**Sunday June 4, 2017**

**4:00-7:00 pm Conference Opening**

**4:00-6:15 Conference Welcome and Historical Foundations Lectures [Kon Tiki]**

**NASPSPA Conference Welcome**

Jennifer L. Etnier, University of North Carolina at Greensboro

**HISTORICAL FOUNDATIONS LECTURES**

**Presider/Moderator:** Penny McCullagh, California State University – East Bay

The Historical Foundations Lecture for the 50th anniversary of NASPSPA will include lectures from three eminent and longstanding NASPSPA members who will represent the three areas of Motor Learning and Control, Sport and Exercise Psychology and Motor Development. Each lecturer will present their “take” on the fascinating highlights of their area during the four decades from 1967 to 2006. Speakers will focus on paradigms, theories, methods, and trends and will highlight contributions from NASPSPA members within the overall context of scientific developments in their respective fields.

**Motor Control and Learning Research in NASPSPA: The First 40 Years**

**Presenter:** Bob Christina, Professor Emeritus, University of North Carolina at Greensboro

Before the late 1960s, motor control and learning (MCL) research used an S-R or product-oriented approach in which response outcomes of complex real-world and laboratory motor tasks were studied as a function of the manipulation of stimulus variables (e.g., practice, KR). By the late 1960s, NASPSPA MCL researchers shifted toward an information processing (IP) or process-oriented approach using simple movements to study the cognitive processes acting on the stimulus information that elicited the response. Much of the focus from the late 1960s into the 1980s was on understanding how movement information was processed and coded, stored, represented in memory. It also was on understanding MCL in terms of topics such as attentional processes, speed-accuracy, open- and closed-loop systems, time required to process feedback and amend movements, motor programs, response programming, Adams’ Closed-Loop Theory (1971), and Schmidt’s Schema Theory (1975). And from the 1980s into the 2000s we revisited how practice scheduling and augmented feedback could be organized to optimize ML. The early and mid-1970s also saw a growing interest in MC research that sought to understand what was being controlled, how the process was organized, and what purpose it served. A new constraints-based perspective emerged with a strong connection to physical biology and ethology that combined Bernstein’s (1967) ideas on degrees of freedom, context-conditioned sensitivity, and functional synergy (i.e., coordinative structure) with Gibson’s (1966, 1977, 1979) ecological view. MCL research from the 1980s into the 2000s searched for principles and laws of “self-organization” of movement control, and answers to the degrees of freedom problem, that is, how a human motor system with so many independent parts could be controlled without the need for an executive decision-maker and brain mechanisms such as memory, motor programs, and schemas as proposed by the IP approach. The mid-2000s found us thinking about the extent to which the IP and constraints-based views of MCL were divergent or complimentary.

**NASPSPA Sport and Exercise Psychology Research Across Four Decades: A Sketch**

**Presenter:** Lawrence R. Brawley, University of Saskatchewan

The trouble with history is that we often recollect what we “think” happened. The perspective I offer is just that – my recollection of trends characterizing research presented and discussed at NASPSPA over 40 years. Briefly, what do I remember?

1967-77 A beginning to “systematic” research and an era of drives, motives and testing ”first principles”. A time of pioneering efforts to make the science more empirical and based upon social psychological theory.

1978-87 An era of social-cognitive and social psychological research trends. The graduates of well known pioneers explored theories and processes describing phenomena in many levels of sport . The names of psychologists Bandura, Weiner, Harter and others appeared in multiple presentations. A proliferation of texts influenced what graduate students likely presented at conferences. A new society arose – AAASP – partly as a consequence of NASPSPA’s decision to focus on research versus application. Psychophysiological research gained attention and continued into the decade that followed. Meta-analyses were offered.

1988-97 An era of “expansion” in the amount of sport psychology research and an influx of exercise and physical activity research focused on links between exercise and health. The graduates of pioneers and their trainees became more prolific in examining use of theory. Conceptual frameworks more specific to sport were offered and related measures developed. Examples were sport -related confidence, motivation and its orientations, leadership and cohesion.

1998-2006. An era of “diversification” and growth in a wide range of sport and exercise psychology topics. New models and lifespan views were introduced, feminist perspectives offered, differing research models proposed and qualitative methods championed and utilized.

In reflection, I offer thoughts about the way we have used some theories, methods we champion, and measures we create. Is this last decade one that reflects systematically developed knowledge? Does it reflect an eccentric and/or refreshing picture of the exercise and sport psychology to come?

**Pentimento: A 21st Century Look at the Canvas of Motor Development**

**Presenter:** Jane E. Clark, University of Maryland, College Park

How we understand the emergence and development of motor behavior and skillfulness has itself developed over the last 50 years. In reflecting on the history of motor development, it is important to recognize that these ‘reflections’ are much like the painter’s “pentimento.” That is, the ‘canvas’ we paint today of what our science was decades ago is actually a painting with many layers – each representing where our views have changed along the journey. I do not “repent” with these reflections, as suggested by the term, pentimento, but rather I seek to bring a developmental perspective to our scientific inquiries into motor development with an element of a revisionist’s approach. What were the key discoveries and the seminal papers that influenced our canvas of motor development that we view today? Almost three decades ago, we (Clark & Whitall, 1989) outlined an historical framework for the field of motor development. Today, we can look back at that framework and the ensuing science and consider where we have been and what we have learned and, ask: What does the pentimento of our motor development canvas reveal?

