser-Thomas et al., 2005; Fraser-Thomas & Côté, 2009; Holt et al., 2008; 2009; 2013; Strachan et al., 2011; 2014). These studies have yet to be subjected to systematic review. We will therefore complete a qualitative meta-study, which can produce new and integrative interpretations of findings that are more substantive than those resulting from individual qualitative investigations (Sandelowski & Barroso, 2003).

We will establish a knowledge base and inform later knowledge mobilization and exchange activities. Following approaches used in our previous studies (Holt et al., 2013; Tamminen & Holt, 2010), we will adopt the meta-study approach of Paterson et al. (2001), which provides comprehensive guidelines for integrating findings and evaluating methods/theories. Our search strategy will include a comprehensive qualitative research design filter we have also used in previous studies. In collaboration with an information systems specialist from the University of Alberta libraries, we will search the databases SportDiscus, PsycINFO, MEDLINE, ERIC, EMBASE, Physical Education Index, Google Scholar, EBSCO Academic Search Complete, CSA Sociological Abstracts, ISI Web of Science, and Scopus. As well, we will search the "grey" literature through the ProQuest Dissertations and Theses database, and a

general Google search. Studies will be included if they collect and report qualitative data, and use a conceptual framework of PYD or life skills. After Paterson et al. (2001), we will employ the steps of meta-data analysis, meta-method analysis, and meta-theory analysis to produce a meta-synthesis.

YEAR 2: STUDY 2 – STAKEHOLDER ANALYSIS (PI: HOLT, CO-PIs: CAMIRÉ, FORNERIS, FRASER-THOMAS, MACDONALD, STRACHAN, TAMMINEN)

The research outcome will be a detailed analysis of stakeholders’ needs pertaining to promoting PYD through sport. We will conduct a qualitative study using individual interviews with representatives from sport organizations, to ensure that the materials we develop during year 3 are relevant to these stakeholders’ needs. We will (a) explore stakeholders’ perceptions of the barriers, challenges, and opportunities relating to the promotion of PYD through sport and using research findings, (b) establish stakeholders’ preferences for the types of support, educational resources, and knowledge products that they would require to overcome barriers/challenges and capitalize on opportunities, and (c) establish a conceptual model about how to promote PYD in the organizational context of youth sport using an ecological perspective.

This research will help identify the type of information and knowledge products required at different levels of the various organizations. We will interview participants from several different types of sport organizations and geographical regions. Participants will be drawn from National Sport Organizations (NSOs), Provincial Sport Organizations (PSOs) and regional/local sport clubs in each of our research sites (Edmonton [Holt], Winnipeg [Strachan], Toronto [Fraser-Thomas & Tamminen], Ottawa [Forneris & Camiré], and Charlottetown [MacDonald]). Approximately 10 people will be recruited in each city. Therefore, the total proposed sample size is 10 sport representatives x 5 cities = 50 people.

We will use grounded theory methodology (Corbin & Strauss, 2008), a qualitative approach with which the PI and other members of the research team have extensive expertise (e.g., Holt & Dunn, 2004; Holt et al., 2008; Knight & Holt, in press; Tamminen & Holt, 2012). Based on our previous research, we know our planned sample size will provide a high level of data saturation. Analytic techniques from grounded theory (e.g., open coding, axial coding, theoretical integration, constant comparison, interaction of data collection and analysis) will be employed. Within the analysis, concepts from the ecological approach will be used employing the grounded theory technique of “theoretical sensitivity,” to provide a framework for identifying challenges/opportunities at different levels of social ecology in relation to youth sport.

YEAR 3: EDUCATIONAL RESOURCES AND KNOWLEDGE PRODUCTS (ALL TEAM MEMBERS)

The research outcome will be educational materials and knowledge products for specific audiences, to promote PYD through sport. During this year, we aim to produce a series of educational resources and knowledge products tailored to the needs of various sport organizations. These resources/products will be co-created by the knowledge translation specialist (to be hired) and our partners at SIRC, CCAC, and CCSA, working with the researchers, new partners, and other relevant stakeholders. Their content will be based in part on the results of the meta-study review (year 1), stakeholder analysis (year 2) and findings from the applicants’ previous and ongoing programs of research. The proposed project therefore leverages our ongoing research programs by bringing together Canadian PYD researchers into a single research team for the first time and providing opportunities for researchers and stakeholders to work together to translate research into practice.

At this point, we anticipate the resources and products will include (but not be limited to) webinars for administrators, coaches, and parents, infographics, curricular materials for coach education initiatives, parent education seminars, short instruction videos, blogs, press releases, and practitioner-oriented conference presentations. Our partners will play key roles in creating and disseminating these resources, as described in their letters of support and elsewhere in this application.

YEARS 1-3: PYD SPORTNET (PI; HOLT, PLUS ALL TEAM MEMBERS)

Running simultaneously with the activities described above, we will create a network to stimulate knowledge generation and exchange in the area of PYD through sport. Our strategies will create new relationships, optimize existing relationships, and include tailored messages to each partner and other stakeholders (Grol & Grimshaw, 2003; Lavis et al., 2003). We will establish a *core committee* for the governance of the PYD SportNET initiative. The core committee will include the applicants, collaborators, and partners identified in this proposal, and will guide the conduct, sharing, exchange, and use of research (Stewart et al., 2007).

Years 1–3: We will hold *national partner workshops* (defined by SSHRC as small, invitational events of 30 or fewer participants, the object of which is to develop a particular research agenda or delineate specific research questions and needs). Current and new partners will be invited to attend an annual meeting in Ottawa. To ensure partners have meaningful involvement in the overall project, the objectives will be to (a) formalize vision, mission, goals, and governance structure of PYD SportNET, (b) refine the governance model, (c) contribute to the research agenda, (d) identify areas of challenge and opportunity, and (e) develop the SportNET network.

Year 2: We will convene *regional stakeholder workshops* in Edmonton, Winnipeg, Toronto, Ottawa, and Charlottetown. Each workshop will include approximately 10 stakeholders from the sport organizations in those regions. These meetings will provide opportunities to (a) obtain stakeholders' input on regionally relevant research issues to refine the research agenda, (b) gain input on the educational materials and knowledge products required by different organizations, (c) share results of research conducted to date, and (d) increase the membership and reach of PYD SportNET.

Year 3: We will create the PYD SportNET *website*. It will be based on a network-of-networks approach to capitalize on systems and structures already in place, thus extending the reach of our knowledge translation and communication products to key partners and knowledge users. The PYD SportNET website will also provide a forum intended to influence future policy decisions about the use of sport to promote positive developmental outcomes. Following the completion of this entire project, we expect to apply for a SSHRC Partnership Grant to evaluate the effects of the materials we create (i.e., the extent to which PYD is improved), complete a network analysis, and broaden the scope of PYDSportNET.

TIMELINE

2015		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Review Study	Execute database searches	x	x	x									
	Article retrieval and review		x	x	x								
	Analysis and manuscript prep				x	x	x	x	x				
PYD SportNET	National partner workshop							x					
	Network development									x	x	x	x
2016													
Stakeholder Study	Ethics	x											
	Qualitative methods conference		x										
	Data collection & analysis		x	x	x	x	x	x					
	Manuscript prep								x	x	x	x	
	Academic conference								x				
	Practitioner conference								x				
PYD SportNET	National partner workshop							x					
	Regional stakeholder workshops	x	x										
2017													
Education Materials	Production of specific materials	x	x	x	x	x	x	x					
	National partner workshop							x					
	Practitioner conference								x				
	Academic conference								x				
PYD SportNET	Website design, review, testing	x	x	x	x								
	Website launch					x							
	Website management						x	x	x	x	x	x	x
	Website evaluation (analytics)										x	x	x

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Family name, Given name

Holt, Nicholas

Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 1		Year 2		Year 3	
Personnel costs	No.	Amount	No.	Amount	No.	Amount
Student salaries and benefits/Stipends						
Undergraduate						
Masters	1	15,200	6	48,600	0	0
Doctorate	1	25,467	1	27,810	1	30,368
Non-student salaries and benefits/Stipends						
Postdoctoral						
Other						
Travel and subsistence costs						
	Year 1		Year 2		Year 3	
Applicant/Team member(s)						
Canadian travel	4,950		8,220		6,585	
Foreign travel	0		0		2,498	
Students						
Canadian travel	0		9,325		1,635	
Foreign travel	0		0		2,498	
Other expenses						
Professional/Technical services						
Supplies	200		200		200	
Non-disposable equipment						
Computer hardware	1,200		0		0	
Other						
Other expenses (specify)						
Stakeholder workshops	2,000		2,000		2,000	
Website design	0		0		2,500	
Open-access fee	0		1,000		1,000	
Total	49,017		97,155		49,284	

Personnel Costs*Student salaries and benefits/stipends*

Year	Item	Justification	Cost
Year 1	1 PhD student	PhD student to work on meta-study and network development. Cost is for 12 month RA, under UAlberta guidelines.	\$25,467
Year 1	1 MA student	MA student to work on meta-study, 8 month RA, under UAlberta guidelines = 1,900/month x 8 months = 15,200	\$15,200
Year 2	1 PhD student	To work on stakeholder analysis study and network development. Cost as above + 5% merit increment and 4% cost of living allowance [COLA] (UAlberta guidelines)	\$27,810
Year 2	6 MA students	MA students to work on stakeholder analysis study in each research site. 2,025/month [2016 UAlberta rate] 4 months = 8,100 x 6 students = 48,600	\$48,600
Year 3	1 PhD student	To complete research studies, presentations, and co-create educational materials. Cost as per year 2 + 5% merit increment and 4% COLA (as per UAlberta guidelines)	\$30,368

Travel and subsistence costs:*Canadian travel (applicant)*

Year	Item	Justification	Cost
Year 1	National stakeholder workshop	All team members not based in Ottawa to attend (Holt, Strachan, Fraser-Thomas, Tamminen, MacDonald). \$600 airfare; \$200 accommodation; \$90 per diem (\$45/day x 2 days), \$100 ground transportation = \$990 x 5 = \$4,950	\$4,950
Year 2	National stakeholder workshop	All researchers not based in Ottawa to attend (n = 5). \$600 airfare; \$200 accommodation; \$90 per diem (\$45/day x 2 days), \$100 ground transportation = \$990 x 5 = \$4,950	\$4,950
Year 2	Academic Conference	Holt to present findings (with PhD student) from first year of research at Canadian Society for Psychomotor Learning and Sport Psychology (SCAPPS) in Ontario. \$600 airfare; \$400 registration; \$400 accommodation; \$135 per diem (\$45/day x 3 days), \$100 ground transportation = \$1,635	\$1,635
Year 2	Practitioner Conference	Holt to present at Canadian Sport 4 Life conference. \$600 airfare; \$400 registration; \$400 accommodation; \$135 per diem (\$45/day x 3 days), \$100 ground transportation = \$1,635.	\$1,635
Year 3	National	All researchers not based in Ottawa to attend. Cost	\$4,950

	stakeholder workshop	(as Year 1) = \$990 x 5 = \$4,950	
Year 3	Practitioner Conference	Holt to present at Canadian Sport 4 Life conference. Cost (as above) = \$1,635.	\$1,635

