## **Supplemental File 1: Questionnaire**

Recreational Activity Programs for Breas Project- Survey – Sport- Dragon Boating	
Date Survey Submitted://_	
Name of Dragon Boating Program:	
Program Site:	
Name(s): Location:	- -
Social Media Platforms:	
Social Media Platform(s) Used by Program to Communicate with Participants and Community (i.e. Facebook, Twitter, E-mail, Instagram, etc.)	Username of Program on Social Media Platform (i.e. What would individuals search to find your program on the respective social media platform)
When was your program launched?	
What is your program's mission/vision?	
<b>Partnerships:</b> Please list the partnerships your program has	s with external groups (i.e. community

organizations, rehabilitation facilities, academic institutions, etc.).

Name of Partner	Date partnership was	Role of partner in
Organization/ Facility/	established	operation of your program
Institution		
e.g., John Doe's	e.g., July 7, 2008	e.g., Refers breast cancer
Rehabilitation Clinic		survivors to the program

#### **Future Goals:**

Please list your program's goals for this year. Why are these goals important for your program to achieve?

Goal	Importance of Goal
e.g., obtain a larger space to facilitate the	e.g., With a growing program it is difficult
activity	to fit all members in the current facility,
	and we do not want to turn people away

#### **Composition of Program Staff**

Please provide the title and a description of each staff member involved in the program (e.g., Program director, assistant director, administrator, recreational activity facilitator, instructor, trainer, or coach)

Position	Number of People Who Occupy this Position	Description of Position	Specialty Training Required for Position
e.g., Program Director	e.g., 1	e.g., Oversees all program operations. Responsible for making financial decisions about the program, establishing the program schedule, applying for funding, promoting the program in the community, etc.	e.g., None

Do volunteers play a role in your program? If so, what is their role? (e.g., volunteers observe participants and provide assistance with the activity if needed, volunteers help
promote the program to the community)

Do volunteers require any certifications? (Please select all that apply)
- First Aid
- CPR
- NLS
- Other. Please specify below
What type of training is provided to volunteers to carry out their role? (e.g., volunteers must partake in a two-hour training session where they learn about the customer service policy, how to properly assist participants, and what to do in an emergency situation)
Core Practices
Cost:
Do participants pay for your program? Yes or No
Do participants pay for your program. Tes of 100
If yes, what is the cost of your program and what is your payment schedule (e.g., payment in 4-month blocks)?
Please explain why you chose the above payment schedule for participants.
If participants do not pay for your program, please explain where your program gets the
money to support participant enrollment and program operating fees (e.g., fundraising
efforts, donations, grants, etc.).
What are the successful aspects of how your program operates financially?
What are the unsuccessful aspects of how your program operates financially?

**Funding:** 

Does your program receive funding (i.e., grants, donors)? Yes or No

If yes, please list the sources of funding for your program in the table below

Funding Source	Funding Type	Funding Contribution (i.e., please specify how the funding source contributes to your program and its operations)
e.g., Ontario Sport and Recreation Communities Fund (OSRCF)	e.g., Grant	e.g., The money used from this grant goes towards covering the cost of program fees for participants.
•	•	found when acquiring funding from external ng out to family members/ friends/

bodies? If so, please list bel organizations/ businesses the	low. (e.g., reachinat are passionate	found when acquiring funding from external ng out to family members/ friends/ about supporting breast cancer survivors; tting up a GoFundMe account)
external bodies? If so, pleas	se list below. (e.g	ve found when acquiring funding from ., setting up a GoFundMe account; reaching s/businesses; applying to numerous
Schedule: What is your program sched Duration of Program, etc.)	dule? (i.e. Freque	ncy of Sessions, Length of Sessions,
The CDI is the city		
doing a dynamic warm-up f	followed by static	low. (e.g., Participants spend 5-10 minutes e stretches; then spend 40 minutes on the finally finish up the session with a 10 minute

Participants: What is the total number of participants in your program?
How would you characterize the majority of participants in your program? (i.e., age, stage of cancer treatment, types of cancer, sex, etc.)
What is the ratio of participants to program staff for each program session?
Please list the barriers to participation in your program (i.e., factors that make it difficult for participants to participate in your program).
Please list the facilitators to participation in your program (i.e., factors that make it easy for participants to participate in your program).
Do you take steps to assist participants in committing to and adhering to your recreational activity program? Yes or No
If yes, what steps does your program take?
Please describe the communication between program staff and participants. (i.e., how often do they communicate with each other and via what means?) (e.g., program staff communicate with participants twice a week during program sessions, program staff communicate with participants once every week via e-mail)
Please describe the communication among participants. (i.e., How often do participants communicate with other members and via what means? Does this occur inside and/or outside of the program?)

#### **Education:**

Please list any educational components that your program may have for its members

rease hist any educational components that your program may have for its members					
Educational	Frequency of	What do participants	Why have you incorporated		
Component	Educational	learn from the	this into your program?		
	Component	educational component?			
e.g., Guest speaker	e.g., Once a month	e.g., The benefits water aerobics has on their health.	e.g., Many participants don't recognize the benefits that water aerobics can have for activities of daily living.		

If your program does not have an educational component, please explain why.
Program Registration:
How does an individual join your program?
Does an individual have to be referred by a doctor or other healthcare professional in order to join your program? Yes or No
How do you recruit new members to your program?

#### **Quality Indicators**

A paper by Martin Ginis, Evans, Mortenson and Noreau (2016), examined the conceptualization of participation beyond performance. From this review, six themes (or quality indicators) emerged as being important in order to foster quality participation, including autonomy, mastery, meaning, challenge, engagement and belongingness. An additional theme, validation, has also emerged as a contributing factor towards fostering quality participation.

Autonomy is defined as having independence, choice, control.

Please indicate which strategies below are used to promote or encourage autonomy in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote autonomy. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strat	regy	Example of Strategy	Yes	No	Strategy Not Applicabl
1	Invite participants to give their input on the development of their program session.	When creating a practice schedule, ask participants about their preferences, such as which drills they like or skills they want to practice.			
1a)	Allow participants to have input in determining the frequency, intensity and duration of each activity element that they perform during a program session.	Give participants the option to do a modified drill.			
1b)	Allow participant to choose when they want to participate in the recreational activity during the day.	Structure program so that participants can drop-in any time during the day.			
1c)	Allow participant to choose from a variety of structured physical activity options within the program.	Offer other forms of physical activity during program sessions.			
2	Allow participants to determine their own recreational activity goals in collaboration with a qualified staff member.	Through discussions with a staff member, the participant identifies personal goals and things they hope to achieve through participating in the program.			
3	Gradually provide less direct support for the participant, when appropriate	As participants gain confidence and improve at the drills/skills, provide hands-off support or support only when needed.			
4	Provide participants with the option to fundraise for their own membership/program fees.	Provide opportunities for participants to fundraise in order to cover the cost of their program fees at events or through social media.			

5	Give opportunities for	Ask participants how they feel after		
	participants to raise	each practice to determine if they		
	concerns and discuss their	are content with their ability to		
	personal goals.	perform the drills or if there are any		
		changes that should be made.		
6	Transfer knowledge	Provide dryland training resources		
	pertaining to recreational	for participants to reference if they		
	activity methods and	want to exercise at home in order to		
	skills, so that participants	improve their on the water skills.		
	can carry out the activity			
	independently outside of			
	the program.			

Please list any other strategies you use to promote or encourage autonomy in your	
program that are not included above.	

**Belongingness** is defined as experiencing a sense of belonging to a group; acceptance/respect from others; feeling included at interpersonal or societal levels.

Please indicate which strategies below are used to promote or encourage belongingness in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote belongingness. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	egy	Example of Strategy	Yes	No	Strategy Not Applicabl e
7	Ensure that the recreational activity setting is reserved during each session for participants only.	Ensure boats at the boat club are reserved specifically for participants attending each practice and not open to the public.			
8	Engage in communication with participants outside of the program (e.g., such as with e-mails).	Write monthly program newsletters to share with the program community.			
9	Recruit staff member/volunteer populations with diverse personalities.	Recruit diverse staff members (e.g., age, personality traits, educational backgrounds), so that participants have options in terms of who they prefer to be their program instructor or who they			

		feel comfortable discussing their concerns with.		
10	Facilitate interaction between participants, individuals who are involved in different programs, and other staff at the facility/organization.	Hold social sessions that combine participants from multiple programs offered at the facility/by the organization.		
10a)	Begin the recreational activity session with a group meeting.	When participants come in, say a few words of motivation before the start of the session.		
10b)	Include activities where participants may work together.	Incorporate partner drills.		
10c)	Organize participants into small groups during larger sessions.	Split participants up into partners or smaller groups of 3-5 people to work on specific drills/skills.		
11	Provide opportunities for participants to socialize.	During activity (e.g., between drills/skills) and also outside of program times (e.g., lunch outings).		
11a)	Provide the opportunity for participant socialization during activity elements.	Incorporate drills of lower intensity that allow participants to maintain conversation.		
11b)	Provide the opportunity for participant socialization in between activity elements.	Participants can chat with each other during breaks between drills.		
11c)	Provide the opportunity for participant socialization outside of program times.	Host a community potluck, plan outings (e.g., going to lunch).		
12	Include activity elements where people of all ability levels can participate.	Incorporate a variety of drills/skills so that individuals in different stages of cancer or following different treatment regimens can participate.		
13	Offer modifications for activity.	Offer modifications for different skills/drills.		
14	Provide variation in the modality of activity instruction according to the needs of the participant.	Instructors demonstrate drills themselves, explain verbally, provide end points, or help participants move their bodies with the correct form.		

15	Have staff members/	Staff members/volunteers		
	volunteers provide one-	converse with participants		
	on-one social support for	individually during practices to see		
	the participants	how they are doing.		
16	Keep the same staff	Have the same coach/staff member		
	members/volunteers	lead each practice.		
	working with the same			
	participants during			
	recreational activity			
	sessions.			
17	Group together	Group together participants at		
	participants with similar	similar stages of treatment or		
	abilities and needs.	recovery process so the drills can		
		be tailored and adapted to their		
		abilities.		
18	For programs that have an	a) Offer a competitive team at the		
	end date (e.g., run for 6	facility which participants can join		
	weeks at a time), provide	once they have completed the		
	other activity	recreational program.		
	opportunities for	b) Promote other recreational		
	participants to continue	activities for individuals to try		
	on with after they have	during the off-season.		
	completed the program.			
19	Welcome a family	Family members/caregivers can		
	member or caregiver to be	observe the recreational activity		
	present (but not	program, or they can join other		
	participate) at the	programs at the		
	program.	facility/organization.		

Please list any other strategies you use to promote or encourage belongingness in your	
program that are not included above.	

Challenge is defined as feeling appropriately challenged.