**6:15-7:00 pm NASPSPA Jeopardy Game [Kon Tiki]**

**7:00 pm Opening Reception [Beach] [Dinner on your own]**

**Monday, June 5, 2017**

**9:30-11:00 am Motor Learning and Control JANUS Symposium [Kon Tiki]**

**Presider:** Howard Zelaznik, Purdue University

**Moderator:** Tim Lee, McMaster University

**Looking through the rear view mirror while driving forward at speed: Some key recent developments and likely future directions in motor control and learning research**

**Presenters:** A.Mark Williams and B. Fawver, University of Utah

In this presentation, we review some of the most innovative and impactful developments in the field of motor control and learning over the past decade. We utilize citation reports from some of the most prominent journals in the field, as well as relying on subjective opinion from leading academic experts to identify notable contributions to knowledge generation and applied practice in this broad and dynamic field. We delimit the scope of this task by focusing our efforts on three specific areas of study, notably, visual control of action, perceptual-cognitive expertise, and skill learning. In looking back over the last decade through a rear view mirror, we attempt to provide some direction to help drive the field forward by highlighting potential areas for important theoretically driven work and applied research in the future. Our hope is that over the next few decades these fields of study will have even greater influence and translational impact on society across multiple domains of human activity.

**Catching the integration train: A look into the next ten years**

**Presenter:** Cheryl M. Glazebrook, University of Manitoba

The next decade will be a time for testing new theories, striving for integration and fostering communication. As we build on our strong theoretical roots, as well as the developments of today, we will continue to refine our understanding of human motor behaviour using novel technologies and analysis techniques that enable new insights into the underlying processes for motor control and learning. Advances in brain imaging, behavioural and statistical techniques will facilitate novel perspectives through an integrated understanding of the contributions of sensory, cognitive and emotional processing with motor performance. The application of an integrated approach will be far reaching, including education, healthcare, and human-machine interfaces. In keeping current with technology we must be engaged with developers so that new techniques, laws, and plans are logically constructed, in other words with a solid theoretical framework. Similarly, as the healthcare and education sectors are pushed to do more with less, our fundamental understanding of human motor control and learning will provide crucial insights into how to work together and stay on track. With rapid change will come a need for rapid output, creating a need to shift our patterns of behaviour with respect to how to share our theoretical findings to the broadest audience both efficiently and ethically. As experts in motor control and learning it is our responsibility to forge new connections across our respective subdisciplines and the various sectors of our society.

**4:00-5:30 pm Beach Side Chats [Beach]**

1. Networking for Early Career Researchers (Katie Gunnell, Yu Kai Chang, Tony Carlsen, Ali Brian)
2. Routledge Publishing Chat (Mark Williams; Alejandra Leach-Nunez & Will Bailey [Routledge])
3. Work Life Balance (Miranda Kaye, Cheryl Glazebrook, Jody Jensen, Eva D’Hondt, Travis Dorsch)
4. Job Application Advice/Nonacademic Careers (Jeffrey Martin, Jeffrey Haddad, Diane Ste. Marie)
5. Funding your Research (Chris Janelle, Anastasia Kyvelidou, Matthieu Lenoir)
6. Maintaining Mid-Career Momentum (Paddy Ekkekakis, Richard Van Emmerick, Ting Liu, Lisa Barnett)

**Tuesday, June 6, 2017**

**9:45-11:15 am Motor Development JANUS Symposium [Kon Tiki]**

**Presider:** Jill Whitall, University of Maryland, School of Medicine

**Moderator:** Michael G. Wade, University of Minnesota

**Motor Development is Fundamental to Human Development**

**Presenter:** David I. Anderson, San Francisco State University

We are born to move but learn to move skillfully. The fascinating process by which the poorly coordinated newborn transforms into a willful child, a clumsy adolescent, a competent mover, potentially an elite performer, and an older adult capable of compensating for declines in multiple biological systems, continues to evoke interest in laypeople, researchers, and clinicians alike. The last 10 years of research in motor development have reaffirmed the centrality of movement in all human endeavors. Learning to act and move skillfully has consequences that extend well beyond the motor domain, though the motor domain continues to be undervalued in its own right. The last 10 years have also reminded us how much we still have to learn about development. Despite uncovering remarkable capacities in the newborn, discovering that early capacities predict later developing capacities in the same and different domains, revealing new linkages among motor activity, perceptions of competence, fitness, health, and psychological functioning, expanding descriptions of how skills develop, highlighting the multimodal nature of perception and action, validating assessments, intervening to promote motor development in children with disease or disability, and translating research into practice, many aspects of motor development remain a mystery. Moreover, despite forging collaborations with researchers and clinicians in neuroscience, cognitive science, embryology, pediatrics, robotics, the learning sciences, and public health, motor development researchers are only beginning to understand the complex web of processes that underlie developmental change. Nevertheless, progress has been made! This section of the Janus talk will overview the themes and topics that have dominated research in motor development over the last 10 years and highlight some of the most important discoveries that have been made. These discoveries reaffirm that human beings are self-organizing, self-stimulating, complex systems that play a central role in their own development by virtue of being inherently active.