International travel (applicant)

Year	Item	Justification	Cost
Year 3	Academic Conference	Holt to present (with PhD student) results of stakeholder analysis study at Federation of Sport Psychology conference. \$1200 airfare; \$400 registration; \$600 accommodation; \$198 per diem (\$66/day international rate x 3 days), \$100 ground transportation = \$2,498	\$2,498

Canadian travel (students)

Year	Item	Justification	Cost
Year 2	'Thinking Qualitatively' research methods workshops/conference	1 PhD and 6 MA students will attend this workshop/conference in Edmonton. Only conference registration fees are requested for Alberta-based PhD and MA student (\$450 x 2 = \$900). For remaining 5 MA students: \$600 airfare; \$450 registration; \$400 accommodation; \$135 per diem, \$100 ground transportation = \$1685 x 5 = \$8,425. (\$900 + \$8,425 = \$9,325)	\$9,325
Year 2	National conference presentation	PhD student to present findings (with Holt) from meta-study of research at SCAPPS conference. Cost (as above) = \$1,635	\$1,635

International travel (students)

Year	Item	Justification	Cost
Year 3	International Conference	PhD student to present (with Holt) results of stakeholder analysis study at Federation of Sport Psychology conference. Cost (as above) = \$2,498	\$2,498

Other Expenses

Supplies: Paper, printer ink, etc. \$200 per year x 3 years = \$600.

Non-disposable Equipment: Computer hardware for use in this research: Nvidia Quad PC and monitor = \$1200 (Year 1, based on reduced prices available to UAlberta).

Stakeholder Workshops (Years 1-3): \$2,000/year to cover room booking and refreshments.

Website design and domain name (Year 3): \$2,500 for website design and domain name (based on quote from an Edmonton-based company called BE3Designs; <https://www.be3designs.ca/>).

Open access journal publishing fees (Years 2 and 3): \$1000/article, as per Tri-Council guidelines for open-access publication: \$2,000.

Family name, Given name

Holt, Nicholas

Expected Outcomes

Elaborate on the potential benefits and/or outcomes of your proposed research and/or related activities.

Scholarly Benefits

Indicate and rank up to 3 scholarly benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Knowledge creation/intellectual outcomes	
2	Enhanced research collaboration	
3	Enhanced curriculum	

Social Benefits

Indicate and rank up to 3 social benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	New or enhanced partnerships	
2	Enhanced policy	
3	Enhanced professional practice	

Audiences

Indicate and rank up to 5 potential target audiences relevant to your proposal.

Rank	Audience	If "Other", specify
1	Practitioners/professional associations	
2	NGO and community organizations	
3	Academic sector/peers, including scholarly associations	
4		
5		

Family name, Given name

Holt, Nicholas

Expected Outcomes Summary

Describe the potential benefits/outcomes (e.g., evolution, effects, potential learning, implications) that could emerge from the proposed research and/or other partnership activities.

This project will improve the exchange of knowledge between researchers and the sport community, and the use of research knowledge among members of the sport community. To achieve these goals we will create, for the first time, a research team including Canadian PYD researchers and key organizational partners to address the issue of PYD through sport. The knowledge translation expert, researchers, research team partners, and other stakeholders will all collaborate to create these resources.

Research outcomes and scholarly outcomes:

- Benefits and implications for researchers, partners, and members of sport organizations arising from the opportunity to work together, allowing each to gain a better understanding of ways in which research can be translated into practice.
- A systematic analysis of the current state of knowledge about PYD through sport.
- A detailed analysis of stakeholders' needs pertaining to promoting PYD through sport.
- Conference presentations and open-access peer-reviewed journal articles.
- Opportunities for on-going career development and mentoring, as the research team includes academics at different career stages.
- Unique opportunities for graduate students to engage with a large research team drawn from across the country, which will allow them to develop a professional network of contacts in the sport sector.
- Curricular content for undergraduate and graduate courses on PYD through sport, sport-for-development, sport psychology, youth sport (taught by applicant, co-applicant, collaborators, and others).

Outcomes for the nonacademic community:

- A range of presentations, digital media communications, practitioner-oriented papers and conference presentations.
- The PYD SportNET website: A network to stimulate knowledge generation and exchange in the area of PYD through sport.
- Educational Material and Knowledge Products: These will be tailored, practical resources that meet stakeholders' needs, designed to promote PYD through sport. These resources will include webinars for administrators, coaches, and parents, curricular materials for coach education initiatives, parent education seminars, short instruction videos (e.g., hosted on YouTube), and press releases.
- Infographics: We will also create a variety of tailored infographics to meet diverse stakeholders' needs, which will be distributed via organizations and clubs to coaches, athletes, and parents. For example, these could include infographics useful for the following groups:
 - Sports/sport organizations -- targeted to particular sports, such as ice hockey, as well as more generally.
 - Athletes -- behavioural strategies associated with PYD; ways to demonstrate leadership both within sport and in the wider community; the positive and negative outcomes associated with participation in the particular sport (i.e., potential benefits and potential risks).
 - Coaches -- ways to incorporate strategies to promote PYD in coaching practices
 - Parents -- ways to reinforce PYD-related outcomes in the home environment.

DESCRIPTION OF FORMAL PARTNERSHIPS

Mutually Beneficial Partnership Approach

A partnership approach is an absolute necessity to achieve the aims of the proposed project. Simply put, the researchers need the partners to reach the sport community, and the partners need the researchers to develop evidence-informed practices and policies to promote PYD. There are very few existing Canadian examples of partnerships of the scope proposed here, and thus we have the potential to make a significant difference in improving the quality of, and outcomes associated with, youth sport participation in Canada.

Good partnerships are those in which all partners benefit from their engagement. The researchers on this team will benefit by being able to make connections with key partners in the sport community, which will provide opportunities to not only translate research into practice but also to learn more about the challenges facing members of the sport community when it comes to using research knowledge. The partner organizations will benefit in several ways. Each of the (non-academic) partner organizations share some common characteristics: They are Pan-Canadian but also have international reach, have a focus on improving the sporting experiences of youth, are committed to developing evidence-informed practice and policy, and knowledge dissemination and exchange are integral activities. But, there is often a gap when it comes to linking such organizations with researchers and sport organizations to create resources and knowledge products that will benefit the sport community. Our project will address this ‘missing link.’

Partners

- The *University of Alberta (U of A)* is a research-intensive institution with over 40,000 students. The U of A is strongly committed to the proposed project (as evidenced by the cash-contribution of \$62,000 and the letter of support from the Vice President Research). This is because our project directly addresses key strategic elements of the U of A’s research plan (Dare to Deliver) to “Foster International and Local Relationships” and “Facilitate Knowledge and Technology Transfer.” Furthermore, our focus on youth sport reflects the strategic aims of the Faculty of Physical Education and Recreation (FPER; which has provided \$30,000 of the total U of A contribution). The U of A and FPER are highly committed to the success of this project as it will address their goals around partnerships and knowledge exchange in the area of youth sport.

The non-academic partners bring substantial expertise in knowledge dissemination and exchange to the project. They have well-developed professional networks that, combined, reach tens of thousands members of the sport community (both nationally and internationally). Each partner (and potential future partners) will be fully involved in the core committee (see governance model), helping to steer the overall direction of the project throughout its duration. Partners also bring unique expertise:

- The *Sport Information Resource Centre (SIRC)* is an organization dedicated to serving Canadian and international organizations and individuals involved in sport by providing quality information and learning services. Incorporated in 1973, SIRC has become the leading and most trusted source to learn, share and support Canada’s sport community. SIRC is committed to engaging with organizations and individuals involved in, or responsible for the development of, sport in Canada and around the world, to enhance the capacity of our shared community to foster growth and the pursuit of excellence. Thus, our partnership with SIRC is directly relevant to their work. Indeed, SIRC’s ‘core competencies’ include communicating sport information through leading edge technology, diverse user groups, and qualified delivery mechanisms, to enhance knowledge transfer within Canada and the World; and managing and analyzing content/information for efficient retrieval and dissemination to those interested in sport. Thus,

SIRC brings extensive expertise in connecting and communicating with the sport community to this project.

- The **Canadian Athletics Coaching Centre (CACC)** is an organization devoted to enhancing the delivery of sport across Canada and internationally, through coach and community education, research, and knowledge dissemination. CACC was established in October 2003 and is the legacy of the 8th International Association of Athletics Federations World Championships. CACC is committed to improving the quality of sport through the use of evidence-informed practice. It reaches over 15,000 people in 144 countries through its website and social media, and has an e-newsletter database of over 5,000 people. *Thus, CACC brings specific expertise in engaging individuals from across the sport community to this project. It will play a key role in the creation and communication of educational resources and knowledge products.*
- The **Canadian Centre on Substance Abuse (CCSA)** is a non-profit organization created in 1988 by an Act of Parliament with a mission to “change lives by bringing people and knowledge together to reduce the harm of alcohol and other drugs on society.” It partners with public, private, and non-governmental organizations to improve the welfare and safety of Canadians. CCSA is particularly interested in this project because it has a current initiative called the Canadian Sport and Substance Abuse Prevention Network, which is designed to increase understanding of the potential risks and benefits associated with sport participation as it relates to substance abuse, and to inform the effectiveness of community programs and policies. *CCSA brings expertise on substance abuse prevention that none of the other research team members possess, and this cross-sector partnership enables us to target ways in which sport can be structure and delivered to reduce alcohol and other substance abuse – important given that a compelling body of evidence demonstrates youth who participate in sport are more likely to engage in excessive use of alcohol than youth who do not participate in sport (Kwan et al., 2014).*

Governance Model

We have developed a governance model (see Figure 1 in “Evidence of Formal Partnerships” attachment). Although we are in the early stages of partnership development, this agreed-upon governance model provides a framework for our decision-making processes in the future.