Please indicate which strategies below are used to promote or encourage challenge in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote challenge. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strategy	Example of Strategy	Yes	No	Strategy
				Not
				Applicabl
				e

20a)	Continually monitor	Observe participants' ability to		
	participants' ability to carry	perform drills/skills, and if they		
	out activity to ensure it is	don't seem challenged, increase		
	appropriately difficult.	the difficulty or add in more		
		challenging components.		
20b)	Encourage and support	Encourage participants to		
	progression when the	develop new skills and push		
	activity is no longer difficult	themselves in order to move the		
	for participants.	boat faster.		
20c)	Integrate add-ons or	Incorporate additional		
	variations to elements of the	drills/skills into practices to		
	activity to increase difficulty	increase difficulty.		
	at a participant's discretion.			
21	Provide cues or reminders to	Provide comments that		
	ensure that participants are	encourage participants to work		
	working hard during the	hard, such as "great job		
	activity.	everyone, now when you are		
		ready let's pick up the		
		intensity".		
22	Create friendly competition	Plan monthly 'challenges'		
	between participants on a	where participants can race		
	voluntary basis.	against each other.		
23	Incorporate the latest	Program staff members/coaches		
	evidence-based elements of	research new skills/drills to be		
	the activity.	taught during the program.		
24	Incorporate	Staff members respectfully		
	movements/elements of the	challenge participants to		
	activity that push	improve.		
	participants to their			
	comfortable limit.			

Please list any other strategies you use to promote or encourage challenge in your
program that are not included above

**Engagement** is defined as being engaged in the activity; motivated; focused, involved, experiencing 'flow'.

Please indicate which strategies below are used to promote or encourage engagement in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote engagement. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	gy	Example of Strategy	Yes	No	Strategy Not Applicabl e
26	Create friendly competition between participants on a voluntary basis.	Plan monthly 'challenges' where participants can race against each other.			
26a)	Recognize individuals who succeed in program competitions.	Announce winner of monthly challenge to the program group and/or on social media.			
27	Ensure that the ratio of staff members/volunteers to participants is low.	Ensure that groups are small enough for participants to receive individual regard/support from staff members/ instructors/ volunteers.			
27a)	Require registration for program sessions so adequate support and personnel can be provided to participants.	Have participants register for program sessions, to match the availability of the staff members who will be working with the participants.			
28	Include activities where participants may work together.	Incorporate partner drills.			
29	Group together participants with similar abilities and needs.	Group together participants in similar stages of breast cancer diagnosis/treatment/recovery so that the activity can be tailored and adapted to their abilities.			
30	Have staff members/volunteers float or circulate constantly.	Staff members constantly observe participants to ensure they are staying focused.			
30a)	Monitor participants to ensure that they are participating in the activity.	a) Observe participants' technique when performing skills/drills, and keep them on track. b) Monitor participants attendance and if they miss a few sessions reach out to them to ensure they are keeping up with the activity.			
30b)	Monitor participants to provide any physical support/assistance when it is needed.	Assist participants with getting in and/or out of the boat, if needed.			

30c)	Monitor and provide positive feedback to individuals who are struggling or have negative attitudes.	Provide feedback such as "you are doing great" or "you are really improving at that skill".		
31	Have staff members/volunteers provide encouragement and motivation.	Use verbal persuasion and comments such as "You can do it!"		
32	Provide cues or reminders to ensure that participants maintain proper technique when performing the activity.	<ul><li>a) Count strokes with the participants to ensure everyone is paddling at the same pace.</li><li>b) Provide cues to ensure skills being performed at accurate time points along race course.</li></ul>		
33	Provide variation in the modality of activity instruction according to the needs of the participant.	Instructors demonstrate drills/skills themselves, explain verbally, provide end points, or help participants move their bodies with the correct form.		
34	Practice problem solving together with the participant.	When a problem arises, the staff/volunteers ask the participant for their input on solutions and consult additional staff members for help.		
35	Encourage participants to report back their action plans (detailed plan to achieve a goal) and progress to staff members/ volunteers.	Have participants develop plans for how they are going to reach goals they may have for participating in the program, and then encourage them to report their progress on achieving these goals to staff members.		
37	Separate activity elements by providing opportunities for participants to take breaks.	During a practice, allow participants the opportunity to take breaks between drills.		
38	Incorporate the latest evidence-based elements of the activity.	Program staff members/coaches research new skills/drills to be taught during the program.		
39	Provide opportunities for participants to engage in the activity outside of the program session.	Include the voluntary option to drop-in to the boat club outside of scheduled program session times.		
40	Encourage participants to provide peer-based motivation.	Encourage participants to tell others "you can do it" or "you are doing a great job".		

41	For programs that have an	Structure the program to be on-		
	end date (e.g., only run for 6	going; do not limit enrolment to		
	weeks at a time), allow	only new participants.		
	participants to continually			
	re-enrol or re-register in the			
	program, after they have			
	completed it.			

Please list any other strategies you use to promote or encourage engagement in	your
program that are not included above.	

**Mastery** is defined as experiencing achievement/competence/sense of accomplishment; self-efficacy.

Please indicate which strategies below are used to promote or encourage mastery in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote mastery. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	gy	Example of Strategy	Yes	No	Strategy Not Applicabl e
42	Use a stepped approach to increase the complexity of a program.	Start with a basic, intuitive skill and then gradually add additional movements to build up to a greater skill.			
43	Provide clear instructions with adequate detail for performing the activity.	Use straight forward language and map out actions of skills.			
44	Demonstrate the proper technique for elements of the activity.	Perform the skill before the participant does, so they can visualize what it looks like.			
44a)	Allow participants to observe other members completing a task.	Have a participant watch another participant demonstrate a correct stroke.			
45	Gradually_provide less direct support for the participant, when appropriate.	As participants gain confidence and improve at the drills/skills, provide hands-off support or support only when needed.			
46	Provide constructive feedback for participants.	Correct a participant's form if they are performing a skill incorrectly.			

47	Use verbal persuasion to increase a participant's confidence in their ability to perform the activity.	Encourage participants, let them know when they are doing well.		
48	When designing an activity program use elements that push participants to their comfortable limit.	Observe participants' abilities during a session, so that when designing the next session drills can be included that will push participants to their comfortable limit.		
49	Model/ demonstrate persistence in activity through group taught sessions, pamphlets, stories, and workshops, etc.	Invite a graduate/former member of the program to speak about overcoming the challenges they encountered while being a part of the program.		
50	Encourage participants to report back their action plans (detailed plan to achieve a goal) and progress to staff members/ volunteers.	Have participants develop plans for how they are going to reach goals they may have for participating in the program, and then encourage them to report their progress on achieving these goals to staff members.		
51	Record or log progressions in activity.	a) At the end of each session, have participants record the distance they paddled so comparisons can be made. b) If partaking in a dryland training practice as opposed to on water practice have participants record the number of sets they were able to complete of each exercise, or the amount of aerobic activity they did, so comparisons can be made.		
53	Utilize social media to facilitate the sharing of participants' successes.	a) Tag participants in posts where they achieve their goals (i.e. win a race). b) Send videos and photos to participants so they can share with their own followers.		

Please list any other strategies you use to promote or encourage mastery in your program that are not included above.

**Meaning** is defined as contributing toward obtaining a personally or socially-meaningful goal; feeling a sense of responsibility to others.

Please indicate which strategies below are used to promote or encourage meaning in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote meaning. If you think of another way that your program implements the strategy, please still select "Yes" in the

box to the right.

Strat	egy	Example of Strategy	Yes	No	Strategy Not Applicabl e
54	Allow past participants to return, volunteer at the program, and act as role models to current participants.	a) Past participants come back to speak about their experiences, including sharing their past and existing concerns, and inspire current participants. b) Past participants from the program volunteer to hold discussions/ focus groups on relevant topics.			
55	Allow participants to set their own goals for changes they would like to see in their daily lives.	Try to relate aspects of the drills to goals participants may set for themselves in their daily lives.			
56	Encourage participants to voluntarily get involved in research studies about the activity.	When flyers or information about studies are received, they are mentioned to participants and posted in our wellness centre.			
57	Post research findings of site-specific studies in the facility.	Communicate study results through word of mouth of staff members/ volunteers, or put up posters of results.			
58	Encourage participant self- reflection and examination of personal goals and how activity is making them feel.	Have participants fill out a short journal entry each session.			
59	Provide educational opportunities relevant to activity for participants.	Educational sessions are delivered by a wellness specialist with set lesson plans			

		for the first 10 minutes of the session.		
59a)	Provide informal education regarding the benefits of the activity during the program session.	Host an information workshop or welcome a guest speaker to present relevant information about the activity to participants.		
59b)	Draw from up-to-date evidence-based sources such as academic articles, grey literature, and other resources for information about the benefits of the activity, and share this with participants.	Put out posters and information pamphlets from cancer organizations (e.g., Cancer Care Ontario).		
59c)	Provide formal, discussion- based group learning opportunities about the benefits of recreational activity.	Host structured focus groups and feedback sessions where participants converse about the benefits of dragon boating.		
59d)	Provide formal educational programs to help participants learn new information outside of the activity program session.	Offer information sessions about the results of a study relevant to dragon boating and breast cancer.		
59e)	Provide the opportunity for participants to learn more about the benefits of the activity specific to their condition.	Participants are invited to attend presentations made by staff members/wellness specialists about sport and breast cancer.		

Please list any other strategies you use to promote or encourage meaning in your program that are not included above.

**Validation** is defined as feeling important, valued, supported, and worthy of experiencing a high level of service. Oftentimes, validation emerges as a result of the support of volunteers and staff at an exercise program. When program members indicate a need to speak about their experiences and difficulties, and this need is met with empathy and active listening of volunteers and staff, members report feeling validated.

Please indicate which strategies below are used to promote or encourage validation in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote validation. If you

think of another way that your program implements the strategy, please still select "Yes"

in the box to the right.

Strat	egy	Example of Strategy	Yes	No	Strategy Not Applicabl e
60	Have staff members/ volunteers provide one-on-one social support for the participants.	Converse with participants individually during the practice.			
61	Practice active listening to help the participants feel supported and heard.	Instruct staff members to validate the concerns of participants by using non-verbal cues (e.g., nodding, eye contact), by asking open-ended questions, or by using verbal affirmations (e.g., "I understand").			
62	Practice individualized consideration, where staff members/ volunteers address unique participant needs with compassion and empathy.	Treat all participants as individuals, and ask them about the way in which they would most like to be supported.			
63	Support participants' mastery perceptions by demonstrating an understanding and acceptance of all participant abilities.	Demonstrate respect and understanding for all participants, regardless of their level of participation or performance.			
64	Provide access to experts who can give the necessary emotional and tangible support to participants.	Have long-term survivors (i.e. individuals in remission) in the program that can offer support to newly diagnosed members.			
65	Follow up with participants after they graduate out of/finish the program.	Promote social connection between the program and members through long term follow up.			
66	Set up feedback opportunities on an ongoing basis for participants to offer personal suggestions and input on the program.	<ul><li>a) Use a comment box so participants can voice their opinions.</li><li>b) Create a participant representative role on the program organizing board.</li></ul>			

Please list any other strategies you use to promote or encourage validation in your
program that are not included above.
Other
What is the highlight of your program?
Is there anything we missed? If yes, please provide any additional descriptive information
about your program in the comment box below.

