

**A Tale of Three Stories: The Influence of Transnationalism, Gender, and Dual Career
on the Professional Development of a Trainee Sport Psychologist**

Lucrezia Fossi*¹

Alessandro Quartiroli^{1,2}

Christopher R. D. Wagstaff¹

Daniel J. Brown¹

¹School of Sport, Health and Exercise Sciences, University of Portsmouth

²Psychology Department, University of Wisconsin – La Crosse

*Corresponding Author: this article should be addressed to Lucrezia Fossi, Faculty of Science and Health, University of Portsmouth. Email: lucrezia.fossi@port.ac.uk

1 **Abstract**

2 The service delivery and philosophy of sport psychology practitioners is highly influenced by
3 their life experiences, values, and personal beliefs. Nevertheless, accounts of such influences
4 are limited within the professional development literature. In this article, the first author
5 provides an analysis of how her experiences as a transnational female student-athlete and
6 student-coach have shaped her identity and professional development as an applied sport
7 psychology trainee. In so doing, the first author has reflected on the challenges and
8 opportunities that she faced through these experiences. More specifically, her transnational
9 experiences enabled her to realise the importance of love, empathy, and resilience as the
10 foundations of her professional philosophy. Further, her experience as a female student-
11 athlete enabled her to develop management skills and to overcome barriers resulting from her
12 gender identity. We hope that by sharing the experiences of the first author in the present
13 work, we create resonance and a sense of familiarity with some readers and provoke all
14 practitioners to pause and reflect on how their experiences, values, and personal beliefs
15 continue to influence their practice.

16 *Keywords:* Dual Career, Gender, Identity, Transnationalism

17 **A Tale of Three Stories: The Influence of Transnationalism, Gender, and Dual Career**
18 **on the Professional Development of a Trainee Sport Psychologist**

19 The experiences that characterise our lives can greatly impact our personal and
20 professional development and identity formation. In this paper I, [first author], reflect on how
21 my transnational dual career sporting experience as a female athlete has shaped me
22 personally and professionally. These experiences helped me start a journey of reflections that
23 led me to develop the personal and professional values upon which I now ground my
24 personal story, as well as my developmental journey as an applied sport psychology trainee.
25 Due to the value of telling stories in the field of sport psychology (Sparkes, 2002), in this
26 paper, I share three experiences and describe how these have intersected to shape my
27 development as a trainee sport psychologist. These experiences include: a transnational career
28 as an athlete, being a female in a predominantly male sport (rowing), and the dual career
29 pathway (as a student, athlete, and coach). I use an idiographic approach throughout the paper
30 to offer the reader a deeper understanding of my personal and professional development. In
31 the next section, I describe what it meant for me to face these experiences and my reflections
32 on how they influenced my professional journey.

33 **My Transnational Career**

34 After completing high school in Italy, I had the opportunity to migrate across the
35 Atlantic Ocean and continue my athletic career as a student-athlete at the University of
36 Louisville in the United States of America (USA). Despite the anxiety that came with moving
37 away from family and friends, I decided to accept the athletic scholarship offered to me and
38 embark upon a life changing journey. While excited for this opportunity, I was definitely
39 nervous about the difficulties I might have to face in a new cultural environment. Yet, being
40 certain of the greater opportunities to continue both my academic and athletic careers within

41 the American intercollegiate sports system, compared to the European club-based sport
42 system (Ryba et al., 2015), led me to take this leap of faith.

43 Transnationalism reflects the connections and the social, cultural, economic, and
44 political exchanges that people establish between the societies of destination and origin (Ryba
45 et al., 2018). The cultural experiences associated with transnational migration have been
46 found to have a profound impact on the personal and professional development of athletes
47 (Ryba et al., 2016) and sport psychology professionals (SPPs; Quartiroli et al., 2021). During
48 my time in the USA, I was exposed to a different way of conceiving sports and training
49 practices, and a different type of school system. Like the cultural transitions in the athletic
50 context already described in the literature (Stambulova et al., 2021), this experience required
51 me to adjust to the new culture and to create new social relations. During this experience I
52 was exposed to, and reflected on, several similarities and differences between the Italian and
53 American cultural contexts both personally (e.g., sense of irony, language, food culture) and
54 athletically (e.g., expectations). Indeed, my experience as a new member of the rowing
55 system in the USA was different for several reasons. For example, my status as a scholarship
56 athlete and the need to maintain my scholarship meant that the expectations that I had for
57 myself and those which I felt from everyone around me were higher than I was accustomed
58 to.

