

William V. Massey, PhD
Oregon State University
College of Public Health & Human Sciences
School of Biological and Population Health Sciences
Kinesiology Program
william.massey@oregonstate.edu

FORMAL EDUCATION

University of Wisconsin-Milwaukee, Milwaukee, WI 2009-2013
Ph.D., Health Sciences; Specialization: Sport Psychology

Southern Illinois University, Carbondale, IL 2006-2008
M.S., Kinesiology; Specialization: Social Psychology of Sport

Central Michigan University, Mount Pleasant, MI 2002-2006
B.A., Sport Studies; Minor: Business Administration; Minor: Journalism

PROFESSIONAL POSITIONS

Graduate Program Director 2022-present
Kinesiology Program, Oregon State University, Corvallis, OR

Associate Professor (with tenure) 2022-present
School of Biological and Population Health Sciences, Oregon State University
Corvallis, OR

Assistant Professor 2017-2022
School of Biological and Population Health Sciences, Oregon State University
Corvallis, OR

Curriculum Development and Content Expert Consultant 2017-present
Clients include national and international non-profit organizations, foundations, and corporations

Interim Director, Healthy Eating and Active Living Research Core 2021
Hallie E. Ford Center for Healthy Children & Families, College of Public Health & Human
Sciences, Oregon State University, Corvallis, OR

Visiting Assistant Professor 2016-2017
Department of Kinesiology, University of Wisconsin-Milwaukee, Milwaukee, WI

Assistant Professor 2014-2017
Department of Occupational Therapy, Concordia University Wisconsin, Mequon, WI

Lecturer 2013-2014
Physical Therapy, Exercise Science, Carroll University, Waukesha, WI

Lecturer

2012-2014

Department of Kinesiology, University of Wisconsin-Milwaukee, Milwaukee, WI

CERTIFICATIONS

Neurosequential Model Sport, Phase I Training Certification 2021

Certified Mental Performance Consultant, Association for Applied Sport Psychology (2014-2020)

Certified Strength and Conditioning Specialist, National Strength and Conditioning Association (2008-2017)

Sport Performance Coach, USAW Weightlifting (2009-2017)

INSTRUCTIONAL SUMMARY

As a faculty member in higher education, I strive to be successful as a teacher, researcher, and practitioner. These endeavors are not mutually exclusive, but rather a triadic interaction in which the generation of knowledge through classroom learning, research, and applied endeavors interact to enhance each experience. Thus, my philosophy in the classroom is guided by the following three overarching beliefs: A student centered approach grounded in understanding and appreciating individual differences and learning experiences; an evidence-based approach guided by current best practices in pedagogical research; and a critical approach, where students are challenged to take responsibility for their own learning. A compilation of my teaching and mentoring duties are listed below, combined with student ratings/evaluation of teacher effectiveness, where applicable. *Co-instructed due to medical leave of self or others during COVID pandemic.

Credit Courses

OREGON STATE UNIVERSITY

<u>TERM</u>	<u>COURSE NUMBER</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>	<u># OF STUDENTS</u>
Spring 2022	KIN 562	Lifespan Sport and Ex Psychology	3	6
Spring 2022	KIN 370	Psychology of Sport and PA	3	60
Winter 2022	HC 407	Psychology of Personal Excellence	2	12
*Fall 2021	KIN 370	Psychology of Sport and PA	3	90
Fall 2021	KIN 370e	Psychology of Sport and PA	3	40
Summer 2021	KIN 481	Analysis of Critical Issues	3	25
*Spring 2021	KIN 370	Psychology of Sport and PA	3	79
*Spring 2021	KIN 370e	Psychology of Sport and PA	3	40
*Spring 2021	KIN 370H	Psychology of Sport and PA	3	3
Winter 2021	KIN 560	Motivation of PA	3	5
Fall 2020	KIN 370	Psychology of Sport and PA	3	96
Summer 2020	KIN 370e	Psychology of Sport and PA	3	20
	KIN 503/603	Graduate Thesis/Ind Study	3	2
Spring 2020	KIN 370	Psychology of Sport and PA	3	67
	KIN 406	Projects/Ind Study	3	1
	KIN 403	Honor's College Thesis/Ind Study	2	1
	KIN 503/603	Graduate Thesis/Ind Study	3	3
Winter 2020	KIN 599	Pos Youth Dev in Sport and PA	2	8
	KIN 401/601	Research and Scholarship/Ind Study	3	2

	KIN 406	Projects/Ind Study	3	1
	KIN 503/603	Graduate Thesis/Ind Study	3	2
Fall 2019	KIN 370	Psychology of Sport and PA	3	81
	KIN 401/601	Research and Scholarship/Ind Study	3	4
	KIN 503/603	Graduate Thesis/Ind Study	3	2
Summer 2019	KIN 370e	Psychology of Sport and PA	3	20
Spring 2019	KIN 370	Psychology of Sport and PA	3	68
	KIN 501/601	Research and Scholarship/Ind Study	3	3
	KIN 403	Honor's College Thesis/Ind Study	1	1
Winter 2019	KIN 401/601	Research and Scholarship/Ind Study	3	3
	KIN 403	Honor's College Thesis/Ind Study	1	1
	KIN 503/603	Graduate Thesis/Ind Study	3	2
Fall 2018	KIN 370	Psychology of Sport and PA	3	96
	KIN 560	Motivation of PA	3	9
	KIN 601	Research and Scholarship/Ind Study	3	2
Summer 2018	KIN 605	Readings and Conference/Ind Study	3	1
Spring 2018	KIN 370	Psychology of Sport and PA	3	90
	KIN 401	Research and Scholarship/Ind Study	3	2
	KIN 403	Honor's College Thesis/Ind Study	1	1
	KIN 601	Research and Scholarship/Ind Study	3	2
Winter 2018	KIN 403	Honor's College Thesis/Ind Study	1	1
	KIN 301	Research and Scholarship/Ind Study	2	1
Fall 2017	KIN 370	Psychology of Sport and PA	3	145

ASSIGNMENTS PRIOR TO OREGON STATE UNIVERSITY

<u>TERM</u>	<u>COURSE NUMBER</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>	<u># OF STUDENTS</u>
Summer 2017	OT 582	Scientific Inquiry III	4	15
Spring 2017	OT 569B	Scientific Inquiry II	4	24
	OT 569A	Scientific Inquiry II	4	24
	OT 582	Scientific Inquiry III	4	9
Fall 2016	OT 540A	Scientific Inquiry I	4	24
	OT 540B	Scientific Inquiry I	4	24
	OT 582	Scientific Inquiry III	4	9

Spring 2016	OT 569A	Scientific Inquiry II	4	24
	OT 569B	Scientific Inquiry II	4	20
Fall 2015	OT 540A	Scientific Inquiry I	4	24
	OT 540B	Scientific Inquiry II	4	20
	OT 582	Scientific Inquiry III	4	4
Spring 2015	OT 569A	Scientific Inquiry II	4	24
	OT 569B	Scientific Inquiry II	4	12
	OT 582	Scientific Inquiry III	4	5
Fall 2014	OT 540A	Scientific Inquiry I	4	24
	OT 569A	Scientific Inquiry II	4	24
	OT 582	Scientific Inquiry III	4	5
Spring 2014	KIN 200	Introduction to Kinesiology	3	100
	OT 540A	Scientific Inquiry I	4	24
Fall 2013	KIN 200	Introduction to Kinesiology	3	100
	PT 407	Motor Learning and Behavior	4	40
	HSC 303	Exercise Physiology	3	40
	ESP 521	Exercise and Sport Psychology	4	8
Spring 2013	KIN 200	Introduction to Kinesiology	3	120
	KIN 270	Statistics in the Health Professions	3	120
Fall 2012	KIN 200	Introduction to Kinesiology	3	120
	KIN 270	Statistics in the Health Professions	3	120
Spring 2012	KIN 270(1)	Statistics in the Health Professions	3	120
	KIN 270(2)	Statistics in the Health Professions	3	120
Spring 2011	KIN 350	Psychology of Sport and Exercise	3	120
Spring 2008	KIN 201	Diversity in American Sport	3	30
Fall 2008	KIN 201	Diversity in American Sport	3	30

Graduate and Undergraduate Trainees (limited to students since Fall 2017)

Student mentoring is the most rewarding aspect of my work. I currently direct the 2PLAY Lab at Oregon State University where we embrace a transdisciplinary approach to the study of play, sport, physical activity, and child development. I am privileged to work with strong students who embody the philosophy of the lab that play is a fundamental right of childhood, regardless of one's circumstances. Listed below are students I have mentored at Oregon State University. In total, I have mentored 37 students at OSU. This number include 21 undergraduate students who include five honor's college thesis students, two of which I served their thesis advisor; seven Masters of Public Health students; two Masters of Science students, one of whom I chaired to committee; and seven PhD students, two of whom I am the primary mentor for.

