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# **Sport Studies**

*and Higher Education*  
*An Interdisciplinary Approach*

**2ND BIENNIAL CONFERENCE**

**“Physical Literacy: Gender, Science, and Sport for Development”**  
**May 18-20, 2016**

## **ANNOUNCEMENT AND CALL FOR ABSTRACTS**

Sport is unique in its contribution to society because of its power to impact all domains of human development. Development in its broadest sense refers to many aspects of the human experience. Accordingly, sport can impact the physical, health, psychological and social facets of our humanity. It is this far reaching potential which sport possesses which led to the United Nations declaring 2004 “The year of sport” and outlining eight millennium developmental goals ranging from economic development to reduction of poverty and disease. Over ten years later, these goals are still pertinent. Sport has always played an integral role within Caribbean societies. Sports personalities have for a long time been the Caribbean’s heroes and so too sport has always been an iconic Caribbean pastime. This popularity has driven many state initiatives to use sport as a tool for economic and social development. In addition to the professional/semi-professional and amateur athletes who participate in competitive sport, there are also those who engage in regular exercise. However, many persons who exercise do not meet the recommended guidelines and may fail to reap the attendant benefits. As such, increased initiatives to imbue physical literacy in making physical fitness and regular exercise a central part of the average citizens’ lifestyle have also become a priority. This focus on sport at both the elite and recreational level has also directed attention to the gendered disparities in access and equity.

Notwithstanding the central role that sport has had in the region and all the achievements that sportspersons have realized, there has not been a sufficient paralleled growth of a science of sport in the Caribbean. In

continuing to drive this impetus, The University of the West Indies St. Augustine in conjunction with the First Citizens Sports Foundation will host its 2nd biennial Interdisciplinary Conference on Sport Studies and Higher Education under the theme *“Physical Literacy: Gender, Science, and Sport for Development”* at the University of the West Indies – St. Augustine Campus, Trinidad and Tobago from May 18 - 20, 2016.

This conference will contribute to the development of research and scholarship on sport which can support programmes of sport in tertiary and higher education institutions. Such knowledge would also support the needs of athletes, sporting and fitness professionals, organizations and practitioners at all levels of society, bringing into focus a new evidence-based approach to sport. We in the Caribbean recognize the importance and potential of sport as a vehicle that has allowed our citizens to reach the highest levels of human achievement. In short, sport has already proven its merit for our societies and as such its impact and potential within these societies needs to be studied.

We hereby invite the submission of abstracts for consideration to be presented at this conference. Submissions may be based on quantitative or qualitative studies and including but not limited to the following sub-themes:

- The Role of the State
- The History of Sport in the Caribbean
- Literary Discourses on Sport
- Sport for All- Development of the Whole Person
- Sexualities and Gender Identities in Sport
- Women and Sport: Issues and Challenges
- Physical Education
- Sporting Facilities
- Sport and Persons with Disabilities
- Movement and Physicality
- Sport Science
- Anti-Doping Policy
- Sport Tourism
- Sport Psychology
- Sociology of Sport
- Sport Economics
- Athletes: Student Athletes & Elite Athletes

### **SELECTION OF ABSTRACTS**

Selection of papers will be based on scientific merit and relevance to the sporting areas of the Caribbean.

### **TRANSMITTAL LETTER**

This implies that all authors have approved the publication of the abstract, edited if

necessary, in Abstract Booklet. The email and mailing address of the corresponding author MUST be included.

## INSTRUCTIONS TO AUTHORS

### THE ABSTRACT

Your abstract must be **NO MORE THAN 250 WORDS** and **MUST BE** formatted as follows:

1. **TITLE:** In bold type. No abbreviations.
2. **AUTHORS:** Begin on a new line two spaces below the title. Use italics. List initials for first names followed by surnames. Do not use full stops after initials. Please omit degrees and titles.
3. **INSTITUTION:** Begin on a new line below the Authors. Use italics. List institute(s) where work originated, city, and country.
4. **EMAIL ADDRESS:** Include in the next line.
5. **TEXT:** Arrange under the following headings:
  - a. **Objectives:** State the main objective/research questions/hypothesis of the study.
  - b. **Design, Methods or Approaches:** Briefly describe the design of the study and how it was conducted indicating study population, sampling procedures, and measurements.
  - c. **Summary of Content, Results or Findings:** Present only the main results (in tabular form if convenient) with an indication of variability (e.g., SD) and precision of comparison (e.g., 95% confidence intervals), where appropriate. Promises, such as “the results will be discussed” or “other data will be presented” are unacceptable.
  - d. **Conclusions:** Limit to only those directly supported by the results or findings.

### SAMPLE ABSTRACT

#### *Nutritional knowledge and attitudes of adolescent swimmers in Trinidad and Tobago*

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**Objectives:** To investigate the level of nutrition knowledge and attitude of adolescent swimmers training competitively in Trinidad and Tobago.

**Design and Methods:** A self-administered questionnaire, which consisted of 21 nutrition knowledge and 11 attitude statements, was utilized to assess the level of nutrition knowledge and attitude of adolescent swimmers. For the assessment of nutrition knowledge, correct answers were given a score of “1” and incorrect answers were given a score of “0”. For the evaluation of attitude towards nutrition, a

score ranging from “1-5” was assigned to each response, “5” was given to the most positive response and “1” was given to the most negative. Data were analyzed using SPSS version 21.0. ANOVA was used to compare nutrition knowledge and attitude between sex, age, level of education, and number of nutrition classes attended. Pearson correlation was used to evaluate the relationship between nutrition knowledge and attitude.

**Results:** The sample comprised of 220 swimmers with a mean age of  $14.56 \pm 2.544$ . The mean nutrition knowledge score was  $10.97 \pm 2.897$  and mean attitude score was  $41.69 \pm 6.215$ . Nutrition knowledge was positively and significantly related to the number of reported nutrition sources ( $p = 0.005$ ). Nutrition knowledge was positively and significantly related to the attitude ( $p = 0.027$ ).

**Conclusions:** Athletes lack nutrition knowledge but have a positive attitude towards nutrition, which may indicate receptiveness to future nutrition education.

## ABSTRACT SUBMISSION

Email to [sportstudiesconference@sta.uwi.edu](mailto:sportstudiesconference@sta.uwi.edu)

Receipt of submissions will be acknowledged. If you do not receive acknowledgement within **five (5) days** of submission, please contact the Conference Secretariat at [sportstudiesconference@sta.uwi.edu](mailto:sportstudiesconference@sta.uwi.edu).

## CONTACT US

If you need additional information or any clarification, please contact us at:

Conference Secretariat

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