59 I only recognised the impact of the challenges associated with my transnational
60 experience when, on the commencement of my doctoral training, I was required to complete
61 professional practice reflections. I learnt that these experiences had been magnified by the
62 impressions that everything felt different (i.e., food, culture, language) and that I was far from
63 home. Further, my limited comfort with the English language was an obstacle to being
64 authentic, and expressing myself how I was used to and how I wanted to. Another
65 challenging factor associated with this transition was my need to adjust my basic needs, such

66 as nutrition, to the American cultural context. The chasm in food culture between the USA
67 and Italy made it harder for me to feel at home. Pertinently, through my reflections, I
68 recognised how I had made the decision to start adjusting to the culture by finding new ways
69 of expressing myself, behaviourally and linguistically, while also exploring and embracing
70 new ways with food and other basic needs.

71 My new approach led me to begin developing a social network with the other athletes
72 in the rowing team, who I went on to describe as my ‘second family’. My desire to adjust to
73 the new cultural environment brought me to experience a new way of being that unfolded
74 into a new type of social relationships. My new way of being was grounded in my need to
75 feel connected and to fit in the new culture. In fact, when reflecting on these relationships
76 compared to those developed in Italy throughout my life, I noticed how they were narrower in
77 number, in scope, and in nature. For example, my friendships in Italy were grounded in a
78 plethora of shared interests, whereas my American friendships were predominantly founded
79 on being on the same rowing team and sharing the same goal with others. It was only when I
80 was able to connect with other athletes and members of the athletic department, that I was
81 able to develop a wider perspective of other sport contexts and a larger social network
82 beyond the rowing team. During my first year of my training in USA, my strong desire to get
83 to know my teammates and to develop relationships with athletes from other sports as well as
84 across the university, enabled me to overcome the distance to my family and friends in Italy
85 and to begin adjusting to my new setting. Creating a sense of “home” has been shown to be
86 crucial for elite athletes’ cultural transitions (Prato et al., 2021), and my attempts to establish
87 this came through my varied interactions and by spending time with other athletes that were
88 sharing a similar experience to mine.

89 My transnational experience led me to develop a greater understanding of the value of
90 sport and the importance of relationships in life. For example, when I suffered a career

91 ending injury in my second year, I realised how important it was to have close friends who
92 could help and support me while navigating what was an incredibly difficult time away from
93 home. Being unable to spend time with my closest friends whom I would ordinarily train
94 with, meant that I constantly felt alone and more isolated from my Italian support network.
95 Yet, this experience also made me realise the importance of the relationships that I built
96 during the first year in the USA. My new friends were able to support me and show me that I
97 had someone to count on when feeling down. Reflecting on those times, I believe that the
98 strength and quality of these connections was developed through the shared positive and
99 negative experiences we lived during practices and competitions. Ultimately, my experiences
100 in the USA provided me with the opportunity to build a lasting social network that goes
101 beyond the national and athletic borders, to learn how to adapt to a new culture, and most
102 importantly they contributed to make me the person I am today.

103 My transnational experience, however, did not stop here. Instead, my professional
104 journey next took me to the United Kingdom (UK) to complete a master's degree in sports
105 and exercise psychology. When facing the nuances of another new cultural context, I quickly
106 learnt that I could not count on my previous experience moving to the USA as, this time, my
107 transition was different. When I moved to the USA, I had a team and coach waiting for me
108 which, despite my not knowing them, represented a presumably safe group to establish a
109 connection. Instead, when I moved to the UK, I did not have a network to count on. The idea
110 of having to move and build new social relationships initially frightened me, yet after only a
111 few weeks in England I had developed an excellent social network with other international
112 students, classmates, and roommates. Reflecting on this experience, I believe that, thanks to
113 what I learned in the USA, and the related sense of efficacy from my enhanced English
114 language skills and ability to adjust to new environments, I was able to transition into the new
115 culture more efficiently and positively. For example, I was able to build new friendships

116 quickly, and I felt more ready to explore the new culture and assimilate everything I could
117 from the UK, while remaining aware of my Italian culture. Moreover, feeling geographically
118 and culturally closer to Italy represented an important support for my adjustment to the new
119 culture, while remaining my authentic self.