PhD Committee Chair

<u>Student</u>	<u>Program</u>	<u>Year</u>
Janelle Thalken	Kinesiology	2018-2023 (expected)

J. Thalken is a PhD student in Kinesiology with an option in Adapted Physical Activity. She is also completing a concurrent Master of Public Health degree in Epidemiology at Oregon State University. J. Thalken is funded on a Leadership training grant from the US Department of Education, Office of Special Education Programs.

Deanna Perez	Kinesiology	2019-2022 (expected)
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D. Perez is a PhD student in Kinesiology. She was funded through the Oregon State University Prestigious Diversity Fellowship. D. Perez was also a semi-finalist for the Robert Wood Johnson Health Policy Scholar Award.

James Arnold	Kinesiology	2022-2026 (expected)
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J. Arnold is a PhD student in Kinesiology. He is funded through the Oregon State University Provost Fellowship Award.

Nazli Ozkoca	Kinesiology	2022-2026 (expected)
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N. Ozkoca is a PhD student in Kinesiology. She is funded through a research grant from the Oregon Department of Education.

PhD Committee Member

<u>Student</u>	<u>Program</u>	<u>Year</u>
Kathy McCarty	Kinesiology/Adapted PA	2017-2022
Ming-Chih (Darren) Sung	Kinesiology/Adapted PA	2018-2022
Alexandra Szarbarjko	Kinesiology	2020-2021
Isabella Ozenbaugh	HDFS	2018-2023 (expected)
Caroline Hui	Occupational Therapy (McGill Univ)	2022-2024 (expected)
Maya Trajkovski	Kinesiology	2021-2025 (expected)
Michael Bennett	Kinesiology	2022-2026 (expected)

MS Committee Chair

<u>Student</u>	<u>Program</u>	<u>Year</u>
Emmanuel Ughelu	Kinesiology	2018-2020

E. Ughelu joined the M.S. Kinesiology program through the INTO OSU program as an international student. He is currently working as an activity director in a rehabilitation setting.

Sara Tobias	Kinesiology	2022-2024
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S. Tobias is an M.S. student in the Kinesiology program. She is funded through a graduate research assistantship.

MPH Committee Member

<u>Student</u>	<u>Program</u>	<u>Year</u>
Laura Neilson	Health Behavior Health Promotion	2019 (graduated)

MS Committee Member

<u>Student</u>	<u>Program</u>	<u>Year</u>
Lydia Gorrell	Forest Ecosystems and Society	2021-2023
Liz Menden	Kinesiology (UW-Milwaukee)	2021-2022

Graduate Students Conducting Research with 2PLAY Lab

<u>Student</u>	<u>Program</u>	<u>Year</u>
Jacqueline Salas	Health Promotion Health Behavior	2019
Allison Browne	Health Promotion Health Behavior	2018
Allison Gallegos	Health Promotion Health Behavior	2018
Anna Osborn	Health Promotion Health Behavior	2018

Undergraduate Honors College Thesis Committee Chair

<u>Student</u>	<u>Program</u>	<u>Year</u>
Paige Bishman	Kinesiology	2021
Kily Gilbert	Kinesiology	2019

Undergraduate Honors College Thesis Committee Member

<u>Student</u>	<u>Program</u>	<u>Year</u>
Christina Cafferata	Kinesiology	2019
Sonya Bedge	BioHealth Sciences	2019
Hannah Sheely	BioHealth Sciences	2018

Undergraduate Internship Supervisor

<u>Student</u>	<u>Program</u>	<u>Year</u>
Adan Sanders	Kinesiology	2022
Christian Cristobol	Kinesiology	2022
Wooju Na	Kinesiology	2022
Erin Zinkula	Marquette University	2018-2019
Alexandra Johnson	Marquette University	2018-2019

Other Undergraduate Mentorship

<u>Student</u>	<u>Program</u>	<u>Year</u>
Denisa Kraynick	Undergraduate Research Fellow (URSA)	2022
Jessica Fujinaga	Experiential Learning/Research	2021-2022
Jordan Duerte	Experiential Learning/Research	2021-2022
Hallie Baker	Undergraduate Research Fellow (URSA)	2019
Paige Bishman	Undergraduate Research Fellow (URSA)	2019
Sidney Giles	Undergraduate Research Fellow (URSA)	2019
Alycia Korn	Undergraduate Research Fellow (URSA)	2019
Alycia Korn	Faculty Student Mentor Program	2018-2019
Tony Perez	Faculty Student Mentor Program	2018-2019
Tyger Gruber	Experiential Learning/Research	2018
Kaitlyn Storer	Experiential Learning/Research	2018
Grant Thesing	Experiential Learning/Research	2019-2020
Kyle Yost	Experiential Learning/Research	2020
Julianne Iuroso	Experiential Learning/Research	2019-2020
Emily Rice	Undergraduate Research Fellow (URSA)	2020
Caitlin Victor	Beaver Connect Mentoring Program	2020-2021
Riley Lecocq	Beaver Connect Mentoring Program	2020-2021
Hong Ki Yoon	Undergraduate Research Assistant	2019-2020

International Teaching

Summer 2015 McMaster University Evidence-Based Clinical Practice

In the summer of 2014, I was invited to McMaster University as a tutor trainee for a week-long intensive course in evidence-based clinical practice. McMaster University is widely regarded as the home of evidence-based medicine, and this course attracts physicians, clinicians, and academics from all over the world. The role of tutor trainees is to facilitate small group learning, and work with participants in a one-on-one format to ensure learning goals are achieved. Participants received 29 continuing education credits from Committee on Accreditation of Continuing Medical Education; whereas tutors receive 42 continuing education credits. In 2017, I was invited back to McMaster as a tutor (highest level of instructor), but had to decline due to a prior obligation.

SCHOLARSHIP AND CREATIVE ACTIVITY

*Denotes directly mentored student

Publications in Refereed Journals

1. Ramstetter, C., Baines, E., Brickman, C., Hyndman, B., Jarrett, O., London, R.A., **Massey, W.V.**, McNamara, L., Murray, R., & Rhea, D. (2022). Recess in the 21st century post COVID world. *Journal of School Health*. doi: 10.1111/josh.13235 Contributing author.
2. *Ozenbaugh, I., *Thalken, J., Stellino, M., Logan, S., & **Massey, W.V.** (2022). Predictors of parents' perceptions of school recess. *BMC Public Health*. <https://doi.org/10.1186/s12889-022-13831-4> Senior Author.
3. Darnell, S., Whitley, M.A., Camire, M., **Massey, W.V.**, Blom, L.C., Hayden, L., Chawansky, M., & Forde, S. (2022). Systematic reviews of sport for development literature: Managerial and policy implications. *Global Journal of Sport Management*, 7, 249-266. doi:10.1080/24704067.2019.1671776 Contributing author.
4. **Massey, W.V.**, *Szarabajko, A., *Thalken, J., *Perez, D. & Mullen, S.P. (2021). Memories of school recess predict physical activity enjoyment and social-emotional well-being in adults. *Psychology of Sport and Exercise*, 55, 101948. <https://doi.org/10.1016/j.psychsport.2021.101948> Lead Author. IF: 3.878
5. *Perez, D., *Thalken, J., *Ughelu, E.N., Knight, C.J., & **Massey, W.V.** (2021). Nowhere to go: Parents' descriptions of children's physical activity during a global pandemic. *Frontiers in Public Health*. doi: 10.3389/fpubh.2021.642932 Senior Author. IF: 2.483
6. *Thalken, J., **Massey, W.V.**, *Szarabajko, A., *Sciuto Ozenbaugh, I., & *Neilson, L. (2021). From policy to practice: Examining the role of recess in elementary school. *Public Health Practice*, 2, 10091. <https://doi.org/10.1016/j.puhip.2021.100091> Senior Author.
7. **Massey, W.V.**, *Thalken, J., *Szarabajko, A., *Neilson, L., & Geldhof, J. (2021). Recess quality and social and behavioral health in elementary school students. *Journal of School Health*, 91, 730-740.. DOI: [10.1111/josh.13065](https://doi.org/10.1111/josh.13065) Lead Author. IF: 1.673
8. **Massey, W.V.**, *Perez, D., *Thalken, J., *Szarabajko, A., & *Neilson, L. (2021). Notes from the playground: Common problems and potential solutions for school-based recess. *Health Education Journal*, 80, 313-326. <https://doi.org/10.1177/0017896920973691> Lead Author. IF: 1.198
9. McLoughlin, G.M., **Massey, W.V.**, Lane, H.G., Calvert, H.G., Turner, L., & Hager, E.R. (2021). Recess as a practical strategy to implement the Whole School, Whole Child, Whole Community WSCC model in schools. *Health Education Journal*, 80, 199-209. <https://doi.org/10.1177/0017896920959359> Major contributor. IF: 1.198