Overcoming Potential Challenges

As is often the case when partnering with non-for-profit organizations, they have limited human and financial resources to engage in activities beyond the immediate scope of their mandate. However, we have taken care to develop relationships with partners that have a mandate that directly relates to the aims of the project. This will reduce the human and financial resource challenges we may encounter. Another potential challenge is that nearly all national sport organizations are based on Ottawa. At times it can be difficult (and even frustrating) for researchers not based in the Ottawa region to adequately engage these organizations. To overcome this potential challenge, not only do we have Ottawa-based researchers on the team (Camiré, Forneris), we have also strategically planned to hold our annual national partner workshops in Ottawa. This leads to the final potential challenge we have considered; namely engaging Federal government. We have planned to address this in several ways. First, our annual national partner workshop will take place the evening before the Sport Canada Sport Participation Research conference, which will enable us to ensure that policy analysts at Sport Canada are aware of our work. Second, we have received oral and written (e-mail) interest in our project from Mr. Jocelyn East from Sport Canada. While, as a part of Government, Sport Canada cannot be a formal partner on our application, Mr. East is aware of the project and we anticipate representatives from Sport Canada will be involved in the project as it progresses. Finally, our partner organizations have good relationships with various representatives from Sport Canada.

LIST OF POTENTIAL PARTNER ORGANIZATIONS AND OTHER CONTRIBUTORS

Potential Partners

The following organizations have been approached and expressed interest in participating in this research project in the future:

Canadian Sport 4 Life

Canadian Sport 4 Life (CS4L) is a movement to improve the quality of sport in Canada. CS4L developed the Long-Term Athlete Development framework, which is used as a template for the structure of youth sport programs by Provincial and National sport governing bodies. CS4L has expressed strong interest in being involved in this project, reflected by the fact that a member of the CS4L steering committee, Dr. Vicki Harber (Professor Emeritus, University of Alberta) is a collaborator on this application.

- *Website:* <http://canadiansportforlife.ca/>
- *Contact:* Vicki Harber: harber@ualberta.ca

Sport Matters Group

Sport Matters Group (SMG) is a voluntary group of leaders who have come together to talk about the important contribution that sport makes to society and to collaborate in advancing sport and public policy. SMG members include over 60 National, Provincial & Multisport Organizations. Through e-mail and a telephone call (November 11th 2014) with Mr. Bob Elliot and Mr. Steven Trainor (both Community Engagement Coordinators at SMG), SMG has expressed great interest in being involved in our project in the future.

- *Website:* <http://www.sportmatters.ca/en/home>
- *Contact:* Bob Elliot: bob.elliott@sportmatters.ca

True Sport

True Sport is a series of programs and initiatives designed to give people, communities and organizations the means by which to leverage the potential benefits of good sport from a platform of shared values and principles. Ms. Karri Dawson, Director of True Sport, expressed her interest in participating in our work via an e-mail on November 19th 2014.

- *Website:* www.cces.ca
- *Contact:* Karri Dawson: kdawson@cces.ca

Sport Canada

As a branch of the Federal government, Sport Canada is unable to commit to a formal partnership on this application. However, there have been fruitful discussions with Mr. Jocelyn East, a policy analyst with Sport Canada. Mr. East has expressed interest in being involved on the project as we move forward.

- *Website:* <http://www.pch.gc.ca/eng/1266246552427>
- *Contact:* jocelyn.east@pch.gc.ca

Other Potential Partners (not yet approached)

As the project develops, we anticipate several National Sport Organizations (NSOs) will become involved. They will likely make in-kind contributions by providing time and expertise to the development and dissemination of educational materials and knowledge products. We expect the following organizations will be interested; *Canadian Soccer Association, Hockey Canada, Basketball Canada, Skate Canada, Football Canada, Canadian LaCrosse Association, Rugby Canada, Alpine Canada*, and others. Each of these NSOs govern Provincial Sport Organizations (PSOs), and we expect to involve PSOs in (at least) all of the main research sites.

Dr. Nicholas Holt (PI), Professor in the Faculty of Physical Education and Recreation at the University of Alberta in Edmonton. He is the director of the Child & Adolescent Sport & Activity Lab. He served as President of the Canadian Society for Psychomotor Learning and Sport Psychology (2009-11), and as a reviewer for both SSHRC (2014) and CIHR (2011-13). He currently sits on the Advisory Committee for the Sport Canada/Sport Participation Research Initiative and the Research Advisory Group for the Sport and Canadian Youth Substance Abuse Prevention initiative run by the Canadian Centre on Substance Abuse. Dr. Holt has led several teams including researchers from multiple institutions across Canada and internationally. Further, he edited the first book on *Positive Youth Development Through Sport* (Holt, 2008). He recently signed a contract for a second edition of this book, which will include 20 chapters from authors from Canada, US, UK, New Zealand, and Australia.

Dr. Holt conducts cross-disciplinary research in youth sport and children's play. He has held 2 SSHRC grants as PI, 5 CIHR grants as PI, and been a co-investigator on a further 6 SSHRC grants. He also has extensive experience in a range of qualitative methods, having taught a required graduate level qualitative research course for 12 years and contributed numerous workshops on qualitative methods at national and international conferences. **The first study** of this proposed project requires expertise in *qualitative meta-study methods*. Dr. Holt has previously published a qualitative meta-study (with Katherine Tamminen, co-applicant) and currently holds a Knowledge Translation grant to complete a meta-study of children's unsupervised ('free' play research. **The second study** of this proposed project requires experience in *grounded theory*. Holt has published several book chapters on grounded theory (Corbin & Holt, 2005 [cited over 177 times], 2011; Holt et al., 2012), as well as methodological articles (Tamminen & Holt, 2010a, b), and several grounded theory studies (Holt & Dunn, 2004; Holt et al., 2008; Knight & Holt, in press; Tamminen & Holt, 2012). His work is most frequently cited in the sport psychology field, and has also been widely cited by researchers across the social sciences and in the qualitative methods literature. He has also worked extensively with a number of sport organizations to provide sport psychology support, and invited talks and workshops. **Dr. Holt will be responsible for the outcome of the project and has the necessary leadership and project management skills required to ensure success.**

Dr. Martin Camiré (Co-applicant), Assistant Professor at the University of Ottawa's School of Human Kinetics. His research interests lie in sport psychology and sport pedagogy, focused on examining how PYD can be facilitated within high school sport. Dr. Camiré is the current holder of a SSHRC Insight Development Grant that examines how teacher-coaches use their dual role to promote and develop life skills in high school student-athletes (e.g., goal setting, leadership, effective decision-making). For several years, Dr. Camiré has worked closely with School Sport Canada's leadership, important partners during his research process and knowledge transfer activities. **He will work on the stakeholder analysis study, co-leading data collection at the Ottawa site (with Dr. Forneris), serve on PYD SportNET's core committee, and work on the development of educational materials.**

Dr. Tanya Forneris (Co-applicant), Associate Professor in the School of Human Kinetics at the University of Ottawa. Her research expertise is in examining how youth sport programs can enhance developmental outcomes, life skill program development, implementation and evaluation. Dr. Forneris has successfully secured 4 SSHRC grants (one as PI; three as Co-I), all looking at aspects of fostering positive developmental youth outcomes within sport and physical activity settings. As well, she helps multiple non-profit community organizations (local, national and international) develop best practices for their respective youth programs. **She will contribute to the stakeholder analysis study via co-leading data collection at the Ottawa site (with Dr. Camiré), serve on PYD SportNET's core committee, and work on the development of educational materials.**

Dr. Jessica Fraser-Thomas (Co-applicant), Associate Professor in the School of Kinesiology and Health Science at York University in Toronto. Her research investigates children and youths' development through sport, with a focus on psychosocial influences (i.e., coaches, family, peers).

Currently, she is working on projects exploring children's earliest introductions to organized sport, characteristics of sport programs that facilitate optimal youth development, and how youth sport models may inform master athletes' development. All projects are supported by SSHRC. Dr. Fraser-Thomas has worked closely with YMCA Northumberland and YMCA Ontario over the past decade to facilitate positive developmental opportunities for all children in the community. In 2012, she received a Province of Ontario volunteer service award for her work with YMCA. **She will contribute to the stakeholder analysis study via leading data collection at the Toronto site, serve on PYD SportNET's core committee, and contribute to the development of the educational materials.**

Dr. Dany MacDonald (*Co-applicant*), *Assistant Professor in the Department of Applied Human Sciences at the University of Prince Edward Island in Charlottetown.* His research has focused on developing a scale to measure PYD in sport and creating methods to help coaches incorporate positive development strategies into their practice. He has shared his research with multiple groups, including the provincial Physical Education Teachers Association and provincial sport organizations. **He will contribute to the stakeholder analysis study via leading data collection at the Charlottetown site, serve on PYD SportNET's core committee, and work on development of educational materials.**

Dr. Leisha Strachan (*Co-applicant*), *Assistant Professor in the Faculty of Kinesiology and Recreation Management at the University of Manitoba in Winnipeg.* Collaborating with Dr. MacDonald and Dr. Côté, with funding from SSHRC, she is conducting research with an online tool she developed to help coaches, athletes, and parents promote positive youth development in sport programs (www.projectscore.ca). As well, Dr. Strachan examines the experiences of children, youth, and instructors involved in "Mini-University" at the University of Manitoba and explores psychological literacy through the long-term athlete development model. **She will contribute to the stakeholder analysis study via leading data collection at the Winnipeg site, serve on PYD SportNET's core committee, and work on development of educational materials.**

Dr. Katherine Tamminen (*Co-applicant*), *Assistant Professor in the Faculty of Kinesiology and Physical Education at the University of Toronto.* Her SSHRC-funded doctoral research qualitatively examined adolescent athletes' coping processes with stressors in sport, and the roles of parents and coaches in helping athletes manage sport-related stressors (Tamminen & Holt, 2012). Subsequently, her SSHRC-funded postdoctoral research consisted of quantitative studies examining coping and post-traumatic growth among adolescent athletes (Tamminen, McEwen, & Crocker, 2012). She has expertise in qualitative meta-synthesis (Tamminen & Holt, 2010) and has co-authored articles and book chapters on the use of grounded theory methodology (Holt, Knight, & Tamminen, 2012; Holt & Tamminen, 2010a,b). **Thus, she will play key roles in designing and executing both the studies described in this proposal.**

Dr. Jean Côté (*Collaborator*), *Professor at Queen's University.* He is a leading international scholar in youth sport and has published widely in the area of PYD, also serving as the PhD supervisor of several of the co-applicants. **He will serve on the project Research Advisory Group.**

Dr. Camilla Knight (*Collaborator*), *Senior Lecture at Swansea University (UK).* She is currently developing an international youth sport parenting network. She brings extensive expertise in parenting in youth sport, as well as grounded theory methodology. **She will serve on the Research Advisory Group.**

Dr. Vicki Harber (*Collaborator*), *Professor Emeritus at the University of Alberta.* She is currently on the advisory committee of the Canadian Sport 4 Life group, an organization which essentially provides the structural framework for competitive sport programs in Canada. **She will serve on the Research Advisory Group, and also play a crucial role in expanding the network by helping to engage representatives from the sport sector over the course of the project.**

TRAINING AND MENTORING

Each phase of the proposed project will include research training and mentoring opportunities for graduate students. Career development for trainees will include opportunities to present research findings to local, provincial, and national sport organizations, which will develop communication skills and allow trainees to develop their own professional networks. They will also be involved in the various meetings with stakeholders throughout the course of the project, which will also expand their network of professional contacts in the field.

