EXAMINATION OF STUDENT-ATHLETES' DEVELOPMENTAL TRANSITION FROM YOUTH SPORT TO COLLEGE SPORT

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An Examination of Student-Athletes’ Developmental Transition from Youth Sport to College Sport
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Changing Social Dynamics

“Changing social dynamics” (Sarah)

Unique Student-Athlete Adversity

“In high-school, yeah, we wanted to win, but there is a whole new meaning to that when you get to college. It’s not that you want to win, it’s that you have to win. It’s like you give your life to win the game” (Sarah)

Culturally Constructed “Emerging-Adult-Student-Athlete”

“...staying grounded in my values when being around so many things that are against my values. Being strong is something I’ve definitely learned from being in college. Because you’re exposed to so much more and there are so many opportunities to go out and do whatever...[and] participate in something you know you’re not supposed to participate in” (Rachel)

INTRO
- The NCAA is “driven by the goal to provide an education for student-athletes and help them benefit from the physical, mental, and social benefits obtained from participation as a college athlete” (Sage, 1998)
- “A more complete examination of links between social support and athletic development could focus on important milestones, experiences of adversity, and transitions from one competitive level to another (e.g., high school to college)” (Wagner & O’Connor, 2000)

METHOD
- Part 1: Timeline
- Part 2: Semi-Structured Interview
- Narrative Thematic Analysis (Jowett & Frost, 2007)

RESULTS
- Experiences and Challenges
- Developmental Outcomes

DISCUSSION
- Emerging-adulthood within a collegiate-athletic context is especially challenging (Arnett, 2000).
- Majority of influential transitional experiences involved adversity (Fletcher & Sarkar, 2012).
- Student-Athletes sought external resources and support in addition to implicitly developing psychological skills for sport and life.