10. **Massey, W.V.**, & Whitley, M.A. (2021). The talent paradox: Disenchantment, disengagement and damage through sport. *Sociology of Sport Journal*. doi: <https://doi.org/10.1123/ssj.2019-0159> Lead Author. **IF: 2.635**
11. **Massey, W.V.**, Stellino, M.B., & Geldhof, J. (2020). An observation study of recess quality and physical activity in urban primary schools *BMC Public Health*, 20:792. doi: 10.1186/s12889-020-08849-5 Lead Author. **IF: 3.182**
12. Logan, S.W., Feldner, H.A., Bogart, K.R., Catena, M.A., Hospodar, C.M., Raja, J.S., Smart, W.D., & **Massey, W.V.** (2020). Perceived barriers before and after a three-month period of modified ride-on car use. *Pediatric Physical Therapy*, 32, 243-248. doi: 10.1097/PEP.0000000000000711. Contributing author.
13. Logan, S.W., Feldner, H.A., Bogart, K.R., Catena, M.A., Hospodar, C.M., Raja, J.S., Smart, W.D., & **Massey, W.V.** (2020). Perceived barrier of modified ride-on-car use of young children with disabilities: A content analysis. *Pediatric Physical Therapy*, 32, 129-135. doi: 10.1097/PEP.0000000000000690. Contributing author.
14. **Massey, W.V.**, Stellino, M.B., Hayden, L., & *Thalken, J. (2020). Examination of the responsiveness of the great recess framework – observational tool. *International Journal of Environmental Research and Public Health*, 17, 225. doi:10.3390/ijerph17010225. Lead Author. **IF: 3.127**
15. **Massey, W.V.**, & Williams, T.L. (2020). Sporting activities for individuals who experienced trauma during their youth: A meta-study. *Qualitative Health Research*, 30, 73-87. doi: 10.1177/1049732319849563 Lead author. **IF: 2.623**
16. **Massey, W.V.**, *Neilson, L., & *Salas, J. (2020). A critical examination of school-based recess: What do the children think? *Qualitative Research in Sport, Exercise, and Health*, 12, 749-763. doi:10.1080/2159676X.2019.1683062. Lead Author. **IF: 6.736**
17. Phansikar, M., Ashrafi, S.A., Khan, N.A., **Massey, W.V.**, & Mullen, S.P. (2019). Active commute in relation to cognition and academic achievement in children and adolescents: A systematic review and future recommendations. *International Journal of Environmental Research and Public Health*, 16(24):5103. doi: 10.3390/ijerph16245103. Contributing author. **IF: 3.127**
18. Whitley, M.A., **Massey, W.V.**, Camire, M., Boutet, M., Borbee, A. (2019). Sport-based youth development interventions in the United States: A systematic Review. *BMC Public Health*, 19:89. <https://doi.org/10.1186/s12889-019-6387-z>. Major contributor. **IF: 3.182**
19. Whitley, M.A., **Massey, W.V.**, Camiré, M., Blom, L.C., Chawansky,...Darnell, S.C. (2019). A systematic review of sport for development interventions across six global cities. *Sport Management Review*, 22, 181-193. doi: 10.1016/j.smr.2018.06.013. Major contributor. **IF: 3.337**

20. **Massey, W.V.**, *Ku, B., & Stellino, M.B. (2018). Observations of playground play during elementary school recess. *BMC Research Notes*, *11*:755. doi: 10.1186/s13104-018-3861-0. Lead author.
21. **Massey, W.V.**, Stellino, M.B., *Fraser, M. (2018). Individual and environmental correlates of school-based recess engagement. *Preventive Medicine Reports*, *11*, 247-253. <https://doi.org/10.1016/j.pmedr.2018.07.005>. Lead author
22. Whitley, M.A., & **Massey, W.V.** (2018). Navigating tensions in qualitative research: Methodology, geography, personality, and beyond. *Qualitative Research in Sport, Exercise, and Health*, *10*, 543-554. doi: 10.1080/2159676X.2018.1470559. Co-Lead author. IF: 6.736
23. Whitley, M.A., **Massey, W.V.**, & *Wilkison, M. (2018). A systems theory of development through sport for traumatized and disadvantaged youth. *Psychology of Sport and Exercise*, *38*, 116-125. <https://doi.org/10.1016/j.psychsport.2018.06.004>. Co-Lead author. IF: 3.878
24. **Massey, W.V.**, Stellino, M.B., Claassen, J., *Dykstra, S., & *Henning, A. (2018). Evidence-based strategies for socially, emotionally, and physically beneficial school recess. *Journal of Physical Education, Recreation, and Dance*, *89*(5), 48-52. Lead author.
25. **Massey, W.V.**, Stellino, M.B., Mullen, S.P., Claassen, J. & *Wilkinson, M. (2018). Development of the great recess framework – observational tool to measure contextual and behavioral components of elementary school recess. *BMC Public Health*, *18*:394. <https://doi.org/10.1186/s12889-018-5295-y>. Lead author. IF: 3.182
26. **Massey, W.V.**, Stellino, M.B., *Wilkison, M., & Whitley, M.A. (2018). The impact of a recess-based leadership program on urban elementary school students. *Journal of Applied Sport Psychology*, *30*, 45-63. doi: 10.1080/10413200.2017.1318417. Lead author. IF: 2.346
27. Gnacinski, S.L., **Massey, W.V.**, *Hess, C., Nae, M., Arvinen-Barrow, M., & Meyer, B.B. (2017). Examining stage of change differences in NCAA student-athletes' readiness for psychological skills training. *The Sport Psychologist*, *31*, 356-368. doi: 10.1123/tsp.2016-0139. Major contributor. IF: 1.515
28. Whitley, M.A., **Massey, W.V.**, & Farrell, K. (2017). A programme evaluation of 'Exploring Our Strengths and Our Future': Making sport relevant to the educational, social, and emotional needs of youth. *Journal of Sport for Development*, *5*(9), 21-35. Major contributor.
29. **Massey, W.V.**, Stellino, M.B, *Holliday, M., *Godbersen, T., *Rodia, R., *Kucher, G., & *Wilkison, M. (2017). The impact of a multi-component physical activity programme in low-income elementary schools. *Health and Education Journal*. doi: 10.1177/0017896917700681. Lead author. IF: 1.198

30. **Massey, W.V.**, & Whitley, M.A. (2016). The role of sport for youth amidst trauma and chaos. *Qualitative Research in Sport, Exercise, and Health*, 8, 487-504. doi: 10.1080/2159676X.2016.1204351. Lead author. **IF: 6.736**
31. **Massey, W.V.**, Whitley, M.A., & Darnell, S.C. (2016). The role of sport in under-resourced, underdeveloped, and conflict regions: An introduction. *Qualitative Research in Sport, Exercise, and Health*, 8, 409-412. doi: 10.1080/2159676X.2016.1214617. Lead author. **IF: 6.736**
32. Darnell, S.C., Whitley, M.A., & **Massey, W.V.** (2016). Changing methods and methods of change: Reflections on qualitative research in sport for development and peace. *Qualitative Research in Sport, Exercise, and Health*, 8, 571-577. doi: 10.1080/2159676X.2016.1214618. Major contributor. **IF: 6.736**
33. Whitley, M.A., **Massey, W.V.**, & *Leonetti, N. (2016). 'Greatness (un)Channelled': The role of sport in the life of an elite athlete who overcame multiple developmental risk factors. *Qualitative Research in Sport, Exercise, and Health*, 8, 194-212. doi: 10.1080/2159676X.2015.1121913. Co-Lead author. **IF: 6.736**
34. **Massey, W.V.**, Whitley, M.A., Blom, L.C., & Gerstein, L.H. (2015). Sport for development and peace: A systems theory perspective on promoting sustainable change. *International Journal of Sport Management and Marketing*, 16, 18-35. doi: <http://dx.doi.org/10.1504/IJSMM.2015.074921>. Lead author.
35. **Massey, W.V.**, Gnacinski, S.L., & Meyer, B.B. (2015). Psychological skills training in NCAA Division I athletics: Are athletes ready for change? *Journal of Clinical Sport Psychology*, 9, 317-334. doi: <http://dx.doi.org/10.1123/jcsp.2014-0042>. Lead author. **IF: 1.270**
36. **Massey, W.V.**, Meyer, B.B., Naylor, A. (2015). Self-regulation strategies in mixed martial arts. *Journal of Sport Behavior*, 38, 192-211. Lead author.
37. **Massey, W.V.**, Meyer, B.B., & Mullen, S.P. (2015). Initial development and validity evidence for the processes of change in psychological skills training questionnaire. *Psychology of Sport and Exercise*, 16, 79-87. doi:10.1016/j.psychsport.2014.09.009. Lead author. **IF: 3.878**
38. Arvinen-Barrow, M., **Massey, W.V.**, & Hemmings, B. (2014). Role of sport medicine professionals in addressing psychosocial aspects of sport injury rehabilitation: Professional athletes' views. *Journal of Athletic Training*, 49, 764-772. <http://dx.doi.org/10.4085/1062-6050-49.3.44>. Contributing author. **IF: 2.340**
39. **Massey, W.V.**, Meyer, B.B., Naylor, A. (2013). Towards a grounded theory of self-regulation in mixed martial arts. *Psychology of Sport and Exercise*, 14, 12-20. doi: 10.1016/j.psychsport.2012.06.008. Lead author. **IF: 3.878**

40. Keenan, K.G., & **Massey, W.V.** (2012). Control of fingertip forces in young and older adults pressing against fixed low- and high-friction surfaces. *PLoS ONE* 7(10): e48193. doi: 10.1371/journal.pone.0048193. Contributing author.
41. Keenan, K.G., **Massey, W.V.**, Walters, T.J., & Collins, J.D. (2012). Sensitivity of EMG-EMG coherence to detect the common oscillatory drive to hand muscles in young and older adults. *Journal of Neurophysiology*, 107, 2866-2875. doi: 10.1152/jn.01011. Contributing author. IF: 2.234
42. **Massey, W.V.**, Meyer, B.B., & Hatch, S.J. (2011). The transtheoretical model: Examining readiness for psychological skills training. *Journal of Performance Psychology*, 2, 3-22. Lead author.
43. Keenan, K.G., Collins, J.D., **Massey, W.V.**, Walter, T., & Gruszka, H. (2011). Coherence between EMG is influenced by electrode placement in hand muscles. *Journal of Neuroscience Methods*, 195, 10-14. doi: 10.1016/j.jneumeth.2010.10.018. Contributing author. IF: 2.895
44. **Massey, W.V.** & Partridge, J.A. (2010). Patterns of shame coping in adolescent athletes. *Youth First: The Journal of Youth Sports*, 5, 3-8. Lead author.