Year 1, meta-study review: Graduate students will receive training and participate in:

- Conducting systematic database searches.
- Retrieving and evaluating manuscripts.
- Analyzing data from these manuscripts.
- Writing up results.

Year 2, stakeholder analysis study: Graduate students in each of the research sites will play an integral role in the research, which will provide them with a level of access to researchers that would not otherwise be possible during the normal course of a graduate degree. As part of their training, they will:

- Conduct qualitative interviews with stakeholders at each of the research sites (with support and training from their supervisors).
- Participate in regular conference calls with the PI and other team members, to discuss methods. These meetings will ensure consistency in the approach to interviews.
- Receive training on the use of qualitative data analysis software (NVivo 10) from Dr. Tamminen.

As well, we are requesting funding for the graduate students to attend the International Institute of Qualitative Methodology “Thinking Qualitatively” workshop/conference on qualitative methods (held in Edmonton). This will provide further training opportunities in a range of qualitative methods—including methods that will benefit them in their own programs of research.

Grounded theory methodology: The graduate students will also receive specific training in this methodology from Drs. Holt and Tamminen. Dr. Holt has published several grounded theory studies, and contributed methodological chapters for numerous research methods textbooks, both with the sport literature (Holt, Knight, & Tamminen, 2012) and in the broader social sciences literature (Corbin & Holt, 2005, 2011). He has also presented several workshops and talks on grounded theory at international qualitative methods conferences. Dr. Tamminen, one of Dr. Holt’s former PhD students, also has extensive experience with grounded theory, having used it in her PhD work. Drs. Holt and Tamminen have also published a series of papers reviewing the use (and misuse) of grounded theory methodology in the sport psychology literature (Holt & Tamminen, 2010a, b). These have become the “go to” resource for sport psychology researchers working with this methodology.

Undergraduate training: Two undergraduate students from the University of Alberta will be involved annually in this research project for their practicum projects (a full-time commitment for 14 weeks which comes as an in-kind contribution of \$500 per student). These undergraduate students will be exposed to key aspects of the research process, develop their skills, and gain experience and exposure to sport organizations.

KNOWLEDGE MOBILIZATION PLAN

The goals of the knowledge mobilization plan are to:

- Increase awareness among stakeholders of the potential to achieve PYD outcomes through sport.
- Ensure the continuing development of a robust network of researchers and knowledge users working together to identify and address research and practice gaps.
- Assist organizations in their attempts to promote PYD through sport through co-created relevant resources and tools.

We will achieve these goals through the following avenues:

Knowledge Translation Specialist: We will hire a part-time knowledge translation specialist with at least a Masters level degree, who will therefore also be able to assist with the coordination of the research projects. This individual will assume a leadership role in:

- Bringing together key stakeholders (i.e., researchers, sport organizations) for annual partner and stakeholder workshops.
- Promoting PYD SportNET to keep partners and stakeholders engaged through a variety of social media tools.
- Creating the educational resources and knowledge products.

Partnership With Sport Information Resource Centre (SIRC): Demonstrating our commitment to the partnership, we will give \$5,000/year of the cash funding provided by the University of Alberta to SIRC to support the work of one of their information/communication specialists. Working with the research team, this individual will be responsible for:

- Creating (working alongside the research team and knowledge translation specialist) educational materials and knowledge products.
- Disseminating findings and resources via the SIRC website and social media network.
- Promoting PYD SportNET to keep stakeholders engaged through a variety of social media tools.

Our other partners (CCSA and CACC) will also engage in similar knowledge translation activities, enabling us to leverage their considerable networks. Our partners will enable to engage tens of thousands of individuals in the sport community.

Practitioner-oriented Conferences: We will deliver presentations at the Canadian Sport 4 Life conference, which attracts coaches and administrators from across Canada. During the presentations we will:

- Share research findings.
- Discuss practice and policy implications.
- Share relevant, tailored resources we will have developed to incorporate evidence into practice and policy decision making.
- Increase understanding, awareness, and involvement in PYD SportNET.

Practitioner-oriented Papers: Papers, including summaries of the results of the studies and the educational resources created, will be written for practitioner-oriented journals such as the Coaching Association of Canada's *Coaches Plan* magazine.

Academic Conferences: Traditional academic presentations of the results of the meta-study review will be presented at the *Canadian Society for Psychomotor Learning and Sport Psychology Conference*.

Results from the stakeholder analysis study will be presented at the *European Federation of Sport Psychology International Conference*.

Academic Manuscripts: Manuscripts presenting the results of the meta-study review will be submitted for publication in respected journals (e.g., *Psychology of Sport and Exercise* or *Journal of Sport & Exercise Psychology*, the journals with the highest impact-factors in the field). The PI has successfully published in these journals multiple times. In keeping with SSHRC's Open Access policy, manuscripts will be open-access.

Communication Strategies: In order to complement the stakeholder engagement strategies described above, keep partners updated on our progress and findings, and inform other stakeholders of implications and available resources, we will incorporate several communication strategies within our overall plan to disseminate the educational materials and knowledge products described in the Outcomes Summary. At relevant times throughout the course of our research, together with network stakeholders, the team will produce media releases, newsletter segments, reports, briefing notes and other resources tailored to stakeholders needs, and policy briefs for decision-makers. Our specific avenues include:

Public affairs offices at the University of Alberta: Messages will be disseminated from this office, with additional segments on the websites of our partner organizations

Quarterly e-newsletter in year 1: We will develop a quarterly e-newsletter to keep PYD SportNET members informed of research findings, project developments, and opportunities for engagement and feedback throughout the project.

Social Media: We will use social media channels (e.g., Twitter, LinkedIn, Facebook) to disseminate tailored key messages, inviting comments and discussion among stakeholder groups. PYD SportNET members will be invited to share tweets, posts, and updates across their social media accounts to maximize reach. We will develop a bank of tweets, posts, and other resources to share with stakeholders for them to use or adapt to further spread key messages among their constituents (e.g., for sport organizations, constituents would include coaches, athletes, and parents).

Blogs: We have received permission from the Canadian Athletics Coaching Centre to write up to five blogs per year. These blogs are edited and disseminated through the CACC network, reaching coaches and administrators in sport nationally and internationally.

Public forum: Dr. Geoffrey Rockwell, Director of the Kule Institute for Advanced Study (KIAS), has agreed to provide \$2,000 cash and \$1,000 in-kind to support an event (to be hosted at the University of Alberta) that is open to the wider community. We will invite, at no charge, members of the local sporting community and general public to attend a public forum on promoting PYD through sport. With the support of KIAS, we will livestream presentations via the University of Alberta website, then archive them on the KIAS website (<http://www.kias.ualberta.ca/Archive/Events.aspx>), where they can be viewed (for free) by anyone.

Webinars/seminars: We will present several of these to sports administrators, coaches of various sports, and parent groups.

Funds from Other Sources

List all contributors (e.g., individuals, not-for-profit, philanthropic foundations, private sector organizations) that are providing cash and/or in-kind contributions for the proposal.

Full organization name Contribution type	Confirmed	Year 1	Year 2	Year 3	
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	<input type="checkbox"/>				
Total funds from other sources		0	0	0	

Family name, Given name
Holt, Nicholas

Contributions from Partner Organizations

A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.

	Cash	In-kind
	Amount	Amount
Personnel costs		
Student salaries and benefits/Stipends		
Undergraduate	0	0
Masters	0	0
Doctorate	0	0
Non-student salaries and benefits/Stipends		
Postdoctoral	0	0
Other	60,000	6,500
Travel and subsistence costs		
Applicant/Team member(s)		
Canadian travel	3,000	500
Foreign travel	0	0
Students		
Canadian travel	0	0
Foreign travel	0	0
Other expenses		
Professional/Technical services	0	3,000
Supplies	0	0
Non-disposable equipment		
Computer hardware	0	0
Other	0	0
Other expenses (specify)		
	5,000	39,500
Total of all partner organizations' contributions	68,000	49,500
A. Total of all partner organizations' contributions (cash + in-kind)		117,500
B. Total funds from other sources		
C. Total funds requested from SSHRC		195,456
Total cost of project (A + B + C)		312,956

University of Alberta (U of A; \$62,000 cash)

- The U of A Vice President Research (Dr. Lorne Babiak) has committed \$10,000/year x 3 = **\$30,000**. The Dean of the Faculty of Physical Education and Recreation (FPER), Dr. Kerry Mummery, has matched this contribution with an additional \$10,000/year x 3 = **\$30,000**. This money will be used primarily to hire a part-time research coordinator/knowledge translation specialist. Dr. Geoffrey Rockwell, Director of the Kule Institute for Advanced Study (KIAS) located at the U of A, has agreed to provide **\$2,000** cash to support an event (to be hosted at the U of A) that will be open to the wider community.

University of Alberta (\$13,000 in-kind)

- FPER at the U of A will provide in-kind support in the following: (a) *Administrative support*: Accounting and research services personnel for grant management. This contribution is worth a total of approximately \$1,000 x 3 years = **\$3,000**; (b) *Practicum Students*: FPER will waive the \$500 practicum fee for each of the undergraduate students who will be involved in this project: 2 students/year = \$1,000 x 3 years = **\$3,000**; (c) *Communications*: Knowledge transfer and promotion will be supported through the FPER and central U of A websites and social media outlets. This contribution is worth \$1,000 x 3 years = **\$3,000**; (d) *Lab Space*: The knowledge translation specialist, graduate students, and practicum students at the U of A will be housed in Dr. Holt's Child & Adolescent Sport & Activity (CASA) research lab. This newly renovated facility will be in use in January 2015 and is part of a \$6 million building and renovation project. Via the CASA lab, FPER will provide a dedicated qualitative interviewing/focus group lab, a graduate student lab with four workstations, four open-plan style workstations, team meeting rooms, printer, photocopier, and IT support worth approximately \$1,000 x 3 years = **\$3,000**; and (f) KIAS will provide **\$1,000** in-kind to support a community forum.