120 As with other SPPs who have moved abroad to receive their professional training (see
121 Quartiroli et al., 2021), I was motivated by the assumption that I would receive better training
122 and be offered more and better professional opportunities. Yet, while I was completing my
123 Masters degree, the COVID-19 pandemic began and I had to return to Italy and complete the
124 course from distance; resulting in another – yet surprisingly no less challenging –
125 transnational experience. During this time, I had my work cut out for me. While my formal
126 training remained culturally grounded within the British cultural context, my personal and
127 professional development now shifted to the Italian context. In this new context, I had to
128 independently build a culturally and linguistically appropriate working professional
129 knowledge that would support my applied work (cf. Quartiroli et al., 2021). Despite these
130 challenges, this experience turned out to be a very positive one as it enabled me to learn new
131 ways to be flexible and to adapt to a different cultural context by maintaining contact with my
132 supervisors and taking my accreditation in the UK. Further, returning to Italy to continue my
133 studies and development as a training practitioner became an opportunity to develop
134 professional connections in my home country. Unfortunately, as experienced by other re-
135 entering SPPs (Quartiroli et al., 2021), I also soon had to face several challenges including:
136 the limited opportunities to practice, the limited understanding of the potential impact of sport
137 psychology, and the limited financial investment and interest in these services (Quartiroli et
138 al., 2021).

139 Taken collectively, my transnational experiences heavily contributed to my personal
140 and professional growth. Specifically, they offered me the opportunity to skilfully develop

141 the ability to culturally, linguistically, and professionally adjust to different cultural contexts,
142 while also developing competencies that now are foundations of my professional identity.

143 **Dual Career Pathway**

144 A dual career pathway combining sport and studies, both as an athlete and a coach,
145 has characterized the first two decades of my life in Italy and in the USA. This pathway
146 allowed me to continue engaging in the sport I love, to meet different people while competing
147 at the national and international level, and to concurrently continue my academic career. A
148 dual career in sport is characterized by the challenge of combining a sporting career with
149 studies or work (Ryba et al., 2015, Stambulova et al., 2021). While my dual career journey
150 certainly fits within this characterization, my experience as a student-athlete in Italy and the
151 one as student-athlete and student-coach in the US profoundly differ. Being an athlete in Italy
152 for most of my school years meant organising my studies alongside rowing practices, which
153 took up most of my afternoons and sometimes mornings before school. Yet, these two
154 activities were separate as school and sport are disconnected in Italy, leaving my two worlds
155 to run in parallel. This situation forced me to learn how to independently manage my time
156 wisely, develop the ability to stay concentrated during the few hours I had to study, often
157 renounce going out with friends to make space for rowing practices, and navigate the
158 conflicting demands of teachers and coaches.

159 While in Italy, my two careers seemed to consistently fight against one another for my
160 time and attention. My schoolteachers always complained about the amount of time I spent
161 doing sport rather than studying, and my coaches constantly asked for more time to enable
162 me to compete at national and international events. Notwithstanding that rowing competitions
163 already often required me to miss class on Friday and Saturday, forcing me to catch up on
164 tests or homework the following week. Struggling to reconcile the commitments of these two
165 worlds also impacted my ability to develop social connections outside of rowing, with early

166 nights, frequent travels to competitions, and the massive amount of time dedicated to practice
167 eliminating any spare time that I had. Yet, despite these challenges, I loved being a student-
168 athlete during high school in Italy.

169 The Italian university system requires many hours of mandatory class attendance,
170 which I knew would be problematic given the volume of training that my level of athletic
171 advancement required. To elaborate, following high school years, the National rowing team
172 requires that athletes are in a training camp for most of the year. For me it was essential to
173 continue both the academic and athletic careers because both worlds shaped who I was and
174 who I wanted to be. I have always wanted to pursue a career in psychology, while rowing
175 enabled me to show my worth and to experience some of my biggest moments of
176 satisfactions like winning a bronze medal at the Under-19 World Championship. Thus, as has
177 been previously discussed with elite athletes (Ryba et al., 2015), in order to continue my
178 student-athlete career pathway and to not prioritise one career over the other, I knew I needed
179 to move overseas.