Edited Books

45. Whitley, M.A., **Massey, W.V.**, Darnell, S.C., & Smith, B. (2017). *Engaging the field: The role of sport in under-resourced, underdeveloped and conflict regions*. London: Routledge Publications. Major Contributor.

Invited Book Chapters

46. Whitley, M.A., & **Massey, W.V.** (2022). Research frameworks and models in sport and international development. In N. Schulenkorf, J. Welty Peachey, R. Spaaij, & H. Collison (Eds.) *Handbook of Sport and International Development*. London: Edward Elgar. Major contributor.
47. del Arco, I.; Flores, Ò.; Guitard, M.L.; Saltó, E.; Ramos-Pla, A.; **Massey, W.V.**; Llebaria, X.; Silva, P.; Jover, A.; Barcenilla, F.; et al. (2020) En las organizaciones saludables y sostenibles. El empoderamiento individual como nuevo paradigma en la gestión del conocimiento. En Gairín, J., Suárez, C.I., Díaz-Vicario, A., (Eds.), *La nueva Gestión del Conocimiento* (pp.473-519). Wolters Kluwer: Madrid, Spain. Contributing author.
48. Ramos-Pla, A., & **Massey, W.V.** (2020) Escuelas como organizaciones saludables: estudio sobre los recesos en la escuela. En Gairín, J.; Suárez, C. I.; Díaz, A. (Ed.) *La nueva gestión del conocimiento* (pp. 491-497). Madrid, España: Wolters Kluwer. Major Contributor.

49. **Massey, W.V.**, & Whitley, M.A. (2020). Adverse experiences in childhood: The intersection of sport and psychological trauma. In M. Day, R. Wadey, & K. L. Howells (Eds.) *Growth following adversity in sport*. London: Routledge. Lead author.
50. **Massey, W.V.**, & Whitley, M.A. (2018). SDP and research methods. In S. Darnell, R. Giulianotti, D. Howe, & H. Collison (Eds.) *Routledge handbook on sport for development and peace*. London: Routledge. Lead author.
51. Meyer, B.B., Merkur, A., Ebersole, K.T., & **Massey, W.V.** (2014). The realities of working in elite sport: What you did not learn in graduate school. In G. White, A. Lane, R. Godfrey, M. Loosemore, (Eds.), *Applied sport science and medicine: Case studies from practice*. Contributing author.
52. Meyer, B.B., Cashin, S.E., & **Massey, W.V.** (2012). The validity of online and paper-pencil measures of emotional intelligence. In A. Di Fabio (Eds.), *Emotional intelligence – New perspectives and applications*, 183-194. InTech: Rijeka, Croatia. Contributing author.

Published Research Reports

53. Whitley, M.A., **Massey, W.V.**, Blom, L., Camire, M., Hayden, L. & Darnell, S.C. (December, 2017). *Sport for development in the United States: A systematic review and comparative analysis*. Report submitted to Laureus Sport for Good Foundation USA. Major contributor.

Non-referred Publications

54. **Massey, W.V.**, & Johnson, S. (2020). Adverse childhood experiences: What coaches should know. *High School Today*. September. 54-55. Lead author.
55. **Massey, W.V.**, & Johnson, S. (2020). A follow-up on adverse childhood experiences: What coaches can do. *High School Today*. October. Lead author.
56. McNamara L, London R, Ramstetter C, **Massey, W.V.** et al. (2020) *School re-opening? Make sure children have time for daily recess*. Global Recess Alliance; May, 2020. Available at: <https://globalrecessalliance.org/recess-statement/>. Major contributor.
57. **Massey, W.V.**, & Ramos Pla, A. (2020). The great recess framework: descripció i implicacions. *Fòrum: Revista d'Organització i Gestió Educativa*, 52, 11-17. Lead Author.
58. **Massey, W.V.**, & London, R.A. (2020). *The importance of daily recess when schools return from COVID-19 lockdowns*. One Voice: National Parent and Teachers Association: <http://onevoice.pta.org/the-importance-of-daily-recess-when-schools-return-from-covid-19-lockdowns/>. Lead Author.

59. London, R.A., & **Massey, W.V.** (2020). *5 reasons to make sure recess doesn't get short shrift when school resumes in person*. The Conversation: <https://theconversation.com/5-reasons-to-make-sure-recess-doesnt-get-short-shrift-when-school-resumes-in-person-140823>. Major contributor.
60. Ramstetter, C., **Massey, W.V.**, & Hyndman, B. (2020). *Why quality recess time is needed more than ever*. ASCD In Service: <https://inservice.ascd.org/why-quality-recess-time-is-needed-more-than-ever/>. Major contributor.
61. Meyer, B.B., Killam, G., Hatch, S.J., **Massey, W.V.**, & LeMonnier, W. (2012). Psych up: The 4 C's of officiating college football. *Referee Magazine, August*. Contributing author.
62. **Massey, W.V.**, Cauthen, H., & Bauman, D. (Eds.). (2011). *Performance Excellence Movement Newsletter*. Association for Applied Sport Psychology: Madison, WI. Lead Editor.

Refereed Presentations at Academic and Professional Meetings

1. **Massey, W.V.**, *Thalken, J., *Sciuto-Ozenbaugh, I., *Perez, D., & *Trajkovski, M. (2022). *The effects of a school-based recess intervention on recess quality, bullying, and exclusion*. Paper accepted the annual meeting of the North American Society for the Psychology of Sport and Physical Activity. Senior Author.
2. *Perez, D., & **Massey, W.V.** (2022). *Child-based solutions to improve recess: A qualitative focus group study*. Paper accepted the annual meeting of the North American Society for the Psychology of Sport and Physical Activity. Senior Author.
3. *Thalken, J., & **Massey, W.V.** (2022). *School-based physical activity in elementary school: Does positive affect at recess play a role?* Paper accepted the annual meeting of the North American Society for the Psychology of Sport and Physical Activity. Senior Author.
4. *Trajkovski, M., & **Massey, W.V.**, (2022). *And still I remember it to this day:” A qualitative exploration of retrospective memories of school-based recess*. Paper accepted the annual meeting of the North American Society for the Psychology of Sport and Physical Activity. Senior Author.
5. *Perez, D., **Massey, W.V.**, & Whitley, M.A. (2021). *Fighting with purpose: Finding meaning through participation in combat sport*. Paper accepted at the annual meeting of the American Psychological Association – Division 47 Program, Senior Author.
6. *Perez, D., *Szarabajko, A., *Thalken, J., Mullen, S.P., **Massey, W.V.** (2021). *Meaningful play? School recess memories are associated with meaning and purpose in adulthood*. Paper accepted the annual meeting of the North American Society for the Psychology of Sport and Physical Activity. Senior Author.