**Motor Development is a Discipline with a Bright Future**

**Presenter:** Leah E. Robinson, University of Michigan, Ann Arbor

Movement is how we explore our environment. The discipline of motor development has made valuable contributions to science as it relates to the study of human movement and human development. This section of the Janus Symposium will highlight future directions for motor development research. It is imperative that researchers strive to make a conscience effort and continue to conduct translational research - the process of transforming scientific discoveries arising from laboratory or population studies into clinical or real-world applications to address issues that are plaguing our society. Researchers must remain committed to conduct interdisciplinary research and integrate motor development with various disciplines within and outside our field. This will allow for the development of new techniques, tools, perspectives, concepts, and theories that will advance our fundamental understanding or solve problems beyond the scope of our discipline. Based on the current state of the literature and science there are four areas of interest for future research considerations. a) Advances in medicines have contributed to individuals living longer which results in a need to focus more research on special populations that include the elderly and diseased. b) New non-invasive neuroimaging tools can answer critical questions related to the brain-behavior interaction. Neuroimaging can now enable researchers to understand “what the brain is doing while moving and the effect of a motor skill intervention on the brain”. c) Discoveries in the biomedical sciences can contribute knowledge to the gene-environment interaction through epigenetics and answer questions like “why motor delays or disease may occur?” d) There is a need to explore the relationship and effect of motor development on developmental and health outcomes on the population. Understanding these outcomes will support the public health and educational relevance of motor development as a discipline. As you can see, motor development research has a bright future -- bountiful with many questions that await to be answered.

**Wednesday, June 7, 2017**

**9:30-11:00 Sport and Exercise Psychology JANUS Symposium [Kon Tiki]**

**Presider:** Maureen Weiss, University of Minnesota

**Moderator:** Glyn Roberts, Norwegian School of Sport Science

**Back to the Future: Sport and Exercise Psychology in the Past and Future Decades**

**Panel Participants:**

Mark Eys, Wilfred Laurier University

Diane L. Gill, University of North Carolina at Greensboro

Kathleen Martin Ginis, The University of British Columbia

Alan L. Smith, Michigan State University

In the Janus Symposium for Sport and Exercise Psychology (SEP), a panel format will be used to obtain multiple and diverse perspectives from one senior and three mid-career scholars. Panel members Diane Gill, Mark Eys, Kathleen Martin Ginis, and Alan Smith will offer their insights about the most recent decade of research in the field (2007-2017) and then generate a vision for SEP research in the decades to come. A set of questions will be posed to the panel for their response, and audience members will be encouraged to follow up on ideas following each question. Some questions include: (1) In the last 10 years, what research has had an impact on your work and has it changed how you think about or conduct your research? (2) In today’s contemporary research and funding environment of “translatable research,” is the use of theory a realistic mandate for the future? Why or why not? (3) For decades, the “parent” discipline of psychology has provided direction to the research pursuits and practices of SEP. What will be the future of this influence on SEP and are there other disciplines that are of equal influence? (4) Is SEP taken seriously in the broader disciplines (e.g., psychology, medicine)? If not, what can we do about that? This question is based on the idea that researchers in other fields often do not cite SEP research in their articles or recommend physical activity as part of a broad-based mental health or clinical treatment program. (5) Given the current, and probably future, emphasis on securing funding for research, should beginning scholars be advised to focus their research efforts on topics that are most fundable rather than on topics they find most interesting or are most passionate about? (6) What research areas will wane in interest/import over the coming decades, which ones will take off, and what areas will exist that do not exist presently? Several other questions of a similar nature will be posed to panelists for their perspectives, and we envision the audience having ample opportunities to interact with panel members on these questions.

**5:30-7:00 pm Beach Side Chats [Beach]**

1. Chat with Journal Editors (Daniela Corbetta [JMLD], Martyn Standage [JSEP], Nick Myers [MPEES], Nikos Ntoumanis & Bernd Strauss [PSE], Maria Kavussanu [SEPP])
2. Funding School- and Community-Based Interdisciplinary Research (Karl Erickson, Nadia Valentini, Tony Okely)
3. Human Kinetics Textbook Authors (Dan Gould, Jerry Thomas, Nancy Getchell, Kathy Haywood; Bridget Melton [Human Kinetics])
4. Promoting Diversity (Leps Malete, Jan Hondzinski, Mary Rudisill, Priscilla Caçola)
5. Tips for Tenure (Les Carlton, Penny McCullagh, Deb Feltz)
6. Establishing Research Collaboratives (Cathi Sabiston, Howie Zelaznik, David Stodden)
7. Moving into Administration (Kathy Williams [Associate Dean], Daniel J. Weeks [President and Vice-Chancellor]; Alan Smith [Chairperson])