Thank you very much for completing this survey! The student investigator will be in touch with you shortly regarding your compensation.

Should your program meet the study's criteria, you will receive an additional e-mail from the student investigator asking you to nominate one or two program providers to participate in a 60-75 minute interview. This interview will be conducted with the student investigator in the coming weeks, and will follow-up on the information provided in the survey regarding quality participation.

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# **Item 3- Recreational Activity Programs for Breast Cancer Survivors in Ontario** Casebook Project- Survey – Sport- Sailing Programs Note: Providers who have given their consent to participating in the survey will complete

this survey online on Qualtrics.

Date Survey Submitted://_	
Name of Sailing Program:	
Program Site:	
Name(s):	
Location:	-

**Social Media Platforms:** 

Username of Program on Social Media

Program to Communicate with	Platform (i.e. What would individuals				
Participants and Community (i.e.	search to find your program on the				
Facebook, Twitter, E-mail, Instagram,	respective social media platform)				
etc.)					
When was your program launched?					
What is your program's mission/vision?					

#### **Partnerships:**

Social Media Platform(s) Used by

Please list the partnerships your program has with external groups (i.e. community organizations, rehabilitation facilities, academic institutions, etc.).

Name of Partner	Date partnership was	Role of partner in
Organization/ Facility/	established	operation of your program
Institution		
e.g., John Doe's	e.g., July 7, 2008	e.g., Refers breast cancer
Rehabilitation Clinic		survivors to the program

#### **Future Goals:**

Please list your program's goals for this year. Why are these goals important for your program to achieve?

Goal	Importance of Goal
e.g., obtain a larger space to facilitate the	e.g., With a growing program it is difficult
activity	to fit all members in the current facility,
	and we do not want to turn people away

#### **Composition of Program Staff**

Please provide the title and a description of each staff member involved in the program (e.g., Program director, assistant director, administrator, recreational activity facilitator, instructor, trainer, or coach)

Position	Number of	Description of Position	Specialty
	People		Training
	Who		Required for
	Occupy this		Position
	Position		
e.g., Program Director	e.g., 1	e.g., Oversees all program operations. Responsible for making financial decisions about the program, establishing the program schedule, applying for funding, promoting the program in the community, etc.	e.g., None

Do volunteers play a role in your program? If so, what is their role? (e.g., volunteers	
observe participants and provide assistance with the activity if needed, volunteers help	
promote the program to the community)	

Do volunteers require any certifications? (Please select all that apply)

- First Aid
- CPR
- NLS
- Other. Please specify below

What type of training is provided to volunteers to carry out their role? (e.g., volunteers
must partake in a two-hour training session where they learn about the customer service
policy, how to properly assist participants, and what to do in an emergency situation)

### **Core Practices**

Cost: Do participants pay for your program? Yes or No
If yes, what is the cost of your program and what is your payment schedule (e.g., payment in 4-month blocks)?
Please explain why you chose the above payment schedule for participants.
If participants do not pay for your program, please explain where your program gets the money to support participant enrollment and program operating fees (e.g., fundraising efforts, donations, grants, etc.).
What are the successful aspects of how your program operates financially?
What are the unsuccessful aspects of how your program operates financially?
Funding:
Does your program receive funding (i.e., grants, donors)? Yes or No
If yes, please list the sources of funding for your program in the table below  Funding Source   Funding Contribution (i.e., please specify)
Evading Course   Evading Type   Evading Contribution (i.e. places and ify

ii jos, piedse iist tiit satietas ai iuniding iai j		y our program in the there every			
Funding Source	Funding Type	Funding Contribution (i.e., please specify			
		how the funding source contributes to your			
		program and its operations)			
e.g., Ontario Sport and Recreation Communities Fund (OSRCF)		e.g., The money used from this grant goes towards covering the cost of program fees for participants.			

Are there any successful practices you have found when acquiring funding from external bodies? If so, please list below. (e.g., reaching out to family members/ friends/

organizations/ businesses that are passionate about supporting breast cancer survivors; applying to numerous government grants; setting up a GoFundMe account)
Are there any unsuccessful practices you have found when acquiring funding from external bodies? If so, please list below. (e.g., setting up a GoFundMe account; reaching out via e-mail to family/friends/organizations/businesses; applying to numerous government grants)
Schedule: What is your program schedule? (i.e. Frequency of Sessions, Length of Sessions, Duration of Program, etc.)
Type of Physical Activity: Please describe a typical program session below. (e.g., Participants spend 5-10 minutes doing a dynamic warm-up followed by static stretches; then spend 40 minutes on the water doing drills and practicing skills; and finally finish up the session with a 10 minute debrief and cool down)
Participants: What is the total number of participants in your program?
How would you characterize the majority of participants in your program? (i.e., age, stage of cancer treatment, types of cancer, sex, etc.)
Stage of cancer, types of cancer, sen, etc.,
What is the ratio of participants to program staff for each program session?

Please list the barriers to participation in your program (i.e., factors that make it difficult for participants to participate in your program).
Please list the facilitators to participation in your program (i.e., factors that make it easy
for participants to participate in your program).
Do you take steps to assist participants in committing to and adhering to your recreational activity program? Yes or No
If yes, what steps does your program take?
Please describe the communication between program staff and participants. (i.e., how often do they communicate with each other and via what means?) (e.g., program staff communicate with participants twice a week during program sessions, program staff communicate with participants once every week via e-mail)
Please describe the communication among participants. (i.e., How often do participants communicate with other members and via what means? Does this occur inside and/or outside of the program?)

#### Education:

Please list any educational components that your program may have for its members

Educational	Frequency of	What do participants	Why have you incorporated
Component	Educational	learn from the	this into your program?
1	Component	educational component?	, ,
e.g., Guest	e.g., Once a	e.g., The benefits water	e.g., Many participants don't
speaker	month	aerobics has on their	recognize the benefits that
_		health.	-

				water aerobics can have for activities of daily living.
				J G
16	1 .1	1 1		
If your progra	m does not have	an educational c	omponent,	please explain why.
Program Regi	stration:			
-	individual join yo	our program?		
	idual have to be rour program? Y		ctor or other	r healthcare professional in
How do you r	ecruit new memb	pers to your prog	ram?	

#### **Quality Indicators**

A paper by Martin Ginis, Evans, Mortenson and Noreau (2016), examined the conceptualization of participation beyond performance. From this review, six themes (or quality indicators) emerged as being important in order to foster quality participation, including autonomy, mastery, meaning, challenge, engagement and belongingness. An additional theme, validation, has also emerged as a contributing factor towards fostering quality participation.

**Autonomy** is defined as having independence, choice, control.

Please indicate which strategies below are used to promote or encourage autonomy in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote autonomy. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strategy	Example of Strategy	Yes	No	Strategy
				Not
				Applicabl
				e

1 1a)	Invite participants to give their input on the development of their program session.  Allow participants to have input in determining the frequency, intensity and duration of each activity element that they perform during a program session.	When creating a practice schedule, ask participants about their preferences, such as which drills they like or skills they want to practice.  Give participants the option to do a modified drill.		
1b)	Allow participant to choose when they want to participate in the recreational activity during the day.	Structure program so that participants can drop-in any time during the day.		
1c)	Allow participant to choose from a variety of structured physical activity options within the program.	Offer other forms of physical activity during program sessions.		
2	Allow participants to determine their own recreational activity goals in collaboration with a qualified staff member.	Through discussions with a staff member, the participant identifies personal goals and things they hope to achieve through participating in the program.		
3	Gradually provide less direct support for the participant, when appropriate	As participants gain confidence and improve at the drills/skills, provide hands-off support or support only when needed.		
4	Provide participants with the option to fundraise for their own membership/program fees.	Provide opportunities for participants to fundraise in order to cover the cost of their program fees at events or through social media.		
5	Give opportunities for participants to raise concerns and discuss their personal goals.	Ask participants how they feel after each practice to determine if they are content with their ability to perform the drills or if there are any changes that should be made.		
6	Transfer knowledge pertaining to recreational activity methods and skills, so that participants can carry out the activity	Provide dryland training resources for participants to reference if they want to exercise at home in order to improve their on the water skills.		

independently outside of the program.				
lease list any other strategies you rogram that are not included abov	use to promote or encourage autonomy	in youi	î	

**Belongingness** is defined as experiencing a sense of belonging to a group; acceptance/respect from others; feeling included at interpersonal or societal levels.

Please indicate which strategies below are used to promote or encourage belongingness in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote belongingness. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strat	egy	Example of Strategy	Yes	No	Strategy Not Applicabl e
7	Ensure that the recreational activity setting is reserved during each session for participants only.	Ensure boats at the boat club are reserved specifically for participants attending each practice and not open to the public.			
8	Engage in communication with participants outside of the program (e.g., such as with e-mails).	Write monthly program newsletters to share with the program community.			
9	Recruit staff member/volunteer populations with diverse personalities.	Recruit diverse staff members (e.g., age, personality traits, educational backgrounds), so that participants have options in terms of who they prefer to be their program instructor or who they feel comfortable discussing their concerns with.			
10	Facilitate interaction between participants, individuals who are involved in different programs, and other staff at the facility/organization.	Hold social sessions that combine participants from multiple programs offered at the facility/by the organization.			