Sport Information Resource Centre (SIRC; [REDACTED] [REDACTED])

- In the spirit of a true partnership, we have devoted [REDACTED] to SIRC (these funds will be taken from the cash contribution provided by the U of A). SIRC will provide a significant return on this investment by contributing expertise to knowledge exchange, dissemination, and network development. SIRC has confirmed in-kind support of [REDACTED] over the course of the project to support these activities: [REDACTED] for core committee membership, [REDACTED] workshop organizing, [REDACTED] [REDACTED] for various knowledge dissemination activities

Canadian Athletics Coaching Centre (CACC; [REDACTED]; [REDACTED])

- The CACC is highly committed to this project as it fits with their mandate of disseminating research to the support community to improve sport experiences. The level of commitment from the CACC is shown by its contribution of [REDACTED] and [REDACTED] to support various aspects of the project. The CACC will be a key partner in leading, creating, and expanding the reach of the PYD SportNET through their network of over 15,000 people in 144 countries.

Canadian Centre on Substance Abuse (CCSA; [REDACTED])

- CCSA has committed [REDACTED] in personnel costs plus [REDACTED] in travel/time costs of over the course of the project. The CCAA will provide support on the knowledge exchange and dissemination and network development aspects of the project, which fits with their current initiative, the Canadian Youth Sport and Substance Abuse Prevention Network.

PREVIOUS SSHRC FUNDING

The applicants have previous and on-going SSHRC-funded research examining PYD. None of the applicants' other work overlap with the proposed research projects (i.e., the meta-study and stakeholder analysis). Rather, our previous/current work will provide a rich evidence-base from which we can tailor and develop educational materials and knowledge products, and inform PYD SportNET.

2005-08: **Holt, N. L.** (PI), Mandigo, J. L., & Fox, K. R. *Psychosocial factors associated with positive and negative experiences in youth sport.* SSHRC (\$112,584).

This project examined children's positive and negative experiences in youth sport. Articles published from this research examined life skills learned through sport, peer interactions, and parenting. These findings provide insights and applied implications for promoting PYD.

2010-13: **Holt, N. L.** (PI), & McHugh, T.-L. F. *A sport-based critical hours program for low-income youth.* SSHRC (\$95,278).

This study used community-based participatory methods to develop and examine 'critical hours' (i.e., after-school) sport-based programs delivered to children in low-income areas of Edmonton, Alberta. Using three different sports, programs targeted three life skills (teamwork, leadership, and confidence).

2008-14: **Fraser-Thomas, J.** (PI), **Côté, J.**, & **Holt, N. L.** *Assessing youth sport programs' facilitation of positive youth development.* SSHRC (\$81,925).

This project focused on how different types of sport programs facilitate developmental experiences and outcomes among youth. It yielded two manuscript (one submitted, one in preparation), two academic conference presentations, a plenary conference talk, and two knowledge translation presentations.

2014-15: **Camiré, M.** (PI), & **Forneris, T.** *Teacher-coaches' influence on the global development of student-athletes: An examination of perceived dual role benefits and challenges.* SSHRC (\$43,641).

This project examined teacher-coaches' influence on student-athlete development through high school sport, as well as the advantages/disadvantages of the dual role of teacher-coach.

2010-13: **Forneris, T.** (PI), Fortier, M., & Danish, S. *Working with youth for youth: The development, implementation and evaluation of a youth driven sport and recreation-based life skills program for female youth.* SSHRC (\$111,330).

This project entailed the development, implementation and evaluation of "Girls Just Wanna Have Fun," a physical activity-based life skills program for female youth from low-income families.

2011-14: **Strachan, L., MacDonald, D., Côté, J.** *SCORE! Using technology to design and deliver positive youth sport programs.* SSHRC (2013-14; \$39,496; 2011-12; \$27,572)

The objective of Project SCORE! was to develop an online resource to help coaches deliver positive youth sport programs.

2009-12: **Trudel** (PI), & **Forneris, T.** *Mise en place d'un plan d'actions concertées pour le développement global des élèves-athlètes.* SSHRC (\$137,513).

This project focused on understanding how high school sport can facilitate positive developmental outcomes of student-athletes, as well as identifying strategies for creating a supportive environment that fosters the development of these student-athletes.

EVIDENCE OF FORMAL PARTNERSHIPS

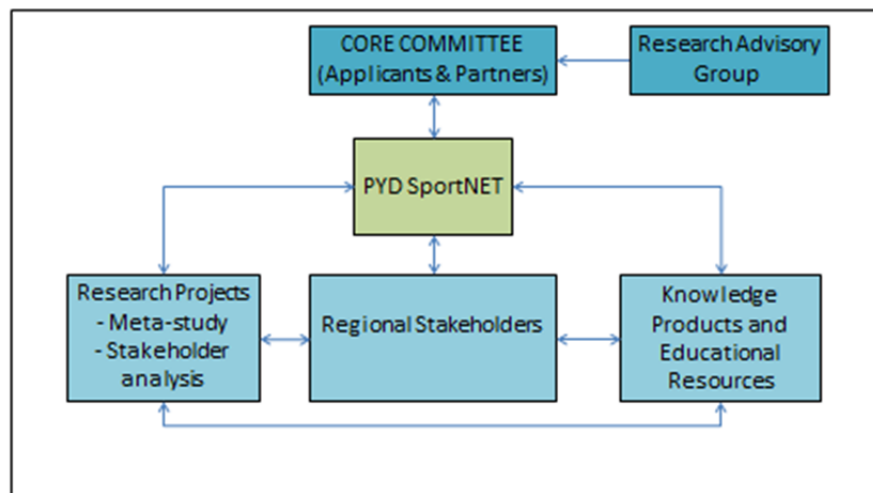
Our project will create new partnerships. Therefore, at the current time, we are in the very early stages of developing these partnerships. Working with our partners, we have created a governance model. The partners will be involved in governance (as evidenced in their letters of support). Below we give an overview of our working governance model.

Working Governance Model

In pursuing the aims of this project we will create the PYD SportNET. Such networks can create and provide opportunities to attain resources and share knowledge in order to improve a range of social outcomes (Valente et al., 2007), and are often necessary for addressing problems that require engagement from researchers and stakeholders from different sectors (Butterfoss et al., 1993). PYD SportNET will be based on the meaningful engagement of partners over an extended time, with different partners equitably involved in establishing goals, contributing their unique strengths and expertise, and making joint decisions about important aspects of development, research, and implementation (Riemer et al., 2012). Actively involving partners who will use the research results throughout the research process also increases the likelihood that research findings will be used (Graham et al., 2005).

Our preliminary governance model (**Figure 1**) provides the basic framework for our approach. It draws on elements of successful research-to-practice networks. This model is advantageous when team members adhere to an overarching plan based on trust and consensus (Jones et al., 1997).

Figure 1. Governance Model



The **Core Committee (CC)** team assumes final responsibility for all activities (e.g., budget, timelines, and deliverables). The CC will be led by the PI (Holt), include all named co-applicants and partners. Over time, we will also seek to add additional partners to the CC (i.e., members of potential partner groups). Within the CC we will use a consensus-based decision-making approach. We will emphasize frequent exchanges among team members, interactions that are essential to create and sustain a successful research-to-practice network (Provan & Kenis, 2007). The CC team will meet quarterly by video- or teleconference. The PI will be responsible for reporting back to the CC during these meetings.

We will create a **Research Advisory Group (RAG)**. The proposed collaborators on this project (Drs. Côté, Harber, and Knight) will form the RAG. We expect to add additional collaborators to the RAG as the project progresses. RAG members will not be directly involved in the execution of the proposed

studies, but will rather provide an arms-length perspective on the design and conduct of the research. Thus, the RAG will be an important part of the governance structure by providing oversight to the CC.

National partner and regional stakeholder workshops will be an essential part of the proposed governance model. CC members (and new potential partners and stakeholders) will take part in identifying and refining practice-relevant research questions, providing advice on methods to ensure appropriate participation, participating in data collection, interpreting findings for practical application of actionable key messages, developing knowledge translation methods and tools, and disseminating findings (McGrath et al., 2009).

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Internal use	CID (if known)
319481	[REDACTED]

Identification
Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

Name			
Family name	Given name	Initials	Title
Holt	Nicholas	L	Dr.

Citizenship - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status	<input checked="" type="radio"/> Canadian	<input type="radio"/> Permanent resident since (yyyy/mm/dd)	<input type="radio"/> Other (country)	Have you applied for permanent residency?
				<input type="radio"/> Yes <input type="radio"/> No

Statistical and Administrative Information

Birth year	Gender	Permanent postal code in Canada (i.e. K2P1G4)	Correspondence language	Previous contact with SSHRC? (i.e. applicant, assessor, etc.)
1973	<input type="radio"/> F <input checked="" type="radio"/> M	T6E0S7	<input checked="" type="radio"/> English <input type="radio"/> French	<input type="radio"/> Yes <input checked="" type="radio"/> No

Full name used during previous contact, if different from above





Contact Information
The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number				Secondary telephone number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
	780	492-7386			[REDACTED]	[REDACTED]	
Primary fax number				Secondary fax number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
	780	492-2364					
Primary E-mail: nick.holt@ualberta.ca							
Secondary E-mail:							

Do not photocopy this page.

Family name, Given name

Holt, Nicholas

Current Address Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.			Correspondence Address Complete this section if you wish your correspondence to be sent to an address other than your current address.		
Address			Address		
			Faculty of Physical Education and Rec		
			University of Alberta		
City/Municipality	Prov. / State	Postal/Zip code	City/Municipality	Prov. / State	Postal/Zip code
			Edmonton	AB	T6G2H9
Country			Country CANADA		
Temporary Address If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.			Permanent Address in CANADA		
Address			Address		
					
City/Municipality	Prov./ State		City/Municipality	Prov./ State	Postal/Zip code
					
Country			Country CANADA		
Start date (yyyy/mm/dd)	End date (yyyy/mm/dd)	Temporary telephone/fax number			
		Country code	Area code	Number	Extension
Temporary E-mail					

Do not photocopy this page.