7. *Sciuto-Ozenbaugh, I., *Thalken, J., & **Massey, W.V.** (2021). *Does race, income, or child disability status impact parent perceptions of school recess?* Accepted for presentation at the Society for Research in Child Development Biennial Conference, Virtual. Senior Author.
8. **Massey, W.V.**, Geldhof, J.G., *Neilson, L., *Szarabajko, A., & *Thalken, J. (2021). *The relationship between recess quality and emotional and behavioral well-being in elementary school children.* Accepted for presentation at the Society for Research in Child Development Biennial Conference, Virtual. Lead/Presenting Author.
9. *Szarabajko, A., *Thalken, J., *Perez, D., *Ughelu, E.N., & **Massey, W.V.** (2021). *More than games: Recess experiences are associated with adult well-being.* Accepted for presentation at the SHAPE American National Convention. Senior Author.
10. *Ughelu, E.N., *Perez, D., *Thalken, J., *Korn, A. & **Massey, W.V.** (2020). *Evaluating the impact of an exercise program for youth living in out-of-home care.* Proceedings of the Oregon Academy of Science, 79. Senior Author.
11. Mullen, S. P., Adamek, J. F., Phansikar, M., Canton, I., & **Massey, W.V.** (2020). *Relationships among executive functioning, future time perspective, identity and physical activity self-regulation among low-active, middle aged adults.* Presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, BC, Canada. Contributing Author.
12. Silva, P., Ramos Pla, A., & **Massey, W.V.** (2020). *Escuelas como organizaciones saludables: Estudio sobre los recesos en la escuela.* Symposium accepted at VI Congreso Internacional EDO 2020. Barcelona, Spain. Contributing Author.
13. *Thalken, J., *Szarabajko A., *Neilson, L., Dauenhauer, B., Stellino, M. B. & **Massey, W. V.** (2020). *The relationship between recess quality, recess time, and body mass index among elementary school children.* Presentation at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, BC, Canada. Senior Author.
14. *Thalken, J., *Szarabajko A., *Neilson, L., & **Massey, W. V.** (2020). *The role of recess in the health of elementary school students.* *Proceedings of the Oregon Academy of Science*, 79. Senior Author.
15. *Perez, D., *Thalken, J., *Szarabajko A., *Neilson, L., & **Massey, W. V.** (2020). *A recess with(out) adults: Using qualitative research methods to examine common problems and potential solutions for school-based recess.* Presentation at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Vancouver, BC, Canada. Senior Author.

16. *Perez, D., *Thalken, J., *Szarabajko A., *Neilson, L., *Korn, A., & **Massey, W. V.** (2020). Recess reset: Common problems and proposed solutions to increase the quality of recess in elementary schools. *Proceedings of the Oregon Academy of Science*, 79. Senior Author.
17. **Massey, W.V.**, *Thalken, J., *Szarabajko, A., *Neilson, L., & Geldhof, J. (2020). *The relationship between recess quality and emotional and behavioral well-being in elementary school children*. Paper accepted at Society for research in child development: Learning through play and imagination. St. Louis, MO, USA. Lead/Presenting Author.
CANCELLED DUE TO COVID-19
18. **Massey, W.V.**, *Szarabajko, A., *Thalken, J., *Neilson, L., & Geldhof, J. (2020). *Examining the link between recess quality and classroom behavior in elementary school children*. Symposium presented at the U.S. Play Coalition 2020 conference on the Value of Play for All. Clemson, SC, USA. March 30, 2020. Lead/Presenting Author.
19. **Massey, W.V.**, & *Gilbert, K. (2019). *Psychological effects of sport injury on an NCAA Division I student athlete: A qualitative case study*. Poster presented at the annual conference for the Association for Applied Sport Psychology, Portland, OR, USA, October 25, 2019. Senior Author.
20. **Massey, W.V.**, Blom, L.C., Fisher, L., Lee, S.M., Sappington, R., & Carter, L. (2019). *Navigating sport psychology research agendas centered on equity, inclusion, and social justice*. Panel presentation at the annual conference for the Association for Applied Sport Psychology, Portland, OR, USA, October 25, 2019. Panel Member.
21. **Massey, W.V.** (2019). *Physical activity and holistic development: Considerations for the quality of the physical activity environment*. Presented at the Physical Activity Leadership Conference at the Active Schools Institute, Greeley, CO, USA, July 19, 2019. Lead/Presenting Author.
22. *Thalken, J., *Zinkula, E., *Gruber, T., *Ughelu, E.N., & **Massey, W.V.** (2019). *Exploring the challenges of working with transient youth: A process evaluation of 'Social Fitness Club'*. Presented at the Social Justice through Sport and Exercise Psychology Conference, Hillsboro, OR, USA. March, 2019. Senior Author.
23. *Thalken, J., Stellino, M.B., Hayden, L., & **Massey, W.V.** (2019). *An examination of the responsiveness of the great recess framework – observational tool*. Poster presented at Active Living Research, Charleston, SC, USA. February, 2019. Senior Author
24. Whitley, M.A., & **Massey, W.V.** (2018). *Systems influences on sport disengagement and disenchantment for traumatized and disadvantaged youth*. Paper presented at the North American Society for the Sociology of Sport. Vancouver, BC, Canada, November 2018. Co-Lead/Presenting Author.

25. Blom, L.C., Whitley, M.W., **Massey, W.V.**, Camire, M., Chawansky, M...Darnell, S.C. (2018). *Implications and application from a systematic review of global sport and non-sport youth development programs*. Paper presented at the annual conference for the Association for Applied Sport Psychology, Toronto, Ontario, Canada, October 2018. Contributing author.
26. Stellino, M.B., *Ford, J.L., *Gorgas, J.M., Koon, L.M., & **Massey, W.V.** (2018). *Examination of a recess and peer-leadership intervention on executive function and physical activity in elementary school students: A randomized controlled trial*. Poster presented at the annual conference for the Association for Applied Sport Psychology, Toronto, Ontario, Canada, October 5, 2018. Senior author.
27. Lohs, S., Parkhurst, J., **Massey, W.V.** (2018). *Shaping social skills in context: Social fitness club*. Poster presented at the Association for Contextual Behavioral Science 16th World Conference, Montreal Quebec, Canada, July 26-29. Contributing author.
28. **Massey, W.V.**, Stellino, M.B., & *Gorgas, J. (2018). *Does recess quality matter? Differences in physical activity, student engagement, and student perceptions*. Poster presented at the North American Society for the Psychology of Sport and Physical Activity Conference, Denver, CO, USA, June 2018. Lead/Presenting Author.
29. **Massey, W.V.** (2018). *Children's perspectives on school-based recess: Implications for policy makers*. Paper presented at the 6th International Conference for Qualitative Research in Sport and Exercise. Vancouver, B.C., Canada. Lead/Presenting Author.
30. Whitley, M.A., **Massey, W.V.**, & Camiré, M. (2018). *Qualitative research in sport for development and peace interventions: Strengths, weaknesses, and future directions*. Paper presented at the 6th International Conference for Qualitative Research in Sport and Exercise. Vancouver, B.C., Canada. Contributing Author.
31. **Massey, W.V.**, Stellino, M.B., *Wilkison, M., *Fraser, M., & *Wistenberg, A. (2018). *Individual and environmental factors associated with participation in school-based recess*. Poster presented at Active Living Research, Banff, Alberta, Canada. February 2018. Lead/Presenting Author.
32. Stellino, M.B., **Massey, W.V.**, *Ross, A., *Dykema, K., & *Magnuson, S. (2018). *What children do at recess? An examination of activity engagement and implications for recess quality*. Poster presented at Active Living Research, Banff, Alberta, Canada. February 2018. Co-Lead/Presenting Author.
33. Darnell, S.C., Whitley, M.A., Camire, M., **Massey, W.V.**, Blom, L.C., Chawansky, M., & Forde, S. (2017). *Sport for Development and Peace: A systematic review across six locations*. Paper presented at the North American Society for the Sociology of Sport. Windsor, Ontario, Canada, October 2017. Contributing Author.

34. **Massey, W.V.**, Blom, L.C., Hayden, L., & Visek, A. (2017). *Integrating sport into development and peace objectives: Theory, research, and practice*. Symposium at the annual conference for the Association for Applied Sport Psychology, Orlando, FL, USA, October 2017. Symposium Organizer.
35. **Massey, W.V.**, Whitley, M.A., & *Wilkison, M. (2017). *A systems theory of development through sport for traumatized and disadvantaged youth*. Paper presented at the annual conference for the Association for Applied Sport Psychology, Orlando, FL, USA, October 2017. Lead/Presenting Author.
36. **Massey, W.V.**, Williams, T.L., & *Draeger, A. (2017). *Experiences and perceptions of sport and movement-based activities for those enduring trauma during their youth: A systematic review and meta-study*. In T.L. Williams (Chair), *Critical perspectives in exercise as medicine*. Paper presented at the International Society for Sport Psychology Conference, Seville, Spain July 2017. Lead/Presenting Author.
37. **Massey, W.V.**, Stellino, M.B., Mullen, S.P., *Wilkison, M., & Claassan, J. (2017). *The Great Recess Framework: Evidence for an observational tool to measure to quality of recess*. Poster presented at the North American Society for the Psychology of Sport and Physical Activity Conference, San Diego, CA, USA, June 2017. Lead/Presenting Author.
38. **Massey, W.V.**, & Whitley, M.A. (2016). *The role of sport for disadvantaged youth: Emerging themes from a grounded theory investigation*. Paper presented at the 5th International Conference for Qualitative Research in Sport and Exercise. Chichester, U.K. Lead/Presenting Author.
39. Whitley, M.A., & **Massey, W.V.** (2016). *Navigating tensions in qualitative research: Methodology, geography, personality, and beyond*. Paper presented at the 5th International Conference for Qualitative Research in Sport and Exercise. Chichester, U.K. Co-Lead/Presenting Author.
40. Gnacinski, S., **Massey, W.V.**, *Fisher-Hess, C., & Meyer, B. (2016). *The transtheoretical model of behavior change: Evidence-based translation of theory to practice with NCAA student-athletes*. Paper presented at the annual meeting of the Association for Applied Sport Psychology, Phoenix, AZ, USA. Contributing Author.
41. **Massey, W.V.** (2015). *Community engaged youth development research: Building partnerships to promote action research*. Symposium at the annual meeting of the Association for Applied Sport Psychology, Indianapolis, IN, USA, October 16. Symposium Organizer.
42. **Massey, W.V.**, *Holliday, M., *Hess, C.W., & Stellino, M.B. (2015). *Building community partners to evaluate the impact of organized play in low-income urban elementary schools*. Presentation at the annual meeting of the Association for Applied Sport Psychology, Indianapolis, IN, USA, October 16. Lead/Presenting Author.