10a)	Dogin the regrestional	When participants come in, say a	
10a)	Begin the recreational	few words of motivation before	
	activity session with a	the start of the session.	
10h)	group meeting.  Include activities where		
10b)		Incorporate partner drills.	
	participants may work		
100	together.	Calit posticipants variate postness	
10c)	Organize participants into small groups during larger	Split participants up into partners or smaller groups of 3-5 people to	
	sessions.		
11		work on specific drills/skills.	
11	Provide opportunities for participants to socialize.	During activity (e.g., between drills/skills) and also outside of	
	participants to socialize.	program times (e.g., lunch	
		outings).	
11a)	Provide the opportunity	Incorporate drills of lower	
11a)	for participant	intensity that allow participants to	
	socialization during	maintain conversation.	
	activity elements.		
11b)	Provide the opportunity	Participants can chat with each	
	for participant	other during breaks between drills.	
	socialization in between		
	activity elements.		
11c)	Provide the opportunity	Host a community potluck, plan	
	for participant	outings (e.g., going to lunch).	
	socialization outside of		
	program times.		
12	Include activity elements	Incorporate a variety of	
	where people of all ability	drills/skills so that individuals in	
	levels can participate.	different stages of cancer or	
		following different treatment	
		regimens can participate.	
13	Offer modifications for	Offer modifications for different	
1.4	activity.	skills/drills.	
14	Provide variation in the	Instructors demonstrate drills	
	modality of activity	themselves, explain verbally,	
	instruction according to	provide end points, or help	
	the needs of the	participants move their bodies	
15	participant.  Have staff members/	with the correct form.  Staff members/volunteers	
15			
	volunteers provide one- on-one social support for	converse with participants individually during practices to see	
	the participants	how they are doing.	
16	Keep the same staff	Have the same coach/staff member	
10	members/volunteers	lead each practice.	
	working with the same	read each practice.	
	participants during		
<u> </u>	participatio during		

	recreational activity sessions.			
17	Group together participants with similar abilities and needs.	Group together participants at similar stages of treatment or recovery process so the drills can be tailored and adapted to their abilities.		
18	For programs that have an end date (e.g., run for 6 weeks at a time), provide other activity opportunities for participants to continue on with after they have completed the program.	<ul><li>a) Offer a competitive team at the facility which participants can join once they have completed the recreational program.</li><li>b) Promote other recreational activities for individuals to try during the off-season.</li></ul>		
19	Welcome a family member or caregiver to be present (but not participate) at the program.	Family members/caregivers can observe the recreational activity program, or they can join other programs at the facility/organization.		

Please list any other strategies you use to promote or encourage belongingness in your
program that are not included above.

**Challenge** is defined as feeling appropriately challenged.

Please indicate which strategies below are used to promote or encourage challenge in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote challenge. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	gy	Example of Strategy	Yes	No	Strategy
					Not
					Applicabl
					e
20a)	Continually monitor participants' ability to carry out activity to ensure it is appropriately difficult.	Observe participants' ability to perform drills/skills, and if they don't seem challenged, increase the difficulty or add in more challenging components.			
20b)	Encourage and support progression when the	Encourage participants to develop new skills and push			

	activity is no longer difficult	themselves in order to move the		
	for participants.	boat faster.		
20c)	Integrate add-ons or	Incorporate additional		
	variations to elements of the	drills/skills into practices to		
	activity to increase difficulty	increase difficulty.		
	at a participant's discretion.			
21	Provide cues or reminders to	Provide comments that		
	ensure that participants are	encourage participants to work		
	working hard during the	hard, such as "great job		
	activity.	everyone, now when you are		
		ready let's pick up the		
		intensity".		
22	Create friendly competition	Plan monthly 'challenges'		
	between participants on a	where participants can race		
	voluntary basis.	against each other.		
23	Incorporate the latest	Program staff members/coaches		
	evidence-based elements of	research new skills/drills to be		
	the activity.	taught during the program.		
24	Incorporate	Staff members respectfully		
	movements/elements of the	challenge participants to		
	activity that push	improve.		
	participants to their			
	comfortable limit.			

Please list any other strategies you use to promote or encourage challenge in your
program that are not included above

**Engagement** is defined as being engaged in the activity; motivated; focused, involved, experiencing 'flow'.

Please indicate which strategies below are used to promote or encourage engagement in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote engagement. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	egy	Example of Strategy	Yes	No	Strategy
					Not
					Applicabl
					e
26	Create friendly competition	Plan monthly 'challenges'			
	between participants on a	where participants can race			
	voluntary basis.	against each other.			

26a)	Recognize individuals who succeed in program competitions.	Announce winner of monthly challenge to the program group and/or on social media.		
27	Ensure that the ratio of staff members/volunteers to participants is low.	Ensure that groups are small enough for participants to receive individual regard/support from staff members/ instructors/ volunteers.		
27a)	Require registration for program sessions so adequate support and personnel can be provided to participants.	Have participants register for program sessions, to match the availability of the staff members who will be working with the participants.		
28	Include activities where participants may work together.	Incorporate partner drills.		
29	Group together participants with similar abilities and needs.	Group together participants in similar stages of breast cancer diagnosis/treatment/recovery so that the activity can be tailored and adapted to their abilities.		
30	Have staff members/volunteers float or circulate constantly.	Staff members constantly observe participants to ensure they are staying focused.		
30a)	Monitor participants to ensure that they are participating in the activity.	<ul> <li>a) Observe participants' technique when performing skills/drills, and keep them on track.</li> <li>b) Monitor participants attendance and if they miss a few sessions reach out to them to ensure they are keeping up with the activity.</li> </ul>		
30b)	Monitor participants to provide any physical support/assistance when it is needed.	Assist participants with getting in and/or out of the boat, if needed.		
30c)	Monitor and provide positive feedback to individuals who are struggling or have negative attitudes.	Provide feedback such as "you are doing great" or "you are really improving at that skill".		
31	Have staff members/volunteers provide encouragement and motivation.	Use verbal persuasion and comments such as "You can do it!"		

22	Dravida anas ar remindere te	Dravida avas to anavas alvilla		
32	Provide cues or reminders to	Provide cues to ensure skills		
	ensure that participants	being performed at accurate		
	maintain proper technique	time points along race course.		
	when performing the activity.			
33	Provide variation in the	Instructors demonstrate		
33	modality of activity	drills/skills themselves, explain		
	instruction according to the	verbally, provide end points, or		
	needs of the participant.	help participants move their		
		bodies with the correct form.		
34	Practice problem solving	When a problem arises, the		
	together with the participant.	staff/volunteers ask the		
	cogetite with the property	participant for their input on		
		solutions and consult additional		
		staff members for help.		
35	Encourage participants to	Have participants develop plans		
	report back their action plans	for how they are going to reach		
	(detailed plan to achieve a	goals they may have for		
	goal) and progress to staff	participating in the program,		
	members/volunteers.	and then encourage them to		
		report their progress on		
		achieving these goals to staff		
		members.		
37	Separate activity elements by	During a practice, allow		
	providing opportunities for	participants the opportunity to		
	participants to take breaks.	take breaks between drills.		
38	Incorporate the latest	Program staff members/coaches		
	evidence-based elements of	research new skills/drills to be		
	the activity.	taught during the program.		
39	Provide opportunities for	Include the voluntary option to		
	participants to engage in the	drop-in to the boat club outside		
	activity outside of the	of scheduled program session		
40	program session.	times.		
40	Encourage participants to	Encourage participants to tell		
	provide peer-based	others "you can do it" or "you		
11	motivation.	are doing a great job".		
41	For programs that have an	Structure the program to be on-		
	end date (e.g., only run for 6 weeks at a time), allow	going; do not limit enrolment to only new participants.		
	**	only new participants.		
	participants to continually			
	re-enrol or re-register in the			
	program, after they have			
	completed it.			

Please list any other strategies you use to promote or encourage engagement in your program that are not included above.

**Mastery** is defined as experiencing achievement/competence/sense of accomplishment; self-efficacy.

Please indicate which strategies below are used to promote or encourage mastery in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote mastery. If you think of another way that your program implements the strategy, please still select "Yes" in the

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Strategy		Example of Strategy	Yes	No	Strategy Not Applicabl e
42	Use a stepped approach to increase the complexity of a program.	Start with a basic, intuitive skill and then gradually add additional movements to build up to a greater skill.			
43	Provide clear instructions with adequate detail for performing the activity.	Use straight forward language and map out actions of skills.			
44	Demonstrate the proper technique for elements of the activity.	Perform the skill before the participant does, so they can visualize what it looks like.			
44a)	Allow participants to observe other members completing a task.	Have a participant watch another participant demonstrate how to adjust a sail correctly.			
45	Gradually_provide less direct support for the participant, when appropriate.	As participants gain confidence and improve at the drills/skills, provide hands-off support or support only when needed.			
46	Provide constructive feedback for participants.	Correct a participant's form if they are performing a skill incorrectly.			
47	Use verbal persuasion to increase a participant's confidence in their ability to perform the activity.	Encourage participants, let them know when they are doing well.			
48	When designing an activity program use elements that push participants to their comfortable limit.	Observe participants' abilities during a session, so that when designing the next session drills can be included that will push participants to their comfortable limit.			

49	Model/ demonstrate	Invite a graduate/former		
	persistence in activity	member of the program to		
	through group taught	speak about overcoming the		
	sessions, pamphlets, stories,	challenges they encountered		
	and workshops, etc.	while being a part of the		
		program.		
50	Encourage participants to	Have participants develop plans		
	report back their action plans	for how they are going to reach		
	(detailed plan to achieve a	goals they may have for		
	goal) and progress to staff	participating in the program,		
	members/ volunteers.	and then encourage them to		
		report their progress on		
		achieving these goals to staff		
		members.		
51	Record or log progressions	If partaking in a dryland		
	in activity.	training practice as opposed to		
		on water practice have		
		participants record the number		
		of sets they were able to		
		complete of each exercise, or		
		the amount of aerobic activity		
		they did, so comparisons can be		
		made.		
53	Utilize social media to	a) Tag participants in posts		
	facilitate the sharing of	where they achieve their goals		
	participants' successes.	(i.e. win a race).		
		b) Send videos and photos to		
		participants so they can share		
		with their own followers.		

Please list any other strategies you use to promote or encourage mastery in your program
that are not included above.

**Meaning** is defined as contributing toward obtaining a personally or socially-meaningful goal; feeling a sense of responsibility to others.

Please indicate which strategies below are used to promote or encourage meaning in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote meaning. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strategy	Example of Strategy	Yes	No	Strategy
				Not

			Applicabl e
54	Allow past participants to return, volunteer at the program, and act as role models to current participants.	a) Past participants come back to speak about their experiences, including sharing their past and existing concerns, and inspire current participants. b) Past participants from the program volunteer to hold discussions/ focus groups on relevant topics.	
55	Allow participants to set their own goals for changes they would like to see in their daily lives.	Try to relate aspects of the drills to goals participants may set for themselves in their daily lives.	
56	Encourage participants to voluntarily get involved in research studies about the activity.	When flyers or information about studies are received, they are mentioned to participants and posted in our wellness centre.	
57	Post research findings of site-specific studies in the facility.	Communicate study results through word of mouth of staff members/ volunteers, or put up posters of results.	
58	Encourage participant self- reflection and examination of personal goals and how activity is making them feel.	Have participants fill out a short journal entry each session.	
59	Provide educational opportunities relevant to activity for participants.	Educational sessions are delivered by a wellness specialist with set lesson plans for the first 10 minutes of the session.	
59a)	Provide informal education regarding the benefits of the activity during the program session.	Host an information workshop or welcome a guest speaker to present relevant information about the activity to participants.	
59b)	Draw from up-to-date evidence-based sources such as academic articles, grey literature, and other resources for information about the benefits of the activity, and share this with participants.	Put out posters and information pamphlets from cancer organizations (e.g., Cancer Care Ontario).	