Family name, Given name

Holt, Nicholas

Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1	111	Children
2	382	Youth
3	220	Health

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From				To			
Year				Year			
		BC	AD			BC	AD
_____		<input type="radio"/>	<input type="radio"/>	_____		<input type="radio"/>	<input type="radio"/>
_____		<input type="radio"/>	<input type="radio"/>	_____		<input type="radio"/>	<input type="radio"/>

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1	1130	Western Canada
2	1000	North America
3	3000	Europe

Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./State
1	1100	CANADA	AB
2	1100	CANADA	BC
3	1100	CANADA	ON
4	3225	UNITED KINGDOM	
5			

Family name, Given name

Holt, Nicholas

Curriculum Vitae

Language Proficiency

	Read	Write	Speak	Comprehend aurally	Other languages
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position		Start date (yyyy/mm)
Full Professor		2004/10
Org. code	Full organization name	
1480111	University of Alberta	
Department/Division name		
Faculty of Physical Education and Recreation		
Position type	<input checked="" type="radio"/> Tenured <input type="radio"/> Non-tenure <input type="radio"/> Tenure-track <input type="radio"/> Non-academic	Employment status
		<input checked="" type="radio"/> Full-time <input type="radio"/> Part-time <input type="radio"/> Non-salaried <input type="radio"/> Leave of absence
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Assistant Professor	2003/1	2004/12
Org. code	Full organization name	
1350111	Brock University	
Department/Division name		
Physical Education		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Senior Lecturer	2002/1	2003/12
Org. code	Full organization name	
9121810	Leeds Metropolitan University	
Department/division name		
Carnegie Faculty of Sport and Education		
Position	Start date (yyyy/mm)	End date (yyyy/mm)
Org. code	Full organization name	
Department/Division name		

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV

Academic Background				
List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Doctorate	PhD	1998/09		2002/05
Disc. code	Discipline			Did SSHRC support enable you to get this degree?
99999	Physical Education (Sport Psychology)			<input type="radio"/> Yes <input checked="" type="radio"/> No
Org. code	Organization			
1480111	University of Alberta			
Country CANADA				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Master's	Master of Science	1996/08		1998/05
Disc. code	Discipline			Did SSHRC support enable you to get this degree?
99999	Exercise and Sport Psychology			<input type="radio"/> Yes <input checked="" type="radio"/> No
Org. code	Organization			
9121116	University of Exeter			
Country UNITED KINGDOM				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
BA Hon.	B.Sc. (hons)	1992/08		1995/07
Disc. code	Discipline			Did SSHRC support enable you to get this degree?
99999	Geography with Physical Education			<input type="radio"/> Yes <input checked="" type="radio"/> No
Org. code	Organization			
9121127	Loughborough University			
Country UNITED KINGDOM				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline			Did SSHRC support enable you to get this degree?
				<input type="radio"/> Yes <input type="radio"/> No
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline			Did SSHRC support enable you to get this degree?
				<input type="radio"/> Yes <input type="radio"/> No
Org. code	Organization			
Country				

Family name, Given name

Holt, Nicholas

Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded
Academic Prize	Paper of the Year Award (Community category)	Sport Information Resource Centre CANADA	0	\$2,000 2013
Academic Prize	Dean's Recognition Award - Research	University CANADA		\$500 2010
Academic Prize	Paper of the Year Honourable Mention (Performance)	Sport Information Resource Centre CANADA		\$0 2005
Academic Prize	Dissertation of the Year Award	Association for Applied Sport Psychology UNITED STATES		\$350 2001

Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

Youth sport and physical activity; positive youth development; stress and coping; talent development; neighbourhood physical activity; childhood overweight and obesity; qualitative research methods

Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1	63026	Sports Psychology	
2	61236	Physical Education	
3	63004	Child and Adolescent Psychology	
4			
5			

Family name, Given name

Holt, Nicholas

Funded Research

List up to 8 grants or contracts you have received from SSHRC or other sources. List them in reverse chronological order, based on the year awarded. If you are not the applicant (principal investigator), specify that persons' name.

Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2013	Total amount (CAN\$) \$66,311
Role Co-applicant		Completion status <input type="checkbox"/> Complete	
Project title Place making and sport tourism events: The case of the Canadian Death Race in Grande Cache, Alberta			
Applicant's family name Hinch		Applicant's given name Tom	
Initials			
Org. code 3010747	Full name of funding organization Canadian Institutes of Health Research	Year awarded (yyyy) 2010	Total amount (CAN\$) \$119,215
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Sport participation and possibilities for positive development among urban male youth in Edmonton			
Applicant's family name		Applicant's given name	
Initials			
Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2009	Total amount (CAN\$) \$95,278
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title A sport-based critical hours program for low-income youth			
Applicant's family name		Applicant's given name	
Initials			
Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2008	Total amount (CAN\$) \$81,925
Role Co-applicant		Completion status <input type="checkbox"/> Complete	
Project title Assessing youth sport programs' facilitation of positive youth development.			
Applicant's family name Fraser-Thomas		Applicant's given name Jessica	
Initials			

Family name, Given name

Holt, Nicholas

Funded Research (cont'd)

Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2008	Total amount (CAN\$) \$104,610
Role Co-applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Where do the children play? The Playscapes study			
Applicant's family name Spence		Applicant's given name John	
Initials C			
Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2007	Total amount (CAN\$) \$74,337
Role Co-applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title The effect of coaching on coaching on youth sport in Canada			
Applicant's family name Sullivan		Applicant's given name Phillip	
Initials			
Org. code 3010325	Full name of funding organization Social Sciences and Humanities Research Council of Canada	Year awarded (yyyy) 2005	Total amount (CAN\$) \$112,584
Role Applicant		Completion status <input checked="" type="checkbox"/> Complete	
Project title Psychosocial factors associated with positive and negative experiences in youth sport.			
Applicant's family name		Applicant's given name	
Initials			
Org. code	Full name of funding organization	Year awarded (yyyy)	Total amount (CAN\$)
Role		Completion status <input type="checkbox"/> Complete	
Project title			
Applicant's family name		Applicant's given name	
Initials			

(1) Research Contributions Over Last Six Years (2008–2014)

Summary: a total of **3 books**, **22 chapters**, **59 articles**, **78 conference presentations**, and **27 invited talks** over the last six years. Examples listed below.

(a) Books

Holt, N. L., & [REDACTED] (2014). *Parenting in youth sport: From research to practice*. London: Routledge. [70% contribution, led conceptualization and writing].

Holt, N. L., & Talbot, M. (Eds., 2011). *Long term engagement in sport and physical activity: Participation and performance across the lifespan*. London: Routledge. [60% contribution, led conceptualization and organization, shared duties reviewing chapters, etc].

Holt, N. L. (Ed., 2008). *Positive youth development through sport*. London: Routledge.

(b) Book Chapters (examples only listed here: 22 chapters published in total 2008–2014)

Holt, N. L., & [REDACTED] (2014). Youth sport, participation trends in. In R. C. Eklund & G. Tenenbaum (Eds.), *Encyclopedia of Sport and Exercise Psychology* (pp. 786–788). New York: Sage. [50% contribution, led conceptualization and writing].

Holt, N. L., & [REDACTED] (2011). Sports participation. In B. B. Brown & M. J. Prinstein (Eds.), *Encyclopedia of adolescence, Vol. 2* (pp. 360–368). New York: Elsevier. [60% contribution, led conceptualization and writing].

Holt, N. L. (2011). Sport and positive youth development. In I. Stafford (Ed.), *Coaching children in sport* (pp. 256–266). London: Routledge.

(c) Refereed Journal Articles (examples only listed here: 59 articles published in total 2008–2014)

* SSHRC funded. Students' names underlined

[REDACTED] & Holt, N. L. (in press). Parents' perspectives on the benefits of sport participation for young children. *The Sport Psychologist*.

[REDACTED], & Holt, N. L. (in press). Parenting in youth tennis: Understanding and enhancing children's experiences. *Psychology of Sport and Exercise*. Advanced online publication: doi: 10.1016/j.psychsport.2013.10.010. [35% contribution, graduate student's thesis work].

* Holt, N. L., [REDACTED], [REDACTED] & Spence, J. C. (2015). "Eyes on where children play": A retrospective study of active free play. *Children's Geographies*, 13, 73–88. Advanced online publication: <http://dx.doi.org/10.1080/14733285.2013.828449> [Senior author, 50% contribution, study design, analysis, and manuscript preparation].

[REDACTED] Causgrove Dunn, J. L., & Holt, N. L. (2014). Youth sport experiences of individuals with Attention Deficit/Hyperactivity Disorder. *Adapted Physical Activity Quarterly*, 31, 343–361. <http://dx.doi.org/10.1123/apaq.2014-0142> [Supervisor, 30% contribution].

[REDACTED], & Holt, N. L. (2013). Strategies used and assistance required to facilitate children's involvement in tennis: Parents' perspectives. *The Sport Psychologist*, 27, 281–291. [Supervisor, 35% contribution].

* Holt, N. L., McHugh, T-L. F., [REDACTED], [REDACTED], [REDACTED], [REDACTED], & McDonald, R. (2013). Developing sport based after school programs using a participatory action research approach. *Qualitative Research in Sport, Exercise and Health*, 5, 332–335. [Lead author, 35% contribution, study design, analysis, and manuscript preparation].

[REDACTED] & Holt, N. L. (2013). Factors influencing parents' experiences at junior tennis tournaments and suggestions for improvement. *Sport, Exercise, and Performance Psychology*, 2, 173–189. [Supervisor, 25% contribution].

* [REDACTED], [REDACTED], & Holt, N. L. (2013). Exploring adversity and the potential for growth among elite female athletes. *Psychology of Sport and Exercise*, 14, 28–36. [Senior author, 25% contribution, study design, analysis, and manuscript preparation].