180 The athletic scholarship I received from the University of Louisville gave me a
181 chance to continue my career as a rower while also continuing my studies. My experience in
182 America immediately differed from what I had faced in Italy. Due to the intercollegiate
183 athletic organization being embedded in the higher education system in the USA, I was given
184 more flexibility from lectures and the option to manage my dual workload in a coordinated
185 fashion. Contrary to my experience in Italy, these two worlds seemed to communicate
186 effectively and provided a more coherent system within which I was able to thrive both as an
187 athlete and as a student. Being able to dedicate less personal energy into connecting my two
188 worlds, I was able to redirect my efforts towards my personal development and adjustment to
189 the American context. More importantly, the alignment between the academic and the athletic

190 contexts allowed me to dedicate more time to building authentic relationships with athletes
191 from different sports and spend time with them outside of practice or classes.

192 My experience as a dual career student-athlete ended suddenly following a severe
193 injury in my second year at University of Louisville. Yet, not to be deterred from my
194 involvement in rowing, I drew on my adaptability to embrace a new role as a dual career
195 student-coach. While a very exciting opportunity, this new role presented with challenges that
196 I did not expect and that I had to learn to navigate, such as the new relational dynamic with
197 my rowing teammates – for whom I became coach, an outsider – and my coaching colleagues
198 – for whom I was still a student and experiencing a different phase in my life. My new role in
199 the team and the consequences it had on my relationships meant that I had something to focus
200 my attention on rather than dealing with the thought of having to stop rowing, but it also
201 meant that I once again had to create a new identity and to establish new social relations.

202 My dual career experiences offered me the opportunity to develop a strong interest in
203 furthering my education in sport psychology, with a new aim of becoming a sport psychology
204 practitioner and scientist. This new career goal led me to continue my academic journey by
205 pursuing both a Masters degree and then a professional doctorate in sport and exercise
206 psychology in the United Kingdom. I believe that my experiences as a student-athlete and
207 student-coach provided me with a wonderful opportunity to develop competences that are
208 now extremely important in my development as an applied sport psychology trainee. They
209 taught me how to deal with the difficult experiences and of the importance of the social
210 relationships you built around you; lessons I now try to profess to the athletes I work with.
211 Moreover, through the years I spent coaching, I learned how to effectively communicate with
212 the athletes to support their growth in the team and to help them find their own motivation to
213 achieve their athletic goals. For me effective communication entails the engagement in an

214 open and transparent two-way process which enables the athletes to share their ideas and for
215 the practitioner and athlete to develop mutual trust and respect.

216 **Gender Identity**

217 Despite the positive elements associated with competing in sport, since the start of my
218 athletic career my identity as a woman has meant that I've faced barriers within the sporting
219 culture and context as a result of masculine hegemony (e.g., the focus on body superiority;
220 Krane & Waldrone, 2020). In a hegemonic masculine context, there is a hierarchical structure
221 based on gender in which females are subordinate to men and less privileged (Choi, 2005).
222 Similar to the experiences documented in previous studies (see for example, Levi et al.,
223 2022), I have had to fight against the belief that female sports were inferior to male sports.
224 For example, when rowing—generally perceived as a male sport in Italy—in my home club
225 in Florence, my team was always made up of more male athletes than female athletes, which
226 led to women on the team having fewer opportunities to try different boats. Moreover,
227 although we engaged in the same frequency and length of training as our male counterparts,
228 rowing among females was characterised as a “game”, wherein my male teammates
229 denigrated and diminished our results in competitions. Similar to my experience at the club
230 level, I experienced gender disparity during my time on the national team, where male
231 athletes were always offered better accommodations and boats than our female team. I never
232 let these insults or uneven treatment stop me and I used them as motivation to train more and
233 reach the best performance I could. My determination to fight against the masculine
234 hegemony, drove me to reach my goals as an athlete and as a student, and continues to drive
235 my professional development. Indeed, I continue to experience gender-based attitudes when
236 working with male athletes, who often initially do not perceive my work to be effective for
237 them. With time, my determination has brought positive results in my relationships across the
238 team and with the male athletes' levels of engagement with me.