59c)	Provide formal, discussion-based group learning opportunities about the benefits of recreational activity.	Host structured focus groups and feedback sessions where participants converse about the benefits of sailing.		
59d)	Provide formal educational programs to help participants learn new information outside of the activity program session.	Offer information sessions about the results of a study relevant to sailing and breast cancer.		
59e)	Provide the opportunity for participants to learn more about the benefits of the activity specific to their condition.	Participants are invited to attend presentations made by staff members/wellness specialists about sport and breast cancer.		

Please list any other strategies you use to promote or encourage meaning in your program
hat are not included above.

**Validation** is defined as feeling important, valued, supported, and worthy of experiencing a high level of service. Oftentimes, validation emerges as a result of the support of volunteers and staff at an exercise program. When program members indicate a need to speak about their experiences and difficulties, and this need is met with empathy and active listening of volunteers and staff, members report feeling validated.

Please indicate which strategies below are used to promote or encourage validation in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote validation. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	egy	Example of Strategy	Yes	No	Strategy Not Applicabl e
60	Have staff members/ volunteers provide one-on-one social support for the participants.	Converse with participants individually during the practice.			
61	Practice active listening to help the participants feel supported and heard.	Instruct staff members to validate the concerns of participants by using non-verbal cues (e.g., nodding, eye contact), by asking open-ended			

		questions, or by using verbal affirmations (e.g., "I understand").		
62	Practice individualized consideration, where staff members/volunteers address unique participant needs with compassion and empathy.	Treat all participants as individuals, and ask them about the way in which they would most like to be supported.		
63	Support participants' mastery perceptions by demonstrating an understanding and acceptance of all participant abilities.	Demonstrate respect and understanding for all participants, regardless of their level of participation or performance.		
64	Provide access to experts who can give the necessary emotional and tangible support to participants.	Have long-term survivors (i.e. individuals in remission) in the program that can offer support to newly diagnosed members.		
65	Follow up with participants after they graduate out of/finish the program.	Promote social connection between the program and members through long term follow up.		
66	Set up feedback opportunities on an ongoing basis for participants to offer personal suggestions and input on the program.	<ul><li>a) Use a comment box so participants can voice their opinions.</li><li>b) Create a participant representative role on the program organizing board.</li></ul>		

Please list any other strategies you use to promote or encourage validation in your	
program that are not included above.	

### Other

	What is the highlight of your program?
ı	

Is there anything we missed? If yes, please provide any additional descriptive information about your program in the comment box below.

QP IN DRAGON BOAT AND BREAST CANCER – SUPPLEMENTAL FILES	39

Thank you very much for completing this survey! The student investigator will be in touch with you shortly regarding your compensation.

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Item 4- Recreational Activity Programs for Breast Cancer Survivors in	Ontario
Casebook Project- Survey – Mind & Body Programs	

Note: Providers who have given their consent to participating in the survey will complete this survey online on Qualtrics.

Date Survey Submitted://_	
Name of Mind & Body Program:	
Program Site: Name(s): Location:	
Social Media Platforms:	
Social Media Platform(s) Used by Program to Communicate with	Username of Program on Social Media Platform (i.e. What would individuals
Participants and Community (i.e.	search to find your program on the
Facebook, Twitter, E-mail, Instagram,	respective social media platform)
etc.)	1

When was your program launched?					
What is yo	our program's	mission/vision?			
	the partnerships	s your program has on facilities, acade		-	community
Name of 1	Partner tion/ Facility/	Date partners established		Role of pa	rtner in of your program
e.g., John		e.g., July 7, 2	008	_	s breast cancer to the program
	your program's	goals for this year	. Why are thes	se goals impo	ortant for your
program to Goal	achieve?		Importance of	of Goal	
	in a larger space	e to facilitate the	e.g., With a good to fit all men	growing prog nbers in the c	gram it is difficult current facility, on people away
Please prov (e.g., Progr		d a description of e sistant director, ad			
Position	Number of People Who	Description of Po	sition		Specialty Training Required for Position

	Occupy this Position		
e.g., Program Director	e.g., 1	e.g., Oversees all program operations. Responsible for making financial decisions about the program, establishing the program schedule, applying for funding, promoting the program in the community, etc.	e.g., None

Do volunteers play a role in your program? If so, what is their role? (e.g., volunteers
observe participants and provide assistance with the activity if needed, volunteers help
promote the program to the community)

Do volunteers require any certifications? (Please select all that apply)

- First Aid
- CPR
- NLS
- Other. Please specify below

What type of training is provided to volunteers to carry out their role? (e.g., volunteers must partake in a two-hour training session where they learn about the customer service policy, how to properly assist participants, and what to do in an emergency situation)

#### **Core Practices**

Cost:

Do participants pay for your program? Yes or No

If yes, what is the cost of your program and what is your payment schedule (e.g., payment in 4-month blocks)?

Please explain why you ch	ose the above pay	ment schedule for participants.
		please explain where your program gets the
money to support participa efforts, donations, grants, or		l program operating fees (e.g., fundraising
What are the successful as	pects of how your	r program operates financially?
	•	
What are the unsuccessful	aspects of how yo	our program operates financially?
	es of funding for	your program in the table below
Funding Source	Funding Type	Funding Contribution (i.e., please specify how the funding source contributes to your program and its operations)
e.g., Ontario Sport and Recreation Communities Fund (OSRCF)	e.g., Grant	e.g., The money used from this grant goes towards covering the cost of program fees for participants.
bodies? If so, please list be organizations/ businesses t	elow. (e.g., reachine that are passionate	found when acquiring funding from external ng out to family members/ friends/ about supporting breast cancer survivors; etting up a GoFundMe account)

Are there any unsuccessful practices you have found when acquiring funding from external bodies? If so, please list below. (e.g., setting up a GoFundMe account; reaching out via e-mail to family/friends/organizations/businesses; applying to numerous government grants)

Schedule: What is your program schedule? (i.e. Frequency of Sessions, Length of Sessions, Duration of Program, etc.)
Type of Physical Activity: Please describe a typical program session below. (e.g., Participants spend 5 minutes in a simple pose or doing simple movements to clear their mind; then spend 40 minutes moving throughout various movements/poses such as downward dog (yoga), oblique rollups (Pilates), raising power (Tai Chi), or rolling the ball (Qigong); and finally finish up the session by returning to a neutral pose and taking 5 minutes to relax their mind and body)
Participants: What is the total number of participants in your program?
How would you characterize the majority of participants in your program? (i.e., age, stage of cancer treatment, types of cancer, sex, etc.)
What is the ratio of participants to program staff for each program session?
Please list the barriers to participation in your program (i.e., factors that make it difficult for participants to participate in your program).
Please list the facilitators to participation in your program (i.e., factors that make it easy for participants to participate in your program).

Jo vou take s	teps to assist par	ticipants in committing to a	nd adhering to your recreational
•	am? Yes or No	are special section and the se	g y 10010011011
	eps does your pr	ogram take?	
<i>y</i> ,	<u></u>	- B	
Please describ	e the communic	ation between program staff	and participants. (i.e., how
often do they	communicate wi	th each other and via what r	neans?) (e.g., program staff
		s twice a week during progra	
communicate	with participants	s once every week via e-mai	1)
			e., How often do participants
		bers and via what means? D	oes this occur inside and/or
outside of the	program?)		
Education:			
Education:			
	educational cor	nnonents that your program	may have for its members
Please list any		nponents that your program	T
Please list any Educational	Frequency of	What do participants	Why have you incorporated
Please list any	Frequency of Educational	What do participants learn from the	T
Please list any Educational Component	Frequency of Educational Component	What do participants learn from the educational component?	Why have you incorporated this into your program?
Educational Component e.g., Guest	Frequency of Educational Component e.g., Once a	What do participants learn from the educational component? e.g., The benefits water	Why have you incorporated this into your program?  e.g., Many participants don't
Please list any Educational Component	Frequency of Educational Component	What do participants learn from the educational component? e.g., The benefits water aerobics has on their	Why have you incorporated this into your program?  e.g., Many participants don't recognize the benefits that
Please list any Educational Component e.g., Guest	Frequency of Educational Component e.g., Once a	What do participants learn from the educational component? e.g., The benefits water	Why have you incorporated this into your program?  e.g., Many participants don't recognize the benefits that water aerobics can have for
Please list any Educational Component e.g., Guest	Frequency of Educational Component e.g., Once a	What do participants learn from the educational component? e.g., The benefits water aerobics has on their	Why have you incorporated this into your program?  e.g., Many participants don't recognize the benefits that
Please list any Educational Component e.g., Guest	Frequency of Educational Component e.g., Once a	What do participants learn from the educational component? e.g., The benefits water aerobics has on their	Why have you incorporated this into your program?  e.g., Many participants don't recognize the benefits that water aerobics can have for
Please list any Educational Component e.g., Guest	Frequency of Educational Component e.g., Once a	What do participants learn from the educational component? e.g., The benefits water aerobics has on their	Why have you incorporated this into your program?  e.g., Many participants don't recognize the benefits that water aerobics can have for

Frogram Registration.
How does an individual join your program?
Does an individual have to be referred by a doctor or other healthcare professional in order to join your program? Yes or No
How do you recruit new members to your program?

## **Quality Indicators**

Drogram Dagistration

A paper by Martin Ginis, Evans, Mortenson and Noreau (2016), examined the conceptualization of participation beyond performance. From this review, six themes (or quality indicators) emerged as being important in order to foster quality participation, including autonomy, mastery, meaning, challenge, engagement and belongingness. An additional theme, validation, has also emerged as a contributing factor towards fostering quality participation.

**Autonomy** is defined as having independence, choice, control.

Please indicate which strategies below are used to promote or encourage autonomy in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote autonomy. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strat	tegy	Example of Strategy	Yes	No	Strategy Not Applicabl e
1	Invite participants to give their input on the development of their program session.	When creating a set of poses/movements for a class, ask participants about their preferences, such as which poses/movements they like the best.			
1a)	Allow participants to have input in determining the frequency, intensity and duration of each activity	Give participants the option to do a modified pose/movement.			

				T
	element that they perform			
	during a program session.			
1b)	Allow participant to	Structure program so that		
	choose when they want to	participants can drop-in any time		
	participate in the	during the day.		
	recreational activity			
	during the day.			
1c)	Allow participant to	Offer other forms of physical		
	choose from a variety of	activity during program sessions.		
	structured physical			
	activity options within the			
	program.			
2	Allow participants to	Through discussions with a staff		
	determine their own	member, the participant identifies		
	recreational activity goals	personal goals and things they		
	in collaboration with a	hope to achieve through		
	qualified staff member.	participating in the program.		
3	Gradually provide less	As participants gain confidence		
	direct support for the	and improve at the		
	participant, when	movements/poses, provide hands-		
	appropriate	off support or support only when		
		needed.		
4	Provide participants with	Provide opportunities for		
	the option to fundraise for	participants to fundraise in order to		
	their own	cover the cost of their program		
	membership/program	fees at events or through social		
<u> </u>	fees.	media.		
5	Give opportunities for	Ask participants how they feel		
	participants to raise	after each session to determine if		
	concerns and discuss their	they are content with their ability		
	personal goals.	to perform the movements/poses		
		or if there are any changes that		
	T. C. 1	should be made.		
6	Transfer knowledge	Provide online links and videos of		
	pertaining to recreational	yoga, Pilates, Tai Chi, Qigong		
	activity methods and	routines for participants to		
	skills, so that participants	reference if they want to perform		
	can carry out the activity	the activity at home.		
	independently outside of			
	the program.			