43. Whitley, M.A., & **Massey, W.V.** (2015). *Taking a community-based participatory approach to the design, implementation, and evaluation of a sport-based youth development program in New York City*. Presentation at the annual meeting of the Association for Applied Sport Psychology, Indianapolis, IN, USA, October 16. Contributing Author.
44. Whitley, M.A., & **Massey, W.V.** (2015). *Saving grace or destructive force? The role of sport in violent and under-resourced communities*. In J. Stebbings (Chair), Sport and coaching within socio-economically disadvantaged communities. Symposium at the European Federation of Sport Psychology Congress (FEPSAC), Bern, Switzerland, July 15. Co-Lead/Presenting Author.
45. *Godbersen, T., *Holliday, M., *Kucher, G., & **Massey, W.V.** (2015). *Does play work? Preliminary data examining the effects of a structured recess on playground behavior*. Paper presented at the Midwest Symposium for Sport and Exercise Psychology. Muncie, IN, USA, February 28. Senior author.
46. **Massey, W.V.** (2014). *Using systems theory to promote social change through sport*. Symposium presentation at the annual meeting of the American Psychological Association – Division 48 Program, Washington D.C., August 9. Lead/Presenting Author.
47. **Massey, W.V.**, Meyer, B.B., & Mullen S.P. (2013). *Development of a processes of change measure for use in applied sport psychology settings*. Paper presented at the annual meeting of the Association for Applied Sport Psychology, New Orleans, LA, USA, October 3. Lead/Presenting Author.
48. Meyer, B.B., **Massey, W.V.**, Gnacinski, S. (2012). *Operationalizing the symbiotic relationship between talent identification and talent development in elite sport*. Workshop presented at the annual meeting of the Association for Applied Sport Psychology, Atlanta, GA, USA, October 6. Co-Lead/Presenting Author.
49. **Massey, W.V.**, & Meyer, B.B. (2011). *A grounded theory of performance excellence in mixed martial arts*. Paper presented at the annual meeting of the Association for Applied Sport Psychology, Honolulu, HI, USA, September 23. Lead/Presenting Author.
50. Hatch, S.J., **Massey, W.V.**, & Meyer, B.B. (2011). *The psychological requirements of American Football officials: A descriptive study*. Poster presented at the annual meeting of the Association for Applied Sport Psychology, Honolulu, HI, USA, September 22. Contributing Author.
51. **Massey, W.V.**, & Meyer, B.B. (2011). *An ethnographic study of the lived experiences of mixed martial artists*. Paper presented at the Midwest Symposium for Sport and Exercise Psychology: Annual regional conference of the Association for Applied Sport Psychology, Oxford, OH, USA, February 18. Lead/Presenting Author.

52. **Massey, W.V.**, & Meyer, B.B. (2010). *Sport psychology and high school athletics: A transtheoretical approach*. University of Wisconsin-Milwaukee, College of Health Sciences, student research competition, 2nd place award - \$200.00. Lead/Presenting Author.
53. Gruszka, H., Collins, J.D., **Massey, W.V.**, Walters, T., & Keenan, K.G. (2010). *Fine control of index finger flexion forces is altered with contact point along the finger*. University of Wisconsin-Milwaukee Undergraduate Research Symposium. Milwaukee, WI, USA. April 30, 2010. (Student research presentation; poster; H. Gruszka placed second in the Division of Health Sciences competition- \$200). Contributing Author.
54. Keenan, K.G., Collins, J.D., **Massey, W.V.**, Walter, T., & Gruszka, H. (2010). *Coherece between EMG is influenced by electrode placement in hand muscles*. Paper presented at the Society for Neuroscience, San Diego, CA, USA, November 14. Contributing Author.
55. **Massey, W.V.**, Hatch, S.J., Mackenzie, J.L., & Meyer, B.B. (2010). *The transtheoretical model and psychological skills training in high school athletes*. Poster presented at the annual meeting of the Association for Applied Sport Psychology, Providence, RI, USA, October 29. Lead/Presenting Author.
56. Keenan, K.G., Collins, J.D., **Massey, W.V.**, & Walters, T. (2010). *Maximal voluntary fingertip force, but not sub-maximal steadiness, is limited by a low-friction condition during index finger pressing tasks*. Paper presented at the American Society of Biomechanics, Providence, RI, USA, August 19. Contributing Author.
57. Keenan, K.G., Collins, J.T., **Massey, W.V.**, Walters, T., & Smith, J.C. (2010). *Fine control of index finger flexion forces is altered with contact points along the finger*. Poster presented at the International Society of Electrophysiology and Kinesiology, Aalborg, Denmark, June 16. Contributing Author.
58. Skurzewski, M., & **Massey, W.V.** (2010). *From theory to application: Coaching effectiveness as a way to actualize the team and the self*. Paper presented at Sport and Society in America, Green Bay, WI, USA, May 27. Co-Lead/Presenting Author.
59. **Massey, W.V.**, & Meyer, B.B. (2010). *Sport psychology and high school athletics: A transtheoretical approach*. Paper presented at the University of Wisconsin-Milwaukee College of Health Sciences Research Symposium, Milwaukee, WI, USA, April 23. Lead/Presenting Author.
60. Hatch, S.J., MacKenzie, J.L., **Massey, W.V.**, & Meyer, B.B. (2010). *Emotional intelligence and sport performance: A unified approach to understanding theory, measurement and application*. Poster presented at the University of Wisconsin-Milwaukee College of Health Sciences Research Symposium, Milwaukee, WI, USA, April 23. Contributing Author.

61. **Massey, W.V.**, & Partridge, J.A. (2007). *Differences in shame coping styles among high school freshman athletes*. Poster presented at the Annual meeting of the Association for Applied Sport Psychology, Louisville, KY, USA, October 26. Lead/Presenting Author.
62. **Massey, W.V.** (2007). *Demographic differences in shame coping styles for high school freshmen athletes*. Paper presented at the Midwest Symposium for Sport and Exercise Psychology: Annual regional conference of the Association for Applied Sport Psychology, West Lafayette, IN, USA, February 23. Lead/Presenting Author.

Invited Presentations

63. Chiampas, G., **Massey, W.V.**, & Washington, V. (2021). *Keynote Panel on Return to Play*. U.S. Soccer Foundation, Urban Soccer Symposium. Panel Member.
64. Ramstetter, C., McNamara, L., **Massey, W.V.**, Beresin, A., Jarrett, O., Hyndman, B., & Rhea, D., (2020). *Schools re-opening? Why it will be more important than ever to create a play-full recess*. Panel presented at the U.S. Play Coalition 2020 conference on the Value of Play for All. Clemson, SC, USA. Panel Member.
65. **Massey, W.V.** (2019). *Recess quality outcomes and opportunities*. Presented to the Board of Directors at Playworks. Lead/Presenting Author.
66. **Massey, W.V.**, & Claassen, J. (2018). *From process to practice: Better understanding the components of a high-quality recess and the implications for schools*. Presented to the Nutrition & Obesity Policy Research and Evaluation Network – School Wellness Working Group. November 13, 2018. https://nopren.org/working_groups/school-wellness-policy/. Lead/Presenting Author.
67. Whitley, M.A., **Massey, W.V.**, & Camire, M. (2017). *A systematic review of sport versus non-sport youth development interventions across six global cities*. Presented to United States Agency for International Development (USAID), Learning Lab Monitoring and Evaluation Group. September 27, 2017. Co-Lead/Presenting Author.
68. **Massey, W.V.**, Dever, P.J., Fuller, B. (2016). *The impact of play*. Milwaukee Public Schools Research Review and Board of Directors Meeting. February 25, 2016. Lead/Presenting Author.
69. **Massey, W.V.** (2015). *An integrated systems approach for goal attainment: Creating a multi-disciplinary goal map to achieve performance, fitness, and health*. Wisconsin Clinic for the National Strength and Conditioning Association. April 2015. Lead/Presenting Author.
70. **Massey, W.V.** (2013). *An integrated systems approach for athlete performance and rehabilitation*. Taller de Medicina Deportiva Atletas en Accion, Comité Olimpico de Guatemalteco, June 2013. Lead/Presenting Author.

