that emotion during competition. Unique considerations for dancers will be discussed, including the need to feel one emotion and express a different emotion to your audience, and the need to show a unified emotional expression on a team including sample teaching activities. The presentation will conclude with a discussion of how success is defined and measured for this population, using criteria such as process goals in your control. Attendees will gain insights into tailoring performance psychology programs to meet the demands of competitive dancers and explore strategies that might apply across other performance domains.

SYM-04

THE PHASES OF INTERVENTION DESIGN: NAVIGATING THE DEVELOPMENT, IMPLEMENTATION, EFFECTIVENESS, AND ADAPTATION OF THREE SPORT PSYCHOLOGY INTERVENTIONS

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Applied sport psychology interventions are widely used by both researchers and practitioners within sport environments to enhance various psychological and physiological outcomes (Lochbaum et al., 2022; Munroe-Chandler & Hall, 2025). The use of structured interventions allows for increased awareness, utilization, and access of sport psychology resources across populations (Holt et al., 2018; Weinberg et al., 2012). However, intervention design often includes rigorous and systematic procedures that may be difficult to implement into real world scenarios, ultimately exacerbating the research-to-practice gap that has grown prevalent in sport research (Eklund & Crocker, 2019; Ely et al., 2021). As such, a collaborative approach through the inclusion of Certified Mental Performance Consultants (CMPCs) and other stakeholders within intervention design phases has shown to bridge the gap between theory and application (Castillo et al., 2023). Through a collaborative lens, three independent research teams have developed and implemented various sport psychology interventions across differing athlete populations, including intercollegiate sport teams (e.g., hockey, basketball, football) and Para athletes. This symposium will address critical challenges and considerations experienced across the phases of intervention design. The first presentation will detail the implementation of an in-person, athlete-centered leadership development program, alongside its development and transition to an asynchronous, online platform. The next presentation will discuss the implementation and effectiveness of a team culture change intervention, detailing the practical challenges and considerations for future iterations of the intervention. Finally, the last presentation will highlight the necessary factors to consider when aiming to increase the reach and overall accessibility components of a psychological skills training intervention across various athlete populations. With an aim to generate conversations that enhance the collaborative nature of intervention design and delivery, this symposium will allow for researchers and practitioners alike to acknowledge the challenges and opportunities of ensuring effectiveness and overall access of sport psychology interventions.

From the locker room to the screen: Adapting an athlete leadership program for online learning

Athlete leadership development is a critical component in fostering effective team environments, and has been linked to increases in team cohesion, athlete satisfaction and team confidence (Cotterill et al., 2022; Loughead, 2017). This presentation details the implementation of an in-person, athlete-centered leadership development program along with the development and transition to an asynchronous, online program. Over a competitive season, a Mental Performance Consultant (MPC) delivered four structured workshops that all members of a team were asked to attend. Grounded in Avolio's (1999) Full Range Model of Leadership, which posits that effective leaders exhibit a wide variety of leadership behaviours. The workshops offered athletes the opportunity to learn, observe, and practice numerous leadership behaviours with their teammates that cultivated both human and social capital (Duguay et al., 2016). The leadership program has been implemented with different varsity teams (Duguay et al., 2018; Sheppard et al., 2023) and ages (Boisvert et al., 2022) and has been successful in improving the leadership behaviours of athletes. However, the reach is limited due to the in-person nature of the program's delivery. Fortunately, there has been a proliferation of technology (i.e., online modalities) since the COVID-19 pandemic (Price et al., 2022). Online modalities offer MPCs innovative ways to teach and deliver training programs to athletes. Given the growing importance of expanding access to sport psychology resources for applied practitioners, asynchronous learning offers a useful means to extend the reach (McCormick et al., 2020). It provides athletes with convenient, on-demand learning opportunities by enhancing accessibility (Weinberg et al., 2012). This presentation will highlight the adaptations made and the challenges faced in transitioning an in-person athlete leadership development program to an asynchronous online format.

From theory to practice: The implementation, and effectiveness of a culture-change intervention in University football

While fostering a strong and cohesive team culture plays a critical role in team success, interventions focused solely on culture change remain largely underexplored. This presentation details the implementation, and effectiveness of a theoretically grounded culture change intervention within a university football program that underwent a coaching staff overhaul after several consecutive losing seasons. Rooted in Schein's (1990) model of organizational culture, four team-building sessions were conducted during the team's training camp: 1) introducing the concept of culture; 2) identifying espoused values; 3) creating artifacts; and 4) testing the culture through realistic case studies. Weekly team building or psychological skills training sessions were held throughout the competitive season to reinforce the newly established culture. Data were collected and analyzed using a convergent parallel mixed methods design (Creswell, 2014), incorporating quantitative measures of team cohesion (GEQ; Carron et al., 1985) at three time points throughout the season and qualitative individual semi-structured interviews with athletes at the end of the season. Quantitative results showed significant increases in team cohesion from training camp to mid-season, with

these gains largely maintained through the end of the season. The qualitative data suggested that the intervention played a critical role in fostering the observed increased closeness and unity within the team. Players spoke about the value of setting an autonomy-supportive environment when creating the culture in that the athletes felt heard, respected, and supported to succeed, which led to greater buy-in throughout the season. Additionally, reinforcing team values during the competitive season through leadership, psychological skills training, and team building sessions played a key role in maintaining the culture during challenging moments. Overall, this intervention provided a framework for applied sport psychology practitioners seeking to support culture change within sport teams, offering practical strategies that can be tested across various sporting contexts.

Lessons learned in adapting psychological skills training interventions to increase access and accessibility across athlete populations

The inclusion of psychological skills training (PST) interventions is a common approach for enhancing various outcomes beneficial for optimal sport performance, such as skill acquisition, confidence, and motivation (Munroe-Chandler & Hall, 2025; Weinberg et al., 2012). These interventions vary in content, however, will often include the delivery of educational information and practical application of various mental skills (e.g., imagery, goal setting) (Ely et al., 2021; Munroe-Chandler et al., 2023). Due to the unique benefits associated with PST, researchers have highlighted the importance of increasing access of sport psychology and PST across athlete population (Ely et al., 2024; Holt et al., 2018). However, acknowledging the various barriers to PST and sport psychology across populations such as Para athletes, increasing the reach and usability would require the need to tailor and adapt PST interventions to the target populations. Most notably, the present research team has previously developed free, online asynchronous PST modules specifically tailored to Para athletes (www.learnpst.com; Ely et al., 2024). These modules were developed in collaboration with Para athletes and applied practitioners, to ensure the intervention design and delivery was accessible and equitable for various disabilities (i.e., visual impairments, physical impairments). Many PST interventions available are developed for adult, able-bodied athletes, hindering the accessibility and relevance of these resources if not adequately translated for other athlete populations (Ely et al., 2024). Presently, the research team has adapted the modules to meet the needs of other target populations, such as able-bodied athletes and youth populations. An in-depth discussion will highlight the various considerations necessary when translating PST interventions across athlete populations, highlighting challenges and opportunities for researchers and practitioners to ensure equitable and accessible access to PST interventions and sport psychology resources.