239 The Italian masculine gender hegemony contrasted with what I experienced when I
240 moved to the USA. One of the main differences that surprised me was the balance in the
241 number of teams and athletes of both genders following the Title IX regulation. Published in
242 1972, Title IX of the Education Amendments prohibits any type of discrimination based on
243 sex, sexual orientation, and gender identity in any education program or activity receiving
244 federal financial assistance (U.S. Department of Education, 2021). Intercollegiate athletic
245 programmes are considered educational programs and activities and are therefore protected
246 by the Title IX, guaranteeing women athletes the right to equal opportunities. Every team in
247 the university had a facility to train with all the required equipment and shared the same
248 facility to strength train. This situation provided me with a chance as a female athlete to reach
249 goals that I would not have thought possible to achieve while in Italy. These opportunities
250 empowered me to go further and train harder to reach the best physical and mental fitness.
251 The protection of Title IX meant that, for the first time, I experienced rowing as a sport rather
252 than a simple game and my victories as achievement to be acknowledged, rather than being
253 dismissed. These experiences offered me an opportunity to better understand and appreciate
254 the impact that gender inequality had played in my life.

255 Notwithstanding the influence that Title IX had on providing equal opportunities to
256 women, the athletic context in the USA is still characterised by a hierarchical structure ruled
257 by men, and this male-dominated structure influences the experience of athletes, coaches, and
258 support staff, including SPPs (Champ et al., 2021; Chroni et al., 2021). Previous research has
259 reported that female professionals working in sport psychology might face unique challenges
260 within applied practice exaggerated by the highly masculine environments (Roper, 2008). My
261 experience as a SPP in training has confirmed the findings of this body of work including, for
262 example, the additional barriers and difficulties placed in front of me while working with
263 male athletes. I had to quickly learn that to work with male athletes in the team I needed to

264 develop new strategies to engage with them (Champ et al., 2021). While working with a
265 rowing team of both female and male athletes, I quickly noticed that the female rowers highly
266 valued my career as a rower and were keen in meeting with me, whereas male athletes were
267 less interested. To counter this gender-based barrier, I aimed to increase my visibility at
268 practice and to instigate interactions with the male athletes. My goal with these ‘water break’
269 conversations was to keep the channel of communication open, hoping to create a level of
270 trust that would lead to the possibility of working together if the athletes chose. In addition to
271 socio-cultural barriers, there were also logistic factors, such as the division of locker rooms,
272 that impacted the time I spent with the team and meaning that I was able to build
273 relationships with female athletes via “small talk” but not with their male counterparts.
274 Ultimately, I was able to overcome the barriers and to build a relationship and establish
275 respect from most of the athletes on the team; albeit at the cost of extra emotional labour (see
276 Hings et al., 2018) and the need for self-care (see Quartiroli et al., 2019).

277 Reflecting on these experiences, I believe that I have encountered gender-based
278 challenges as an athlete, as a coach, and a SPP in training. These experiences have afforded
279 me the opportunity to develop a level of empathy that will be beneficial in my work while
280 supporting athletes, coaches, teams, and organizations to flourish within challenging contexts.
281 Reflecting on my experience navigating the hegemonic masculine cultural environment of
282 my sport and of my club led me to develop a greater and deeper understanding and awareness
283 of who I am and who I want to be as a SPP, and how to harness these experiences to build
284 stronger and more effective relationships with clients.

285 **Professional Practice**

286 The service delivery of sport psychology practitioners is influenced by different
287 factors such as their culture, professional knowledge, and the organization in which they
288 practice. More importantly, their personal values and beliefs act as the base of their

289 professional philosophy (Poczwardowski, 2019). My experiences as a transnational, female
290 dual career student, and athlete/coach have influenced my personal and professional
291 development and my practice as a trainee. My experience as a transnational student-athlete
292 and student-coach shaped my identity as a driven and competitive person, and specifically,
293 they led me to acquire new personal and professional values, love, empathy, and resilience,
294 which are now at the foundation of my service delivery. Moreover, it was my experience
295 suffering a career-ending injury that prompted me to continue my education in the field of
296 sport psychology, and it is through this professional journey that I realised how important the
297 values of love and empathy are to me. I acknowledge that these values might bring the risks
298 of self-projection or countertransference in practice, which I mitigate by reflecting on my
299 professional practice and my relationships with athletes through the help of my supervisors.
300 Furthermore, learning how to deal with new identities (i.e., from athlete to coach to SPP in
301 training), cultural adjustment (i.e., from Italy, to the USA, to the UK, and back to Italy), and
302 the challenges and pain associated with being far away from my home country made me
303 realise how essential it was to receive support and love from others physically close to me, as
304 well as from my family from a distance. My family's support, through a call or a message,
305 even from far away, gave me the power to face this challenging time. In addition, spending
306 time with friends talking, crying, going out, watching a movie, or taking a walk enabled me
307 to reflect on what was happening and to distract myself. Although empathy has always been
308 an essential part of who I am, through these experiences, I have learned the importance that it
309 has in supporting others and how it can be integrated into my work. Starting from the years I
310 spent coaching, I have gone on to place supporting athletes at the core of my service delivery
311 as a SPP.