71. **Massey, W.V.** (2013). *Understanding self-regulation and its potential role in athletic injury rehabilitation*. Presented to the Confederación Deportiva Autónoma de Guatemala (CDAG), Guatemala City, Guatemala, June 2013. Lead/Presenting Author.
72. **Massey, W.V.** (2013). *Psychological skills and strategies for injury rehabilitation*. Presented to the Confederación Deportiva Autónoma de Guatemala (CDAG), Guatemala City, Guatemala, June 2013. Lead/Presenting Author.
73. **Massey, W.V.** (2010). *Opportunities for sport psychology in high school athletics*. Keynote presentation presented at University of Wisconsin-Sheboygan Athletic Director's Brunch, Sheboygan, WI, USA, April 30. Lead/Presenting Author.
74. **Massey, W.V.**, Voelker, D., & Whitley, M. (2010). *Association for Applied Sport Psychology (AASP): How to become involved as a student member*. Presented at the Midwest Symposium for Sport and Exercise Psychology: Annual regional conference of the Association of Applied Sport Psychology, Muncie, IN, USA, February 14. Lead/Presenting Author.
75. **Massey, W.V.** (2010). *Developing a mastery orientation: Regulating intensity, building confidence and improving concentration*. Paper presented at the 7th National of Medicine for sport, Guatemala City, Guatemala, June 2. Lead/Presenting Author.
76. Faltus, J., & **Massey, W.V.** (2010). *Functional assessment of lower extremities*. Presented at the 7th National of Medicine for sport, Guatemala City, Guatemala, June 2. Contributing Author.
77. Meyer, B.B., **Massey, W.V.**, Bartz, M., & Hatcher, A. (2009). *Sport Psychology: Skills and applications*. Presentation delivered to University School of Milwaukee, Mequon, WI, USA, November 30. Contributing Author.
78. **Massey, W.V.** (2008). *Sport psychology skills: Goal setting*. Workshop delivered to student athlete advisory council, Southern Illinois University, Carbondale, IL, USA, February 19. Lead/Presenting Author.
79. **Massey, W.V.** (2007). *Sport psychology skills: Focus and concentration*. Workshop delivered to student athlete advisory council, Southern Illinois University, Carbondale, IL, USA. Lead/Presenting Author

Grant and Contract Support

Current Support

07/01/2022-012-30-2023

Playworks Education Energized (\$150,000)

Massey, William; London, Rebecca (Co-PIs)

Recess Reboot: An exploration of Playworks Pro in elementary schools

This project is a mixed-methods, community-based research evaluation aimed at exploring the impact of the Playworks Reboot program.

Role: Principal Investigator

04/01/2022-012-30-2023

Playworks Education Energized (\$150,000)

Stellino, Megan; Massey, William (Co-PIs)

Play Equity: an evaluation of the Playworks Relay program in Colorado.

This project is a mixed-methods research evaluation aimed at exploring outcomes associated with Playworks through with a focus on equitable benefit across social groups.

Role: Principal Investigator

04/01/2022-09/30/2024

Oregon Department of Education (\$4,000,000)

McClelland, Megan (PI)

Improving Inclusion Efforts in Early Childhood in Oregon.

This project aims to bring to scale training and coaching efforts to ensure inclusion in early childhood education settings and eliminate pre-school expulsions in the state of Oregon.

Role: Co-Investigator

07/2021-06/2022

U.S. Play Coalition (\$3,000)

Massey, William (PI)

The RECESS initiative: A participatory action approach to increasing physical activity and self-regulation through recess in elementary schools.

This research project is using a community-based participatory research framework to evaluate the impact of a school-based intervention aimed at improving recess quality on physical activity and self-regulation in elementary school students.

Role: Principal Investigator

07/2020-06/2021

Hallie E. Ford Center Team Science Seed Grant (\$12,000)

Massey, William (PI)

The RECESS Initiative: Examining changes in self-regulation and physical activity following implementation of a peer-led recess

This research project is using a community-based participatory research framework to evaluate the impact of a school-based intervention aimed at improving recess quality on physical activity and self-regulation in elementary school students.

Role: Principal Investigator

Completed Grant and Contract Support

07/2020-06/2022

John C. Erkkila, M.D. Endowment for Health and Human Performance (\$24,875)

Logan, Sam (PI)

Encouraging mobility technology use of young children with disabilities

This research project is evaluating the effects of a parent behavior change intervention on the use of ride-on cars for young children with developmental disabilities.

Role: Co-Investigator. My specific role on this project was to develop a theory-based intervention targeting parent behavior. Dr. Logan's expertise is mobility technology in children with disabilities.

07/2020-06/2021

Trust Management (\$8,050)

Massey, William (PD)

Social Fitness Club

This project is using a community-based participatory design to facilitate a positive youth development and physical activity program for homeless and runaway youth in Benton and Linn counties (OR). This program is run in partnership with Jackson Street Youth Services.

Role: Program Director

02/2018-09/2019

S.D. Bechtel Jr. Foundation (\$124,478)

Massey, William (PI)

Examining the relationship between the quality of school-based recess and social-emotional development in children

This research project examined the relationship between teacher reported classroom behavior, executive functioning, resilience, and emotional self-control and recess quality at low-income schools in Oregon, Texas, Colorado, and Wisconsin USA

Role: Principal Investigator

05/2018-09/2018

Playworks Education Energized (\$14,541)

Massey, William (PI)

The effect of Playworks on school attendance: A retrospective longitudinal study

This study was a secondary analysis of school district data over a 5-year period to examine the relationship between recess programming and school attendance.

Role: Principal Investigator

04/2018-08/2018

Toyota Mobility Challenge (\$50,000; Subaward to OSU, \$18,529)

Cakmak, Maya (PI)

Enabling Independent Mobility and Social Play for Young Children with Mobility Impairments

The purpose of this project was to design and test mobility technology that facilitates mobility and play for young children with disabilities.

Role: Co-Investigator; I played a supportive role on this project, with efforts focused on the links between play and child development.

07/2016-09/2018

Playworks Education Energized (\$105,688)

Massey, William (PI)

Great recess framework: The development and validation of a recess observational tool

This research project included the development of a recess observation tool, along with three independent reliability and validity studies.

Role: Principal Investigator

03/2017-012/2017

Laureus Sport for Good Foundation USA (\$30,000)

Whitley, Meredith (PI)

Sport for development: A U.S. based analysis

The purpose of this project was to conduct a systematic review of sport for development interventions in the United States of America.

Role: Co-Investigator; I was involved in all aspects of project design, implementation, analysis, interpretation, and dissemination.

09/2016-03/2017

Commonwealth Secretariate and Laureus Sport for Good Foundation (\$32,500)

Whitley, Meredith (PI)

Sport for development: A systematic review and comparative analysis

The purpose of this project was to conduct a systematic review of sport for development interventions in six targeted global cities.

Role: Co-Investigator; I was involved in all aspects of project design, implementation, analysis, interpretation, and dissemination.

07/2016-06/2017

Association for Applied Sport Psychology Research Grant (\$1,374)

Coleman, Lyndsie (PI)

Learning through play: The impact of a peer-leadership program on cognitive control in low-income elementary school students.

This research project used a randomized controlled trial design to examine if Playworks' Junior Coach Leadership Program improved executive functioning in 4th and 5th grade students.

Role: Co-Investigator/Faculty mentor. The awardee on this grant was a graduate student. I oversaw all work on the project as it was collected out of my research laboratory.

07/2015-06/2016

Association for Applied Sport Psychology Research Grant (\$4,000)

Massey, William (PI)

Against the odds: The development of a grounded theory for individuals from underserved communities who achieved personal and performance excellence through sport.

In this qualitative, grounded theory study, interviews were conducted with high achieving athletes that had experienced multiple developmental traumas during their childhood years.

Role: Principal Investigator

01/2015-12/2015

Concordia University Wisconsin Teaching Grant (\$1,321)

Massey, William (PI)

Evidence-based clinical practice

This grant was provided to help with travel costs to serve as a tutor-trainee during a summer course in Evidence-based Medicine at McMaster University, with the intention of using the knowledge gained to re-develop curriculum.

Role: Principal Investigator

07/2014-06/2015

Burke Foundation (\$9,738)

Massey, William (PI)

Does play work in urban elementary schools?

This research project used a quasi-experimental design to examine behavior at recess and in the classroom, before, during, and after a multi-component recess intervention.

Role: Principal Investigator

07/2014-06/2015

Texas A&M Laboratory for Diversity in Sport (\$2,500)

Massey, William (PI)

An examination of the Playworks program on adult-student interactions, student behavior, and student engagement in low-income urban schools.

This research project used a quasi-experimental design to examine behavior at recess and in the classroom, before, during, and after a multi-component recess intervention.

Role: Principal Investigator

07/2014-06/2015

Association for Applied Sport Psychology Community Outreach Grant (\$4,000)

Massey, William (PI)

Exploring Our Strengths and Our Future: A sport-based youth development program in Southern Queens, New York.

This study used a community-based participatory design to deliver and evaluate a sport-based youth development program to at-risk youth.

Role: Co-Investigator; My role on this project was as an external evaluator.