- Holt, N. L., Scherer, J., & [REDACTED] (2013). An ethnographic study of issues surrounding the provision of sport opportunities to young men from a western Canadian inner city. *Psychology of Sport and Exercise, 14*, 538–548. [Senior author, 40% contribution, led conceptualization, study design, data analysis, and writing].
- Holt, N. L., [REDACTED] Spence, J. C., Newton, A., & Ball, G. D. C. (2012). Possibilities for positive youth development through physical education and sport programs at an inner city school. *Physical Education and Sport Pedagogy, 17*, 97-113. [30% contribution, conceptualized study and led data analysis and writing].
- * [REDACTED] Holt, N. L., & Crocker, P. R. E. (2012). Adolescent athletes: Psychosocial challenges and clinical concerns. *Current Opinion in Psychiatry, 25*, 293–300. [25% contribution to writing].
- * [REDACTED], & Holt, N. L. (2012). Adolescent athletes' learning about coping and the roles of parents and coaches. *Psychology of Sport and Exercise, 13*, 69–79. [Supervisor, 30% contribution].
- Holt, N. L., [REDACTED], [REDACTED], & Scherer, J. (2011). Benefits and challenges associated with sport participation by children and parents from low-income families. *Psychology of Sport and Exercise, 12*, 490–499. [40% contribution, senior author, conceptualized study and led data analysis and writing].
- [REDACTED], Dunn, J. G. H., Holt, N. L., Sullivan, P. J., & Bloom, G. A. (2011). Exploring the '5Cs' of positive youth development in sport. *Journal of Sport Behavior, 34*, 250-267. [20% contribution, supervisor of post-doctoral student's research].
- * [REDACTED], & Holt, N. L. (2010). A meta-study of qualitative research examining stressors and coping among adolescents in sport. *Journal of Sports Sciences, 28*, 1563-1580. [Supervisor, 30% contribution].
- * Holt, N. L., [REDACTED], [REDACTED], & [REDACTED]. (2009). An interpretive analysis of life skills associated with sport participation. *Qualitative Research in Sport and Exercise, 1*(2), 160–175. [Senior author, 40% contribution, conceptualized study and led data analysis and writing].
- * Holt, N. L., [REDACTED], [REDACTED], Mandigo, J. L., & Fox, K. R. (2009). Youth sport parenting styles and practices. *Journal of Sport & Exercise Psychology, 31*, 37–59. [Senior author, 40% contribution, conceptualized study and led data analysis and writing].
- * Holt, N. L., [REDACTED] Mandigo, J. L. & Fox, K. R. (2008). Do youth learn life skills through their involvement in high school sport? *Canadian Journal of Education, 31*, 281–304. [Senior author, 40% contribution, conceptualized study and led data analysis and writing].
- * Holt, N. L., [REDACTED], [REDACTED], [REDACTED], & [REDACTED]. (2008). Parental involvement in competitive youth sport settings. *Psychology of Sport and Exercise, 9*, 663–685. [Senior author, 50% contribution, conceptualized study and led data analysis and writing].
- (d) Published Refereed Conference Proceedings (examples only listed here: 78 in total 2008–2014)**
- * McHugh, T.-L. F., [REDACTED], Holt, N. L., & Andersen, C. (2014, May). How do urban Aboriginal community members describe 'community' within the context of sport? *Presentation at the Global Summit on the Physical Activity of Children*. Toronto, ON.
- Scherer, J., [REDACTED] & Holt, N. L. (2013, June). Career opportunities and 'entrepreneurial' recreation in the downtown core: Dispatches from the (real) creative class. *Presentation at International Sociology of Sport Association conference*. Vancouver, BC.
- [REDACTED], Holt, N. L., & [REDACTED] (2010, June). Sport participation and possibilities for positive development among children from low-income families. *Presentation at North American Society for Psychology of Sport and Physical Activity (NASPSA) conference*. Tucson, AZ.
- Holt, N. L., [REDACTED], Spence, J. C., Newton, A. S., & Ball, G. D. C. (2009, November). Positive development through physical education and sport programs in an inner city school. *Presentation at Canadian Society for Psychomotor Learning and Sport Psychology conference*. Toronto, ON.

* Holt, N. L. (2007, March). An ethnographic study of positive youth development on a high school soccer team. *Symposium presentation at Society for Research in Child Development conference*, Boston, MA.

(e) Invited Talks (examples only listed here: 27 invited talks presented in total 2008–2014)

Holt, N. L. (2014, September). Some what's, why's, and how's of grounded theory in sport and exercise. *Workshop presented at 4th International Conference on Qualitative Research in Sport & Exercise*. Loughborough, UK.

Holt, N. L. (2012, January). Promoting positive youth development through school and community sport programs. *Invited oral presentation at Ever Active Schools Shaping the Future conference*. Kananaskis, AB.

Holt, N. L. (2011, September). Coaching and positive youth development. *Invited talk at Alberta Sport, Recreation, Parks and Wildlife Foundation Coach Development Workshop*. Edmonton, AB.

(2) Other Research Contributions (Abbreviated)

President of Canadian Society of Sport Psychology and Psychomotor Learning (2010–2012), co-chair of international *Thinking Qualitatively* conference (2013), organizing committee member for *International Society for the Study of Behavioral Development* conference (2012). Member of SSHRC review committee *Education and Social Work 1* for Insight Development Grant competition (2013) and CIHR *Psychosocial, Sociocultural, and Behavioral Determinants of Health* review committee (2010–2013). Associate Editor of *The Sport Psychologist* (2007–2011). Current editorial board member of *Journal of Sport & Exercise Psychology*, *Qualitative Research in Sport, Exercise, and Health*, and *The Sport Psychologist*. I have written 6 articles in professional (non-academic) journals, numerous blogs, and delivered 22 non-academic/community talks.

(3) Most Significant Career Research Contributions

(a) Holt, N. L. (2008, Ed). *Positive youth development through sport*. London: Routledge.

This edited book is widely-regarded as the seminal work on PYD through sport, in which I brought together PYD researchers for the first time (many of whom were in the embryonic stages of their programs of inquiry). Published with the respected academic publisher Routledge, sales of this book surpassed sales of any other volume in the 'sport series' over the past decade. The book, and the specific chapters, have been cited over 300 times in total. It's success and impact are reflected by the fact I have recently signed a contract to deliver a second edition, due in the late summer of 2015.

(b) Holt, N. L., & Dunn, J. G. H. (2004). Toward a grounded theory of the psychosocial competencies and environmental conditions associated with soccer success. *Journal of Applied Sport Psychology*, *16*, 199–219.

This paper from my PhD work represents the beginning of my interest in studying the role of parents in sport. **This multi-award-winning research** included a grounded theory study, with data collected from young athletes in Canada and the UK. It received the '**Dissertation of the Year Award**' in 2003 for outstanding contribution to the field from the Association for Applied Sport Psychology, the world's largest sport psychology organization. This article also received a **Research Award** (performance category) from the Sport Information Resource Centre, as one of the best Canadian studies in 2004. It has been widely cited (182 times to date, Google Scholar) by researchers in the UK, France, US, Canada, Belgium, Sweden, Australia, Norway, The Netherlands and other countries.

(c) Holt, N. L., Scherer, J., & [REDACTED] (2013). An ethnographic study of issues surrounding the provision of sport opportunities to young men from a western Canadian inner city. *Psychology of Sport and Exercise*, *14*, 538–548.

This three-year ethnographic study examined the provision of sport programs in an inner-city area of Edmonton, AB. The research demonstrates my expertise in ethnographic methodology and my

commitment to involving students in the research process (Koch was a PhD student who completed the participant observation work). **This award-winning paper** received the 2013 ‘**Research Paper of the Year**’ award from the Sport Information Resource Centre. It was judged the best example of Canadian research in the category of community sport. It was published in a journal with an impact factor of 1.755.

(d) Holt, N. L., ██████████, ██████████, Mandigo, J. L., & Fox, K. R. (2009). Youth sport parenting styles and practices. *Journal of Sport & Exercise Psychology*, 31, 37–59.

This SSHRC-funded study required season-long fieldwork with two girls’ soccer teams supplemented by interviews with 56 parents and 34 of their children. It provided the foundation for the current proposal in its use of participant observation and focus on parenting styles. In this study, students (Tamminen and Black) were integrated into the soccer teams as participant observers and were involved throughout the research process through to publication. This paper is published in the highest ranked journal in sport and exercise psychology (also ranked 12/81 in Sport Sciences and 30/74 in Psychology), with an impact factor of 2.593. It has been cited 50 times (Google Scholar) by researchers from the UK, Canada, US, Greece, Brazil, Switzerland, France, South Africa, Sweden, Spain, Finland, and other countries.

(e) Holt, N. L., ██████████, ██████████, ██████████, & Wall, M. P. (2008). Parental involvement in competitive youth sport settings. *Psychology of Sport and Exercise*, 9, 663–685.

A qualitative study (funded by previous SSHRC grants) that used observations, diaries, and interviews to examine how parents’ behaviors and verbal comments change during the course of competitive youth sport events. By November 2014 this was the **14th most downloaded article of all time** in *Psychology of Sport and Exercise*. It has been cited 70 times to date (Google Scholar) by researchers from the UK, Canada, US, Norway, Spain, Finland, Australia, Portugal, Iran, Poland, Sweden, Brazil, and other countries.

(4) Career Interruptions and Special Circumstances: NONE

(5) Contributions to Training

I currently supervise 1 PhD student and 3 MA students, and serve on the supervisory committees of 7 PhD students and 2 MA students. One of the PhD students, ██████████, is working under the supervision of internationally-renowned psychologist Dr. Richard Lerner at Tufts University, who is widely considered to be the world’s leading PYD scholar. I was invited to serve as a member of this committee by Dr. Lerner due to my expertise in PYD through sport.

Previously, I have ‘graduated’ 3 PhD students (one co-supervised) and 15 Masters students, served on the supervisory committees of 5 PhD students and 17 MA students, and supervised 26 undergraduate student thesis/practicum projects. Further, I have been the external examiner for 4 PhD students (2 in Australia, 1 in UK, and 1 in Canada). My PhD students have achieved notable successes. ██████████ won a SSHRC doctoral scholarship and a SSHRC post-doctoral fellowship to study at UBC. She is now an Assistant Professor at the University of Toronto. Another former PhD student, ██████████, won the University of Alberta’s highest awards for international students, and is now a senior lecturer (equivalent to Assistant Professor) at Swansea University (ranked in the top 5 UK institutions for sport/exercise sciences). The PhD student I co-supervised, ██████████ is now an Assistant Professor at the University of Lethbridge.

I have integrated students throughout my work, as evidenced by the fact that over the past six years students are co-authors on 49 of my 59 articles and 13 of my 22 chapters. Furthermore, I have frequently included students on small (internal/provincial) grant applications (e.g., Sport Science Association of Alberta). My PhD students have graduated with approximately 10-12 publications to their name. Beyond the numbers, I strive to ensure these publications are in the highest quality journals in our field, emphasizing to my trainees that quality cannot be sacrificed for the sake of quantity.

RELEVANT EXPERIENCE

During my career I have had many opportunities to work with different partners and develop skills necessary to successfully execute this proposed project. Below I describe the nature of these activities and some of the lessons I learned across four domains: (1) Research partnerships, (2) Leadership and strategic planning, (3) Knowledge translation, and (4) International development.

1. RESEARCH PARTNERSHIPS

Community-based Positive Youth Development (PYD) Through Sport Research

A research epiphany

My research in this area started organically in the winter of 2006 as part of an undergraduate course called *Sport and Physical Activity for Children* (PEDS 388) that I was teaching at the University of Alberta (U of A). As part of the course, the students and I took some fieldwork visits to low-income areas of Edmonton to explore and map barriers and opportunities for sport and physical activity in particular neighbourhoods. One cold November morning my students and I congregated at the pre-arranged meeting point—in front of an elementary/junior high school in the most economically disadvantaged part of the city. Peering out of her office window, the school principal saw us and, after a brief conversation about why we were there, she kindly invited us into the school, even though this was not part of our original plan. As we squeezed into the kid-sized chairs in a small classroom, the principal carefully and thoughtfully explained some of the barriers the children in her school faced: chaotic family lives, few resources, little money, and a constant cycle of being evicted from rental homes (the pupil turnover rate each year was 60%).