Please list any other strategies you use to promote or encourage autonomy ir	ı your
program that are not included above.	

**Belongingness** is defined as experiencing a sense of belonging to a group; acceptance/respect from others; feeling included at interpersonal or societal levels.

Please indicate which strategies below are used to promote or encourage belongingness in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote belongingness. If you think of another way that your program implements the strategy, please still select "Yes"

in the box to the right.

Strate	gy	Example of Strategy	Yes	No	Strategy Not Applicabl e
7	Ensure that the recreational activity setting is reserved during each session for participants only.	Ensure the studio or gym space is reserved specifically for participants attending each session and not open to the public.			
8	Engage in communication with participants outside of the program (e.g., such as with e-mails).	Write monthly program newsletters to share with the program community.			
9	Recruit staff member/volunteer populations with diverse personalities.	Recruit diverse staff members (e.g., age, personality traits, educational backgrounds), so that participants have options in terms of who they prefer to be their program instructor or who they feel comfortable discussing their concerns with.			
10	Facilitate interaction between participants, individuals who are involved in different programs, and other staff at the facility/organization.	Hold social sessions that combine participants from multiple programs offered at the facility/by the organization.			
10a)	Begin the recreational activity session with a group meeting.	When participants come in, say a few words of motivation before the start of the session.			
10b)	Include activities where participants may work together.	Incorporate partner poses/movements.			

10c)	Organize participants	Split participants up into partners		
	into small groups during	or smaller groups of 3-5 people to		
	larger sessions.	work on specific		
		movements/poses.		
11	Provide opportunities for	During activity (e.g., between		
	participants to socialize.	movements/poses) and also		
		outside of program times (e.g.,		
		lunch outings).		
11a)	Provide the opportunity	Incorporate poses/movements of		
	for participant	lower intensity that allow		
	socialization during	participants to maintain		
	activity elements.	conversation.		
11b)	Provide the opportunity	Participants can chat with each		
	for participant	other during breaks between		
	socialization in between	movements/poses.		
	activity elements.			
11c)	Provide the opportunity	Host a community potluck, plan		
	for participant	outings (e.g., going to lunch).		
	socialization outside of			
10	program times.			
12	Include activity elements	Incorporate a variety of		
	where people of all	poses/movements so that		
	ability levels can	individuals in different stages of		
	participate.	cancer or following different		
12	Offer modifications for	treatment regimens can participate.  Offer modifications for different		
13	activity.	poses/movements.		
14	Provide variation in the	Instructors demonstrate		
	modality of activity	poses/movements themselves,		
	instruction according to	explain verbally, provide end		
	the needs of the	points, or help participants move		
	participant.	their bodies with the correct form.		
15	Have staff members/	Staff members/volunteers		
	volunteers provide one-	converse with participants		
	on-one social support for	individually during sessions to see		
	the participants	how they are doing.		
16	Keep the same staff	Have the same		
	members/volunteers	Pilates/yoga/Qigong/Tai Chi		
	working with the same	instructor lead each session.		
	participants during			
	recreational activity			
17	sessions.			
17	Group together	Group together participants at		
	participants with similar	similar stages of treatment or		
	abilities and needs.	recovery process so the		

		movements/poses can be tailored		
		and adapted to their abilities.		
18	For programs that have	a) Offer intermediate and		
	an end date (e.g., run for	advanced sessions at the facility		
	6 weeks at a time),	which participants can join once		
	provide other activity	they have completed the beginner		
	opportunities for	sessions.		
	participants to continue	b) Promote other recreational		
	on with after they have	activities for individuals to try		
	completed the program.	once they have completed the		
		program.		
19	Welcome a family	Family members/caregivers can		
	member or caregiver to	observe the recreational activity		
	be present (but not	program, or they can join other		
	participate) at the	programs at the		
	program.	facility/organization.		

Please list any other strategies you use to promote or encourage belongingness in your
program that are not included above.

## Challenge is defined as feeling appropriately challenged.

Please indicate which strategies below are used to promote or encourage challenge in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote challenge. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	gy	Example of Strategy	Yes	No	Strategy Not
					Applicabl
					e
20a)	Continually monitor	Observe participants' ability to			
	participants' ability to	perform poses/movements, and if			
	carry out activity to	they don't seem challenged,			
	ensure it is appropriately	increase the difficulty or add in			
	difficult.	more challenging components.			
20b)	Encourage and support	Encourage participants to try more			
	progression when the	advanced poses/movements.			
	activity is no longer				
	difficult for participants.				
20c)	Integrate add-ons or	Incorporate additional			
	variations to elements of	poses/movements into routines to			
	the activity to increase	increase difficulty.			

	difficulty at a participant's discretion.			
21	Provide cues or reminders to ensure that participants are working hard during the activity.	Provide comments that encourage participants to work hard, such as "great job everyone, now listen to your body and move deeper into the pose/movement when you are ready".		
22	Create friendly competition between participants on a voluntary basis.	Plan monthly 'challenges' where participants can compete to see who can hold a pose the longest.		
23	Incorporate the latest evidence-based elements of the activity.	Program staff members research new poses/movements to be included in the program.		
24	Incorporate movements/elements of the activity that push participants to their comfortable limit.	Staff members respectfully challenge participants to improve.		

Please list any other strategies you use to promote or encourage challenge in your
program that are not included above

**Engagement** is defined as being engaged in the activity; motivated; focused, involved, experiencing 'flow'.

Please indicate which strategies below are used to promote or encourage engagement in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote engagement. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strategy		Example of Strategy	Yes	No	Strategy
					Not
					Applicabl
					e
26	Create friendly competition	Plan monthly 'challenges' where			
	between participants on a	participants can compete to see			
	voluntary basis.	who can hold a pose the			
		longest.			
26a)	Recognize individuals who	Announce winner of monthly			
	succeed in program	challenge to the program group			
	competitions.	and/or on social media.			

27	Ensure that the ratio of staff members/volunteers to participants is low.	Ensure that groups are small enough for participants to receive individual regard/support from staff members/ instructors/		
27a)	Require registration for program sessions so adequate support and personnel can be provided to participants.	volunteers.  Have participants register for program sessions, to match the availability of the staff members who will be working with the participants.		
28	Include activities where participants may work together.	Incorporate partner poses/movements.		
29	Group together participants with similar abilities and needs.	Group together participants in similar stages of breast cancer diagnosis/treatment/recovery so that the activity can be tailored and adapted to their abilities.		
30	Have staff members/volunteers float or circulate constantly.	Staff members constantly observe participants to ensure they are staying focused.		
30a)	Monitor participants to ensure that they are participating in the activity.	<ul> <li>a) Observe participants' technique when performing poses/movements, and keep them on track.</li> <li>b) Monitor participants attendance and if they miss a few sessions reach out to them to ensure they are keeping up with the activity.</li> </ul>		
30b)	Monitor participants to provide any physical support/assistance when it is needed.	Assist participants with getting in and/or out poses or with carrying out movements, if needed.		
30c)	Monitor and provide positive feedback to individuals who are struggling or have negative attitudes.	Provide feedback such as "you are doing great" or "you are really improving at that pose/movement".		
31	Have staff members/volunteers provide encouragement and motivation.	Use verbal persuasion and comments such as "You can do it!"		

32	Provide cues or reminders to ensure that participants maintain proper technique when performing the activity.  Provide variation in the	a) Count breathing and the length of poses/movements being completed. b) Place hands at end points of movements.  Instructors demonstrate		
	modality of activity instruction according to the needs of the participant.	poses/movements themselves, explain verbally, provide end points, or help participants move their bodies with the correct form.		
34	Practice problem solving together with the participant.	When a problem arises, the staff/volunteers ask the participant for their input on solutions and consult additional staff members for help.		
35	Encourage participants to report back their action plans (detailed plan to achieve a goal) and progress to staff members/volunteers.	Have participants develop plans for how they are going to reach goals they may have for participating in the program, and then encourage them to report their progress on achieving these goals to staff members.		
37	Separate activity elements by providing opportunities for participants to take breaks.	During a session, allow participants the opportunity to take breaks between movements/poses.		
38	Incorporate the latest evidence-based elements of the activity.	Program staff members research new poses/movements to be included in the program.		
39	Provide opportunities for participants to engage in the activity outside of the program session.	<ul> <li>a) Include the voluntary option to drop-in to the studio outside of scheduled program session times.</li> <li>b) Provide online links and videos to at home yoga/Pilates/Tai Chi/Qigong routines.</li> </ul>		
40	Encourage participants to provide peer-based motivation.	Encourage participants to tell others "you can do it" or "you are doing a great job".		
41	For programs that have an end date (e.g., only run for 6 weeks at a time), allow participants to continually	Structure the program to be ongoing; do not limit enrolment to only new participants.		

re-enrol or re-register in the		
program, after they have		
completed it.		

Please list any other strategies you use to promote or encourage engagement in your	
program that are not included above.	

**Mastery** is defined as experiencing achievement/competence/sense of accomplishment; self-efficacy.

Please indicate which strategies below are used to promote or encourage mastery in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote mastery. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	gy	Example of Strategy	Yes	No	Strategy Not Applicabl e
42	Use a stepped approach to increase the complexity of a program.	Start with a basic, intuitive movement/pose and then gradually add additional movements.			
43	Provide clear instructions with adequate detail for performing the activity.	Use straight forward language and map out actions of movements/poses.			
44	Demonstrate the proper technique for elements of the activity.	Perform the movement/pose before the participant does, so they can visualize what it looks like.			
44a)	Allow participants to observe other members completing a task.	Have a participant watch another participant demonstrate a correct pose/movement.			
45	Gradually_provide less direct support for the participant, when appropriate.	As participants gain confidence and improve at the movements/poses, provide hands-off support or support only when needed.			
46	Provide constructive feedback for participants.	Correct a participant's form if they are performing a pose/movement incorrectly.			
47	Use verbal persuasion to increase a participant's	Encourage participants, let them know when they are doing well.			

	confidence in their ability to perform the activity.			
48	When designing an activity program use elements that push participants to their comfortable limit.	Observe participants' abilities during a session, so that when designing the next session movements/poses can be included that will push participants to their comfortable limit.		
49	Model/ demonstrate persistence in activity through group taught sessions, pamphlets, stories, and workshops, etc.	Invite a graduate/former member of the program to speak about overcoming the challenges they encountered while being a part of the program.		
50	Encourage participants to report back their action plans (detailed plan to achieve a goal) and progress to staff members/ volunteers.	Have participants develop plans for how they are going to reach goals they may have for participating in the program, and then encourage them to report their progress on achieving these goals to staff members.		
51	Record or log progressions in activity.	At the end of each session have participants record which movements and poses they could and could not do, so comparisons can be made.		
53	Utilize social media to facilitate the sharing of participants' successes.	<ul><li>a) Tag participants in posts where they achieve their goals (i.e. master a new pose/movement).</li><li>b) Send videos and photos to participants so they can share with their own followers.</li></ul>		

Please list any other strategies you use to promote or encourage mastery in your program that are not included above.