C.3.c. Selected Not Funded Proposals

09/2022–08/2027

GRANT13581552 US Dept. of Ed Office of Special Education (\$1,250,000) SCORE: 89/100

MacDonald, Megan (PD)

Leadership Preparation in Adapted Physical Education (Project LEAD)

This leadership training grant will train doctoral level students (future faculty) to take on faculty leadership roles in Adapted Physical Education throughout the granting period.

Role: Co-Investigator

07/01/2022-12/31/2023

Advancing a Healthier Wisconsin Endowment (\$200,000)

Beyer, Kirsten (PI)

Policy and Practice for using schoolyards to maximize student health.

By using a community action research approach, this project aims to create new policies for recess and time spent outdoors in Milwaukee Public School District.

Role: Co-Investigator

2020-2025

1R01DK124879-01 NIDDK (\$3,491,064); 18th Percentile

Beyer, Kirsten (PI)

A Natural Experiment to Measure the Impact of Schoolyard Greening on Student Activity Levels and Obesity Risk in Milwaukee, Wisconsin

Role: Co-Investigator; My role on this project involved oversight of observational data collection; and analysis and interpretation of recess specific data. Subaward = \$190,242.

2020-2025

R01 HD102024-01 NICHD (\$3,491,064); 29th Percentile

Beyer, Kirsten (PI)

A Natural Experiment to Measure the Impact of Schoolyard Greening on Student Activity Levels and Obesity Risk in Milwaukee, Wisconsin

Role: Co-Investigator; My role on this project involved oversight of observational data collection; and analysis and interpretation of recess specific data. Subaward = \$190,242.

2020-2022

1R03HD102506-01 NICHD (\$157,814); 37th Percentile

Logan, Sam (PI)

Encouraging mobility technology use of young children with cerebral palsy: A parent-centered intervention

Role: Co-Investigator. My specific role on this project was to develop a theory-based intervention targeting parent behavior. Dr. Logan's expertise is mobility technology in children with disabilities.

2019-2021

R21HD099603 NICHD (\$404,350); Not Discussed

Massey, William (PI)

Purposeful Play: An integrated self-regulation and physical activity classroom intervention for elementary school children

Role: Principal Investigator

2018-2023

R01 NIDDK (\$3,510,009); 37th Percentile

Gunter, Kathy (PI); Schuna, John (PI)

Evaluating Implementation of Oregon's Statewide Physical Education Policy (OPEP)

Role: Co-Investigator

2016-2019

U.S. Department of Education – Physical Education Program (\$1,660,077); Score 95/100

Fuller, Brett (PI)

Response to Intervention in Physical Education

Role: Co-Investigator

2016-2017

Children's Hospital of Wisconsin (\$29,994); One of three finalists

Massey, William (PI)

Whole School, Whole Community, Whole Child: Improving health in Milwaukee Public Schools

Role: Primary Investigator

SERVICE

University Service

Oregon State University

Program Level

- Graduate Program Curriculum Committee, Kinesiology Program, Oregon State University (2020-2022)
- Graduate Teaching Assistantship Review Committee, Kinesiology Program, Oregon State University (2020)
- Graduate Teaching Assistantship Review Committee, Kinesiology Program, Oregon State University (2019)
- Graduate Teaching Assistantship Review Committee, Kinesiology Program, Oregon State University (2018)
- Kinesiology Graduate Handbook Review, Oregon State University (2017-2018)

College Level

- Search Committee Member, Instructor in Health Promotion Health Behavior, College of Public Health and Human Sciences, Oregon State University (2021)
- Search Committee Member, Instructor in Health Promotion Health Behavior, College of Public Health and Human Sciences, Oregon State University (2020)
- Qualitative Research Curriculum Review Committee, College of Public Health and Human Sciences, Oregon State University (2019-2020)
- Self, Social, and Global Awareness. Trained facilitator for incoming College of Public Health and Human Science students (2018)

University Level

- Distinguished Dissertation Award Reviewer/Selection Committee (2021)
- Beaver Connect Mentorship program (2020-2021)
- Faculty-Student Mentorship program (2018-2019)

Service Commitments Prior to OSU

- Internal Evaluator, Psychology Department Program Review, Concordia University Wisconsin (2016)
- Faculty mentor for social science and educational research, Concordia University Wisconsin (2015-2017)
- University scholarship committee, Concordia University Wisconsin (2014-2017)
- Inter-professional Education Event Coordinator, School of Health Professions, Concordia University Wisconsin (2015-2017)
- Admissions Committee, Department of Occupational Therapy, Concordia University Wisconsin (2014-2017).
- Program evaluation committee, Department of Occupational Therapy, Concordia University Wisconsin (2014-2015).
- OT faculty search and screen committee member. Department of Occupational Therapy, Concordia University Wisconsin (2015).
- University grant database selection committee, Concordia University Wisconsin (2014)

- Neuroscience search and screen committee chair, Department of Occupational Therapy, Concordia University Wisconsin (2014)
- Search and screening committee member, two social science positions, Department of Kinesiology, University of Wisconsin-Milwaukee (2011-2012)
- Master's of science in kinesiology task force for integrative human performance member, Department of Kinesiology, University of Wisconsin-Milwaukee (2012)
- Executive Member of Student Athlete Advisory Counsel, Southern Illinois University Athletics (2007-2008)

Service to the Profession

Editing Roles

- Associate Editor: *BMC Public Health* (2020-present)
- Editorial Board: *Qualitative Research in Sport, Exercise, and Health* (2017-present).
- Editorial Board: *Case Studies in Applied Sport and Exercise Psychology* (2016-present).
- Guest Editor: *Qualitative Research in Sport Exercise and Health*. Special Edition: Engaging the field: Sport in under-resourced, underdeveloped and conflict regions (2016).

Manuscript Reviewer:

I regularly review manuscripts for academic journals. I have captured many, but not all commitments in this respect. I review approximately 15-20 manuscripts per year. The journals listed below are the journals for which I review manuscripts most frequently.

- *Qualitative Health Research*
- *Qualitative Research in Sport, Exercise, and Health*
- *Sport, Exercise, and Performance Psychology*
- *Psychology of Sport & Exercise*
- *Journal of Applied Sport Psychology*
- *European Sport Management Quarterly*
- *Journal of Sport Management*
- *Health and Place*
- *Educational Policy*
- Conference Abstract Reviewer, *Association for Applied Sport Psychology*

Committee/Advisory Roles

- Women's Sport Foundation, Washington, DC, USA – Curriculum Consultant, 2021
- American Heart Association – Reimagining physical education and physical activity in schools working group member 2020-2021
- Corvallis Little League, Corvallis, OR, USA –Board of Directors 2019-2022
- Coaching Corps, San Francisco, CA, USA – Curriculum Consultant 2018-2019
- Operation DREAM, Milwaukee, WI, USA – Board of Directors, Elected 2017-2018
- PEAK Initiative, Milwaukee, WI, USA – Executive Committee, Appointed 2017-2019

Professional Development Trainings

1. Nike Corporate Headquarters; Beaverton, Oregon (2022)
2. Oregon State University Alumni Association; Corvallis, Oregon (2022)
3. Corvallis Little League, Coach Education Training; Corvallis, Oregon (2022)
4. Corvallis Little League, Coach Education Training; Corvallis, Oregon (2021)
5. Corvallis Little League, Coach Education Training; Corvallis, Oregon (2020)
6. Hallie Ford Center Whole Child Training Institute; Corvallis, Oregon (2020)
7. Takena Elementary School; Albany, Oregon (2020)
8. Jefferson Elementary School, Jefferson, Oregon (2020)
9. Lake Oswego Public Schools; Lake Oswego, Oregon (2019)
10. Central Elementary School; Albany, Oregon (2019)
11. Wisconsin Clinical Educators Conference (2015)
12. Wisconsin Clinical Educators Conference (2015)
13. Pathfinders (2012)

Service to the Public

- Social Fitness Club, Jackson Street Youth Services (2018-present)
- Big Brothers Big Sisters of Milwaukee (2009-2011)
- Special Olympics of Wisconsin (2009)

Service to the Public (non-professional)

- Licensed Foster Parent, Children's Service Society of Wisconsin (2010-2014)

AWARDS

University and Community Awards

- Chancellor's Graduate Student Award. (2012). University of Wisconsin-Milwaukee, College of Health Sciences. **\$4,000.**
- Dissertation Fellowship Award (2012-2013). University of Wisconsin-Milwaukee. **\$16,500.**
- Advanced Opportunity Fellowship. (2010-2012). Graduate school fellowship awarded at the University of Wisconsin-Milwaukee. **\$28,000**
- Advanced Opportunity Fellowship Summer Award. (2011). Graduate school fellowship awarded at the University of Wisconsin-Milwaukee. **\$2,100.**
- Chancellor's Graduate Student Award. (2010). University of Wisconsin-Milwaukee, College of Health Sciences. **\$1,000.**
- Department of Kinesiology graduate achievement award, Southern Illinois University. (2008). **\$500.00.**
- Finalist for Graduate Assistant Outstanding Teaching Award in the College of Education and Human Services (COEHS), Southern Illinois University. (2007).