My students and I were stunned; we were frankly naive about how difficult things could be in Edmonton of all places, a city with almost 100% employment. Then, the moment that changed the direction of my research happened. The principal told us of the range of extra-curricular sport programs offered in the school. She believed that sport was a way to engage her pupils, to build their connection with teachers, peers, and the school community, and to teach them life skills. And she told us that she desperately wanted to learn more about the potential benefits (and remaining barriers) associated with these programs. This was the beginning of a powerful research collaboration, one that has led me down the path of studying PYD through sport.

Initially things went slowly. Working with the principal, I began to develop a network of partners in the inner-city. Two key gatekeepers were a school board trustee (an elected official) and a school board employee. Fortunately, both were keen to learn more about the ways in which sport programs may be used to promote positive outcomes. Over the course of several months I had meetings and went for coffee with various people who worked in the inner-city. I spent time on the streets talking to youth and watching their street games and sports. I made several “brown bag” presentations to the trustees and the school board. Eventually, working with my partners on the school board and a multi-disciplinary research team I assembled, we submitted a successful grant application to the Alberta Centre for Child, Family, and Community Research (ACCFRC).

Positive youth development through physical activity and sport: The experiences of children in a low-income inner city Edmonton community: ACCFRC funding let us complete a two-year study of the sport, physical education, and after-school programs delivered by our partner school. We examined the opportunities and barriers within these school programs for promoting PYD via interviews with 59 children and a year of observational work in the school (Holt et al., 2012). In year two we completed interviews with 13 youth workers from several inner-city agencies and produced a second study examining broader neighborhood opportunities (i.e., beyond the school) for sport and physical activity for youth (Holt et al., 2009).

Lessons Learned: These early experiences of working with community partners showed me the importance of academic researchers partnering with community actors, to bring research outcomes to the community in ways that can make meaningful differences in people's lives. These early lessons continue to shape my research trajectory, through the relationships I built during this foundational research. Further, I developed skills in working with not-for-profit agencies and public institutions.

This research trajectory

Several studies investigating PYD and sport followed this initial foray into research conducted with community partners.

A sport-based critical hours program for low-income youth: This SSHRC-funded study concerned PYD and Edmonton schools. The project—a partnership between a U of A research team (myself, Dr. Tara-Leigh McHugh, and several U of A graduate students), the Edmonton Public School Board (EPSB) and a not-for-profit organization called KidSport (Alberta)—provided sporting opportunities for children from low-income families. This was a community-based participatory action research project, in which we worked with our partners to develop and refine the research agenda over a three-year period (Holt et al., 2013). During the project, we collaboratively created and developed an after-school, multi-sport program that was delivered in three schools in low-income areas of Edmonton. The schools were selected by EPSB because of their high need for after-school programming, combined with their potential to embrace sport-based programming. In delivering this program, we also established partnerships with the Edmonton Food Bank (to provide healthy snacks) and a not-for-profit organization called The Brick/Sportscentral (to provide some basic sport equipment). This multi-sport program was named TRY-Sport because it (a) helped children *to try* new sports; (b) introduced children to fundamental movement skills from three sports; volleyball, basketball, and soccer; and (c) focused on three life skills—teamwork, leadership, and confidence (TLC).

Benefits and challenges associated with sport participation by children and parents from low-income families: Simultaneously, I led another research project in close partnership with KidSport (Alberta). KidSport's main work is to cover the financial costs (i.e., registration fees) associated with sport participation for children from low-income families. Working with this group, my team interviewed 35 people from 17 different families who had received funding for sport registration fees. We identified the opportunities for PYD this funding provided, along with the continuing barriers and constraints these families faced. I presented the research findings to KidSport via their local, provincial, and national annual general meetings; some of them have been used to refine the ways in which this group provides funding (e.g., simplifying the application process).

Sport participation and possibilities for positive development among urban male youth in Edmonton: This CIHR-funded three-year ethnographic project examined opportunities for sport participation provided to homeless young men from inner-city areas of Edmonton. For this work, my collaborator, Dr. Jay Scherer (a sociologist) and I, developed long-term partnerships with several not-for-profit and charitable organizations that provide services to these young men. In particular, we spent two years of this project doing fieldwork with a “ball hockey” program, run on a weekly basis at a mental health institution in the city. Our first paper from this research examined the benefits of this program for the young men, while framing these benefits within the enduring social and structural constraints that limit the impact they can have on their lives (Holt et al., 2013).

Lessons Learned: Through my community-based research activities I have developed an expansive local network of contacts, learned about ways to develop trusting and mutually beneficial relationships with community partners, and the importance of engaging partners throughout the research process. This is essential if we are to produce findings that have the potential to have a truly meaningful impact on their work. I have learned that it is insufficient to merely engage partners in end-of-grant knowledge dissemination activities; rather, they need an active role throughout the research process. Finally, I have

realized these organizations often require simple and easily understood resources, rather than (for instance) extensive training programs because often they have neither the time nor the resources to commit to additional training programs. These lessons are directly relevant to, and underpin, the proposed project activities in the current application.

2. LEADERSHIP AND STRATEGIC PLANNING

Over the last five years I have assumed larger leadership roles in the academic community. Two of note are detailed here.

President, Canadian Society for Psychomotor Learning and Sport/Société Canadienne D'Apprentissage Psychomoteur et de Psychologie du Sport (SCAPPS)

From 2009-2011 I was president of SCAPPS, which is the national organization for sport psychology/motor learning in Canada, with approximately 300 members. As president, I oversaw the annual national conference and ran the executive committee composed of seven professors from various institutions around Canada. A key goal for me while I held this position was to increase the engagement and recognition of graduate students. I dedicated funding to enhancing the “student experience” through social events and subsidized conference registration. I also created an exchange program with our US counterpart, the North American Society for the Psychology of Sport and Physical Activity (NASPSPA). This exchange program—which has been extremely successful and still remains in place—facilitates winners of the SCAPPS Young Scientist Award to present their findings at the annual NASPSPA conference and, reciprocally, NASPSPA student award winners to present their findings at the SCAPPS conference. Since the inception of this exchange SCAPPS has seen a dramatic increase in the number of applications to the Young Scientist Award and significant growth in student membership of the society.

Leading creation of Strategic Research Plan, Faculty of Physical Education and Recreation, University of Alberta

I am currently developing a Strategic Research Plan (SRP) for the Faculty of Physical Education and Recreation at the U of A, at the request of the Dean, Dr. Kerry Mummery. The goals are to create a thematic, multi-disciplinary agenda with a clear operational plan, along with detailed evaluation metrics. This plan requires the coordination of approximately 40 academics working in a range of disciplinary traditions, and the integration of research within the service arms of the faculty. I have started this process by gathering SRPs from other institutions and meeting with senior university administrators, along with an extensive and on-going period of consultation with academics within my own Faculty.

Lessons Learned: As SCAPPS president I had to organize and manage meetings with academics working across the country, delegate tasks, and create specific initiatives (and see them through to fruition). These are all skills that I will now bring to this research project. Furthermore, my interest in graduate students and their experiences gives me an insight into the demands and challenges facing the current generation of students, and the training opportunities they require to be competitive in the job market. For example, I have a renewed understanding of how important it is that graduate students be exposed to a range of academics by participating in team-based research projects. As well, they need opportunities to develop a professional network of contacts outside academia to create a foundation for their own future research and knowledge exchange activities. Because of these recent experiences I believe that I will better mentor students under my supervision.

My work on the SRP has pushed me to further develop my communication, management, and strategic-thinking skills. These will all be invaluable in coordinating the proposed project since I anticipate significant organizational tasks with so many groups involved. In particular, dealing with relationships between the various players, working through conflicts/disagreements, negotiating diverse agendas and needs, and maintaining an overarching vision are key skills I will bring to the proposed project.

3. KNOWLEDGE DESSEMINATION

Weight of the World (Documentary and DVD). (2008). National Film Board/Canadian Association for Physical Education, Research, and Dance.

In 2007-08 the Canadian Association for Physical Education, Research, and Dance (now called Physical and Health Education Canada)—a non-governmental organization which supports the delivery of physical education in Canadian schools—contracted me to write educational materials for the *Weight of the World* project. The National Film Board of Canada created the *Weight of the World* documentary to investigate issues relating to physical activity and nutrition among children and adolescents. I wrote a series of educational resources tailored to students and teachers at the elementary, junior high, and high school levels. These resources focused on ways to bring sport and physical activity into daily activities and included specific resources and materials for teachers.

Lessons Learned: This project helped me learn about the importance of providing meaningful information tailored to the specific needs of different target audiences and ways to translate research into practice. I gained experience in creating resources and knowledge products tailored to different audiences. I also learned that it is vital to gain a strong understanding of the needs of these various audiences *before* creating resources (which is why we have proposed the stakeholder analysis study in year 2). These skills will be essential for the proposed project.

4. INTERNATIONAL SPORT-FOR-DEVELOPMENT

Cheer for Peace

In May-June 2014 I traveled to Curitiba, Brazil, to teach a university-level course titled “Soccer and Development: A Cross Cultural Perspective” which ran before and during the FIFA World Cup. Curitiba, one of the host cities for the 2014 FIFA World Cup, has a proud educational heritage and boasts some of the oldest universities in Brazil. In conjunction with the U of A International Office and two universities in Curitiba (Universidade Federal do Paraná and Pontificia Universidade Católica do Paraná) I delivered a course to students from Canadian universities and their Brazilian counterparts.

To capitalize on the fact we were in Brazil before and during the FIFA World Cup, my course involved several fieldwork visits to local soccer clubs and talks from individuals from not-for-profit organizations. We studied the political unrest going on around us. I developed a relationship with a fledgling not-for-profit organization called Cheer for Peace. I made initial contact with Cheer for Peace through my professional network prior to the trip and was able to bring over 150 soccer balls, 200 soccer shirts, and 25 pairs of soccer shoes to Curitiba. Once there, my students and I worked with Cheer for Peace to create a “soccer day” (which was held the final day of my course and represented the culmination of what we had learned and a chance to put ‘research into practice’), during which over 150 children from a local favela (‘slum’) gathered for a day of soccer, music, food, and dance. My students, who had been trained on principles of PYD, ran the soccer activities. This soccer day was the first event Cheer for Peace ever organized, and our involvement was critical to its success. We know that a single event is not enough to create change in the lives of these children. Since leaving Brazil, I have maintained contact with Cheer for Peace as the organization continues to grow and works toward creating sustainable soccer-for-development programs for some of the most disadvantaged children in the city.

Lessons Learned: I was honoured to be involved with this project. I learned a great deal about coordinating individuals from different backgrounds (e.g., Canadian and Brazilian students) and organizations (e.g., Canadian and Brazilian universities and a not-for-profit organization). I learned about the challenges of developing a grassroots program. These experiences have made me a more patient and understanding scholar.