312 My experience as dual career athlete and coach provided me the chance to learn how
313 to organize my time efficiently and how to deal with stressors that combining study, work

314 and sport can bring. Organizing my time as an athlete first and then as a coach was extremely
315 important because of the number of tasks I was charged to accomplish within these roles,
316 while also striving to succeed academically. Despite the barriers that I faced with my
317 schoolteachers and the amount of time that training before and after school demanded, I
318 learned how to organize my day efficiently and to be concentrated on the task at hand.
319 Subsequently, I find myself working better when my day is thoroughly planned and
320 organised, than when I have a full day to complete one task. The use of a scheduled plan has
321 been essential throughout my professional doctorate which has required a division of labour
322 between practice and research. These experiences have also influenced my professional
323 practice as a SPP in training by providing me with a deeper understanding of the needs and
324 challenges that student-athletes, athletes, coaches, and staff might encounter when juggling
325 their professional, academic, and personal roles. I can bring these experiences and the related
326 knowledge with me when completing needs assessments and when implementing
327 interventions with athletes, coaches, teams, and organizations.

328 Finally, through my experiences, I have confronted the impact that masculine
329 hegemony has had on the sports environment that I exist in. I've learned that irrespective of
330 the sport you choose or the determination you put in, sport is characterized by a hierarchical
331 structure in which women are often pushed in a position of inferiority compared to men. For
332 this reason, I believe that when working with athletes it is essential to develop a method of
333 delivery that is informed by theory, but that also considers gender identities and any other
334 form of observable or invisible diversities and identities (see, Mellalieu, 2017; Schinke et al.,
335 2019). When working with female athletes, it is important to pay attention to the diverse
336 stressors that they might face throughout their careers and the masculine hegemonic pressure
337 placed on them by their sport system. I therefore try to adjust my practice style based on who

338 I have in front of me, but I also think it is important that we raise awareness and facilitate
339 greater reflection on the changes needed in the sports environment.

340 Following my experience as an athlete, coach and now sport psychology trainee, I
341 now appreciate the importance of trust and honesty for developing effective relationships. In
342 my role as a training practitioner, I now concentrate on showing clients my commitment,
343 availability, and trustworthiness by often being present in their training environment;
344 behaviours that would have been important for me as an athlete. For other practitioners, I
345 would highly recommend reflecting upon your own experiences and identifying the biases,
346 weaknesses, and strengths that influence your practice and your relationships with clients.
347 Recognising how these factors might shape your practice may enable you to find new ways
348 of relating to the athletes you work with and to build trust within your practitioner-client
349 relationships.

350 **Conclusion**

351 The analysis of how the transnational career, the dual career pathway, and the gender
352 identity influenced the first author's professional development and identity transformation
353 presented in this case study sheds light on the significant influence that professional, societal,
354 and cultural contexts have on the development of applied sport psychologists and sport
355 psychology trainees. We encourage other sport psychology practitioners and trainees to
356 reflect on their own experiences, and on how these experiences influence their personal and
357 professional development as well as their philosophical perspective.

358

359

Authors' Contribution Statement

360

Authors #2 and #3 provided applied supervision, challenged author #1 and

361

encouraged further reflections to enhance the quality of the manuscript. Author #4

362

contributed with final revision and refinement of the manuscript through comments and

363

individual meetings with Author #1. All authors contributed to the development of the ideas

364

for the work and the editing of the manuscript through reflections on Author's #1 experiences

365

and teamwork.

366
367
368
369
370
371
372
373
374
375
376
377
378
379
380
381
382
383
384
385
386
387
388
389

