Moving On!:
A Physical Activity Transition Program for Student-Athletes

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Problem Statement

• **Former Student-Athlete Participation Data**
  - ~3 out of 4 report experiencing difficulty with retiring from competitive sport (NCAA SCORE data)
  - >1/3rd say that they only participate in vigorous exercise sometimes, seldom, or never (NCAA SCORE data)
  - Most become less active after college; substantial portion inactive (Reifsteck et al., 2013; 2016)

• **Health Implications for Former Student-Athletes**
  - Report lower health-related quality of life (Simon & Docherty, 2014)
  - 44% classified as overweight or obese (Kerr et al., 2014)
  - Bodily changes after retirement from sport negatively associated with self-esteem and physical self-worth (Stephan et al., 2007)
  - CVD risks more strongly related to current PA than a history of sport participation (Pihl et al., 1998)
Conceptual Framework

Moving On! program

Identity

Motivation

Lifetime PA

4 sessions:
- Session 1: Introduction and Overview
- Session 2: Identity Exploration
- Session 3: Goal-Setting and Action Plans
- Session 4: Planning Ahead

Reifsteck et al., 2016
Specific Aims

• **Aim 1 (Primary): Pilot Moving On!**
  - Demonstrate the appeal/demand/feasibility
  - Identify revisions

• **Aim 2 (Secondary): Assess extent to which Moving On! impacts theoretical constructs**
  - Preliminary evidence of effect on exercise identity, self-determined motivation, physical activity intentions, self-efficacy, and behavior
# Project Overview

## Phase 1: Development (Fall 2014)
- Developed pilot version of student-athlete workbook content
- Focus group interviews– former student-athletes: *N*=7

## Phase 2: Implementation (Spring 2015)
- Standard version (4 sessions)– DI campus: *N*=6
- Modified version (half-day workshop)– DIII campus: *N*=7
- Pre-, post-, follow-up surveys and evaluation ratings

## Phase 3: Data Analysis/Program Revision (April – Dec. 2015)
- Focus group interviews– student-athlete participants
- Focus group interview– administrators: *N*=4
- Development of student-athlete workbook and facilitator guide prototypes
Findings: Appeal

Overall the session increased my knowledge
Overall I enjoyed the session
I learned something from the presentation/group discussion
I enjoyed the presentation/group discussion
I learned something new from the physical activity portion
I enjoyed the physical activity in the session
Overall I enjoyed the session
Overall the session increased my knowledge

Average Rating Across All Criteria: 4.70
Findings: Appeal

Average Rating Across All Criteria: 4.84
Findings: Revisions

I remember we were leaving after I think the second one and we were like, “this is a lot more fun than I thought it was gonna be!” Like, I wish we had more sessions!

... I feel like there's much more that could be taught along with this.
Findings: Identity/ Motivation

Like this is a big deal. We’re transitioning. We’re not gonna be athletes any more.

I mean, even though they're two different like categories for like being prepared for our sports and being prepared for- well, just being healthy. We're just used to being prepared for sports...
Findings: Self-Efficacy/Intentions

It’s changed my mindset from going, "Oh, I’m gonna have to fit in an hour of like free weights and running on the track," to "Oh, I could literally do a Zumba class for 30 minutes, like three to five times a week.”
Campus Implications for Programming

It's kind of like a “How To” guide, be your own person and not be so like just a product of your environment. Like, set your own environment.
Conclusion

Ya’ll covered everything that was possible to cover. I mean how can you make this easier?

Thank You!

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