**Meaning** is defined as contributing toward obtaining a personally or socially-meaningful goal; feeling a sense of responsibility to others.

Please indicate which strategies below are used to promote or encourage meaning in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote meaning. If you think of

another way that your program implements the strategy, please still select "Yes" in the

box to the right.

Strate	egy	Example of Strategy	Yes	No	Strategy Not Applicabl e
54	Allow past participants to return, volunteer at the program, and act as role models to current participants.	<ul> <li>a) Past participants come back to speak about their experiences, including sharing their past and existing concerns, and inspire current participants.</li> <li>b) Past participants from the program volunteer to hold discussions/ focus groups on relevant topics.</li> </ul>			
55	Allow participants to set their own goals for changes they would like to see in their daily lives.	Try to relate aspects of the movements/poses to goals participants may set for themselves in their daily lives.			
56	Encourage participants to voluntarily get involved in research studies about the activity.	When flyers or information about studies are received, they are mentioned to participants and posted in our wellness centre.			
57	Post research findings of site-specific studies in the facility.	Communicate study results through word of mouth of staff members/ volunteers, or put up posters of results.			
58	Encourage participant self-reflection and examination of personal goals and how activity is making them feel.	Have participants fill out a short journal entry each session.			
59	Provide educational opportunities relevant to activity for participants.	Educational sessions are delivered by a wellness specialist with set lesson plans for the first 10 minutes of the session.			
59a)	Provide informal education regarding the benefits of the activity during the program session.	Host an information workshop or welcome a guest speaker to present relevant information about the activity to participants.			
59b)	Draw from up-to-date evidence-based sources such as academic articles, grey literature,	Put out posters and information pamphlets from cancer organizations (e.g., Cancer Care Ontario).			

	and other resources for			
	information about the			
	benefits of the activity,			
	and share this with			
	participants.			
59c)	Provide formal,	Host structured focus groups and		
	discussion-based group	feedback sessions where		
	learning opportunities	participants converse about the		
	about the benefits of	benefits of Pilates, yoga, Qigong,		
	recreational activity.	Tai Chi.		
59d)	Provide formal	Offer information sessions about		
	educational programs to	the results of a study relevant to		
	help participants learn	Pilates, Yoga, Qigong, Tai Chi and		
	new information outside	breast cancer.		
	of the activity program			
	session.			
59e)	Provide the opportunity	Participants are invited to attend		
	for participants to learn	presentations made by staff		
	more about the benefits	members/wellness specialists		
	of the activity specific to	about Pilates, yoga, Tai Chi,		
	their condition.	Qigong and breast cancer.		

Please list any other strategie	s you use to promote or	encourage meaning	ın your program
that are not included above.			

**Validation** is defined as feeling important, valued, supported, and worthy of experiencing a high level of service. Oftentimes, validation emerges as a result of the support of volunteers and staff at an exercise program. When program members indicate a need to speak about their experiences and difficulties, and this need is met with empathy and active listening of volunteers and staff, members report feeling validated.

Please indicate which strategies below are used to promote or encourage validation in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote validation. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	egy	Example of Strategy	Yes	No	Strategy Not Applicabl e
60	Have staff members/ volunteers provide one-on-one social	Converse with participants individually during the session.			

	support for the participants.			
61	Practice active listening to help the participants feel supported and heard.	Instruct staff members to validate the concerns of participants by using non-verbal cues (e.g., nodding, eye contact), by asking open-ended questions, or by using verbal affirmations (e.g., "I understand").		
62	Practice individualized consideration, where staff members/ volunteers address unique participant needs with compassion and empathy.	Treat all participants as individuals, and ask them about the way in which they would most like to be supported.		
63	Support participants' mastery perceptions by demonstrating an understanding and acceptance of all participant abilities.	Demonstrate respect and understanding for all participants, regardless of their level of participation or performance.		
64	Provide access to experts who can give the necessary emotional and tangible support to participants.	Have long-term survivors (i.e. individuals in remission) in the program that can offer support to newly diagnosed members.		
65	Follow up with participants after they graduate out of/finish the program.	Promote social connection between the program and members through long term follow up.		
66	Set up feedback opportunities on an ongoing basis for participants to offer personal suggestions and input on the program.	<ul><li>a) Use a comment box so participants can voice their opinions.</li><li>b) Create a participant representative role on the program organizing board.</li></ul>		

Please list any other strategies you use to promote or encourage validation in your	
program that are not included above.	

# Other

What is the highlight of your program?
Is there anything we missed? If yes, please provide any additional descriptive information
about your program in the comment box below.

Thank you very much for completing this survey! The student investigator will be in touch with you shortly regarding your compensation.

Item 5- Recreational Activity Programs for Breast Cancer Survivors in Ontario
Casebook Project- Survey – Walking Programs
Note: Providers who have given their consent to participating in the survey will complete
this survey online on Qualtrics.

Date Survey Submitted://	
Name of Walking Program:	
Program Site:	
Name(s):	_
Location:	_
Social Media Platforms:	
Social Media Platform(s) Used by	Username of Program on Social Media
Program to Communicate with	Platform (i.e. What would individuals
Participants and Community (i.e.	search to find your program on the
Facebook, Twitter, E-mail, Instagram,	respective social media platform)
etc.)	
When was your program launched?  What is your program's mission/vision?	
V I G	
Partnerships:	

Please list the partnerships your program has with external groups (i.e. community organizations, rehabilitation facilities, academic institutions, etc.).

Name of Partner	Date partnership was	Role of partner in
Organization/ Facility/	established	operation of your program
Institution		
e.g., John Doe's	e.g., July 7, 2008	e.g., Refers breast cancer
Rehabilitation Clinic		survivors to the program

### **Future Goals:**

Please list your program's goals for this year. Why are these goals important for your program to achieve?

programm to women to	
Goal	Importance of Goal
e.g., obtain a larger space to facilitate the activity	e.g., With a growing program it is difficult to fit all members in the current facility, and we do not want to turn people away

## **Composition of Program Staff**

Please provide the title and a description of each staff member involved in the program (e.g., Program director, assistant director, administrator, recreational activity facilitator, instructor, trainer, or coach)

Position	Number of People Who Occupy this Position	Description of Position	Specialty Training Required for Position
e.g., Program Director	e.g., 1	e.g., Oversees all program operations. Responsible for making financial decisions about the program, establishing the program schedule, applying for funding, promoting the program in the community, etc.	e.g., None

observe par		n your program? rovide assistance e community)			
- Firs - CPF - NLS	t Aid R	certifications? (P	lease select all t	hat apply)	
must partak	ce in a two-hou	ovided to volunte r training session sist participants, a	where they lear	n about the d	customer service
Core Pract	tices				
Cost: Do particip	ants pay for yo	ur program? Ye	es or No		
•	t is the cost of y 4-month block	our program and s)?	what is your pa	yment scheo	dule (e.g.,
Please explain why you chose the above payment schedule for participants.					
money to si		For your program, ant enrollment and etc.).			
	, 0	,			

What are the successful aspects of how your program operates financially?				
XXII 4 41 C.1		, C : 11 0		
what are the unsuccessful	aspects of now yo	our program operates financially?		
Eunding				
Funding:  Does your program receive	e funding (i.e. gr	ents donors)? Vas or No		
Does your program receive	e runding (i.e., gia	ants, donors): Tes of No		
If yes please list the source	es of funding for	your program in the table below		
Funding Source	Funding Type	Funding Contribution (i.e., please specify		
Tunding Source	Tunding Type	how the funding source contributes to your		
		program and its operations)		
e.g., Ontario Sport and	e.g., Grant	e.g., The money used from this grant goes		
Recreation	c.g., Grant	towards covering the cost of program fees		
Communities Fund		for participants.		
(OSRCF)		Tor participants.		
( - 1.2 )				
	•			
Are there any successful p	ractices you have	found when acquiring funding from external		
•	-	ng out to family members/ friends/		
		e about supporting breast cancer survivors;		
applying to numerous gove	ernment grants; se	etting up a GoFundMe account)		
		ve found when acquiring funding from		
		g., setting up a GoFundMe account; reaching		
out via e-mail to family/fri	ends/organization	ns/businesses; applying to numerous		
government grants)				
0.1.1.1				
Schedule:	1107 -			
What is your program schedule? (i.e. Frequency of Sessions, Length of Sessions,				
Duration of Program, etc.)				

Type of Physical Activity: Please describe a typical program session below. (e.g., Participants spend 5-10 minutes doing a dynamic warm-up; then spend 45 minutes walking at various intensity intervals); and finally finish up the session with a 5 minute cool down and stretching)
Participants: What is the total number of participants in your program?
How would you characterize the majority of participants in your program? (i.e., age, stage of cancer treatment, types of cancer, sex, etc.)
What is the ratio of participants to program staff for each program session?
Please list the barriers to participation in your program (i.e., factors that make it difficult for participants to participate in your program).
Please list the facilitators to participation in your program (i.e., factors that make it easy for participants to participate in your program).
Do you take steps to assist participants in committing to and adhering to your recreational activity program? Yes or No If yes, what steps does your program take?
11 jes, what steps does jour program take.
Please describe the communication between program staff and participants. (i.e., how

Please describe the communication between program staff and participants. (i.e., how often do they communicate with each other and via what means?) (e.g., program staff communicate with participants twice a week during program sessions, program staff communicate with participants once every week via e-mail)

		ation among participants. (i.	e., How often do participants
outside of the		oors and the time means. B	oes and occur marae and, or
	,		
Education:			
Dlagga ligt one	, advantional con	nnonanta that your program	may have for its members
Educational	Frequency of	nponents that your program What do participants	Why have you incorporated
Component	Educational	learn from the	this into your program?
component	Component	educational component?	dis into your program.
e.g., Guest	e.g., Once a	e.g., The benefits water	e.g., Many participants don't
speaker	month	aerobics has on their	recognize the benefits that
_		health.	water aerobics can have for
			activities of daily living.
T.C	1 1		ulasas anulais adas
n your progra	m does not nave	an educational component,	please explain why.
Program Regi	stration:		
	individual join y	our program?	