References

- Champ, F., Ronkainen, N., Tod, D., Eubank, A., & Littlewood, M. (2021). A tale of three seasons: A cultural sport psychology and gender performativity approach to practitioner identity and development in professional football. *Qualitative Research in Sport, Exercise and Health*, 13(5), 847-863. doi: 10.1080/2159676X.2020.1833967
- Chroni, S., Ronkainen, N., Elbe, A. M., & Ryba, T. (2021). Negotiating a transnational career around borders: Women's stories in boundaryless academia. *Psychology of Sport and Exercise*, 56. doi: 10.1016/j.psychsport.2021.101990
- Choi, P. Y. (2005). *Femininity and the physically active woman*. Routledge.
- Hings, R. F., Wagstaff, C. R. D., Thelwell, R. C., Gilmore, S., & Anderson, V. (2018). Emotional labor and professional practice in sports medicine and science. *Scandinavian Journal of Medicine & Science in Sports*, 28(2), 704-716. doi: 10.1111/sms.12941
- Krane, V., & Waldron, J. J. (2020). A renewed call to queer sport psychology. *Journal of Applied Sport Psychology*, 33(5), 469-490. doi:10.1080/10413200.2020.1764665
- Levi, H., Wadey, R., Bunsell, T., Day, M., Hays, K., & Lampard, P. (2022). Women in a man's world: Coaching women in elite sport. *Journal of Applied Sport Psychology*, 127. doi: 10.1080/10413200.2022.2051643
- Mellalieu, S. D. (2017). Sport psychology consulting in professional rugby union in the United Kingdom. *Journal of Sport Psychology in Action*, 8(2), 109-120. doi: 10.1080/21520704.2017.1299061
- Poczwardowski, A. (2019). Deconstructing sport and performance psychology consultant: Expert, person, performer, and self-regulator. *International Journal of Sport and Exercise Psychology*, 17(5), 427-444. doi: 10.1080/1612197X.2017.1390484

- 390 Prato, L., Torregrossa, M., Ramis, Y., Alcaraz, S., & Smith, B. (2021). Assembling the sense
391 of home in emigrant elite athletes: Cultural transitions, narrative and materiality.
392 *Psychology of Sport and Exercise*, 55, 101959. doi: 10.1016/j.psychsport.2021.101959
- 393 Quartirolì, A., Etzel, E. F., Knight, S. M., & Zakrajsek, R. A. (2019). Self-care as key to
394 others' care: The perspectives of globally situated experienced senior-level sport
395 psychology practitioners. *Journal of Applied Sport Psychology*, 31(2), 147-167. doi:
396 10.1080/10413200.2018.1460420
- 397 Quartirolì, A., Vosloo, J., Anderson, S. N., Ditter, J., & Keeley, M. (2021). The transnational
398 experience of sport psychology practitioners from training to practice. *Psychology of
399 Sport and Exercise*, 54, 101903. doi: 10.1016/j.psychsport.2021.101903
- 400 Roper, E. A. (2008). Women's career experiences in applied sport psychology. *Journal of
401 Applied Sport Psychology*, 20(4), 408-424. doi: 10.1080/10413200802241840
- 402 Ryba, T. V., Schinke, R. J., Stambulova, N. B., & Elbe, A. M. (2018). ISSP position stand:
403 Transnationalism, mobility, and acculturation in and through sport. *International
404 Journal of Sport and Exercise Psychology*, 16(5), 520-534.
405 doi:10.1080/1612197X.2017.1280836
- 406 Ryba, T. V., Stambulova, N. B., & Ronkainen, N. J. (2016). The work of cultural transition:
407 An emerging model. *Frontiers in Psychology*, 7, 427. doi: 10.3389/fpsyg.2016.00427
- 408 Ryba, T. V., Stambulova, N. B., Ronkainen, N. J., Bundgaard, J., & Selänne, H. (2015). Dual
409 career pathways of transnational athletes. *Psychology of Sport and Exercise*, 21, 125-
410 134. doi: 10.1016/j.psychsport.2014.06.002
- 411 Sparkes, A. (2002). *Telling tales in sport and physical activity: A qualitative journey*. Human
412 Kinetics.
- 413 Stambulova, N. B., Ryba, T. V., & Henriksen, K. (2021). Career development and transitions
414 of athletes: The International Society of Sport Psychology position stand revisited.

- 415 *International Journal of Sport and Exercise Psychology*, 19(4), 524-550.
- 416 doi:10.1080/1612197X.2020.1737836
- 417 U.S. Department of Education (2021, June 16). *U.S. Department of Education Confirms Title*
- 418 *IX Protects Students from Discrimination Based on Sexual Orientation and Gender*
- 419 *Identity*. [https://www.ed.gov/news/press-releases/us-department-education-confirms-](https://www.ed.gov/news/press-releases/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity)
- 420 [title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity](https://www.ed.gov/news/press-releases/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity)
- 421