Does an individual have to be referred by a doctor or other healthcare professional in order to join your program? Yes or No

How do you recruit new members to your program?

### **Quality Indicators**

A paper by Martin Ginis, Evans, Mortenson and Noreau (2016), examined the conceptualization of participation beyond performance. From this review, six themes (or quality indicators) emerged as being important in order to foster quality participation, including autonomy, mastery, meaning, challenge, engagement and belongingness. An additional theme, validation, has also emerged as a contributing factor towards fostering quality participation.

**Autonomy** is defined as having independence, choice, control.

Please indicate which strategies below are used to promote or encourage autonomy in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote autonomy. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strat	tegy	Example of Strategy	Yes	No	Strategy Not Applicabl e
1	Invite participants to give their input on the development of their program session.	When creating a walking route, ask participants about their preferences, such as the distance they want to walk or what streets they like/don't like walking along.			
1a)	Allow participants to have input in determining the frequency, intensity and duration of each activity element that they perform during a program session.	Give participants the option to do a modified route, for example one of shorter distance or with fewer hills.			
1b)	Allow participant to choose when they want to participate in the recreational activity during the day.	Structure program so that participants can drop-in any time during the day.			
1c)	Allow participant to choose from a variety of structured physical activity options within the program.	Offer other forms of physical activity during program sessions.			

2	Allow participants to	Through discussions with a staff		
	determine their own	member, the participant identifies		
	recreational activity goals	personal goals and things they		
	in collaboration with a	hope to achieve through		
	qualified staff member.	participating in the program.		
3	Gradually provide less	As participants improve their		
	direct support for the	walking technique/posture,		
	participant, when	provide hands-off support or		
	appropriate	support only when needed.		
4	Provide participants with	Provide opportunities for		
	the option to fundraise for	participants to fundraise in order to		
	their own	cover the cost of their program		
	membership/program	fees at events or through social		
	fees.	media.		
5	Give opportunities for	Ask participants how they feel		
	participants to raise	after each session to determine if		
	concerns and discuss their	they are content with their ability		
	personal goals.	to walk a route of a certain		
		distance or at a certain pace or if		
		there are any changes that should		
		be made.		
6	Transfer knowledge	Provide printed walking routes of		
	pertaining to recreational	assorted difficulties for		
	activity methods and	participants to reference if they		
	skills, so that participants	want to go on individual walks.		
	can carry out the activity			
	independently outside of			
	the program.			

Please list any other strategies you use to promote or encourage autonomy in your	
program that are not included above.	

**Belongingness** is defined as experiencing a sense of belonging to a group; acceptance/respect from others; feeling included at interpersonal or societal levels.

Please indicate which strategies below are used to promote or encourage belongingness in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote belongingness. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strategy	Example of Strategy	Yes	No	Strategy
				Not

			Applicabl e
7	Ensure that the recreational activity setting is reserved during each session for participants only.	If program makes use of treadmills, ensure that gym space is reserved for participants attending each session and not open to the public.	
8	Engage in communication with participants outside of the program (e.g., such as with e-mails).	Write monthly program newsletters to share with the program community.	
9	Recruit staff member/ volunteer populations with diverse personalities.	Recruit diverse staff members (e.g., age, personality traits, educational backgrounds), so that participants have options in terms of who they prefer to be their program instructor or who they feel comfortable discussing their concerns with.	
10	Facilitate interaction between participants, individuals who are involved in different programs, and other staff at the facility/organization.	Hold social sessions that combine participants from multiple programs offered at the facility/by the organization.	
10a)	Begin the recreational activity session with a group meeting.	When participants come in, say a few words of motivation before the start of the session.	
10b)	Include activities where participants may work together.	Incorporate partner stretches into the warm up.	
10c)	Organize participants into small groups during larger sessions.	Split participants up into partners or smaller groups of 3-5 people to walk on specific routes.	
11	Provide opportunities for participants to socialize.	During activity (e.g., along walking routes) and also outside of program times (e.g., lunch outings).	
11a)	Provide the opportunity for participant socialization during activity elements.	Incorporate lower intensity terrain/pace into routes that allow participants to maintain conversation.	
11b)	Provide the opportunity for participant	Participants can chat with each other during walking breaks.	

	socialization in between			
	activity elements.			
11c)	Provide the opportunity for participant socialization outside of program times.	Host a community potluck, plan outings (e.g., going to lunch).		
12	Include activity elements where people of all ability levels can participate.	Incorporate a variety of walking terrain, pace and distance into routes so that individuals in different stages of cancer or following different treatment regimens can participate.		
13	Offer modifications for activity.	Offer modifications for different postural techniques or strategies.		
14	Provide variation in the modality of activity instruction according to the needs of the participant.	Instructors demonstrate proper walking technique and posture themselves, explain verbally, provide end points, or help participants move their bodies with the correct form.		
15	Have staff members/ volunteers provide one- on-one social support for the participants	Staff members/volunteers converse with participants individually during sessions to see how they are doing.		
16	Keep the same staff members/volunteers working with the same participants during recreational activity sessions.	Have the same walking instructor lead each session.		
17	Group together participants with similar abilities and needs.	Group together participants at similar stages of treatment or recovery process so the walking distance or pace can be tailored and adapted to their abilities.		
18	For programs that have an end date (e.g., run for 6 weeks at a time), provide other activity opportunities for participants to continue on with after they have completed the program.	<ul><li>a) Offer intermediate and advanced sessions at the facility which participants can join once they have completed the beginner sessions.</li><li>b) Promote other recreational activities for individuals to try once they have completed the program.</li></ul>		
19	Welcome a family member or caregiver to be	Family members/caregivers can observe the recreational activity		

present (but not	program, or they can join other		
participate) at the	programs at the		
program.	facility/organization.		

Please list any other strategies you use to promote or encourage belongingness in your
program that are not included above.

**Challenge** is defined as feeling appropriately challenged.

Please indicate which strategies below are used to promote or encourage challenge in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote challenge. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	gy	Example of Strategy	Yes	No	Strategy Not Applicabl e
20a)	Continually monitor participants' ability to carry out activity to ensure it is appropriately difficult.	Observe participants' ability to perform walking techniques and complete the designated route, and if they don't seem challenged, increase the difficulty or add in more challenging components.			
20b)	Encourage and support progression when the activity is no longer difficult for participants.	Encourage participants to try more advanced walking routes.			
20c)	Integrate add-ons or variations to elements of the activity to increase difficulty at a participant's discretion.	Incorporate additional walking materials (e.g., walking poles) to increase difficulty.			
21	Provide cues or reminders to ensure that participants are working hard during the activity.	Provide comments that encourage participants to work hard, such as "great job everyone, now when you are ready let's pick up the pace".			
22	Create friendly competition between participants on a voluntary basis.	Plan monthly 'challenges' where participants can compete in walking races.			

23	Incorporate the latest	Program staff members research		
	evidence-based elements	new walking		
	of the activity.	techniques/equipment to be		
		included in the program.		
24	Incorporate	Staff members respectfully		
	movements/elements of	challenge participants to improve.		
	the activity that push			
	participants to their			
	comfortable limit.			

Please list any other strategies you use to promote or encourage challenge in your	
program that are not included above	

**Engagement** is defined as being engaged in the activity; motivated; focused, involved, experiencing 'flow'.

Please indicate which strategies below are used to promote or encourage engagement in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote engagement. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	gy	Example of Strategy	Yes	No	Strategy Not Applicabl e
26	Create friendly competition between participants on a voluntary basis.	Plan monthly 'challenges' where participants can compete in walking races.			
26a)	Recognize individuals who succeed in program competitions.	Announce winner of monthly challenge to the program group and/or on social media.			
27	Ensure that the ratio of staff members/volunteers to participants is low.	Ensure that groups are small enough for participants to receive individual regard/support from staff members/ instructors/ volunteers.			
27a)	Require registration for program sessions so adequate support and personnel can be provided to participants.	Have participants register for program sessions, to match the availability of the staff members who will be working with the participants.			

28	Include activities where participants may work together.	Incorporate partner stretches into the warm up.		
29	Group together participants with similar abilities and needs.	Group together participants in similar stages of breast cancer diagnosis/treatment/recovery so that the activity can be tailored and adapted to their abilities.		
30	Have staff members/volunteers float or circulate constantly.	Staff members constantly observe participants to ensure they are staying focused.		
30a)	Monitor participants to ensure that they are participating in the activity.	<ul> <li>a) Observe participants' technique/posture/pace when walking, and keep them on track.</li> <li>b) Monitor participants attendance and if they miss a few sessions reach out to them to ensure they are keeping up with the activity.</li> </ul>		
30b)	Monitor participants to provide any physical support/assistance when it is needed.	Assist participants who may need assistance walking through certain terrain, if needed.		
30c)	Monitor and provide positive feedback to individuals who are struggling or have negative attitudes.	Provide feedback such as "you are doing great" or "you are really improving".		
31	Have staff members/ volunteers provide encouragement and motivation.	Use verbal persuasion and comments such as "You can do it!"		
32	Provide cues or reminders to ensure that participants maintain proper technique when performing the activity.	Provide cues and reminders for better posture and technique throughout the walking route.		
33	Provide variation in the modality of activity instruction according to the needs of the participant.	Instructors demonstrate proper walking technique and posture themselves, explain verbally, provide end points, or help participants move their bodies with the correct form.		

34	Practice problem solving together with the participant.	When a problem arises, the staff/volunteers ask the participant for their input on solutions and consult additional staff members for help.		
35	Encourage participants to report back their action plans (detailed plan to achieve a goal) and progress to staff members/volunteers.	Have participants develop plans for how they are going to reach goals they may have for participating in the program, and then encourage them to report their progress on achieving these goals to staff members.		
37	Separate activity elements by providing opportunities for participants to take breaks.	During a session, allow participants the opportunity to take walking breaks.		
38	Incorporate the latest evidence-based elements of the activity.	Program staff members research new walking techniques/equipment to be included in the program.		
39	Provide opportunities for participants to engage in the activity outside of the program session.	Print walking routes so individuals can follow them on their own or print schedules with the distance a participant should try and walk individually each day (or so many times a week).		
40	Encourage participants to provide peer-based motivation.	Encourage participants to tell others "you can do it" or "you are doing a great job".		
41	For programs that have an end date (e.g., only run for 6 weeks at a time), allow participants to continually re-enrol or re-register in the program, after they have completed it.	Structure the program to be ongoing; do not limit enrolment to only new participants.		

Please list any other strategies you use to promote or encourage engagement in your	
program that are not included above.	

**Mastery** is defined as experiencing achievement/competence/sense of accomplishment; self-efficacy.

Please indicate which strategies below are used to promote or encourage mastery in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote mastery. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	egy	Example of Strategy	Yes	No	Strategy Not Applicabl
42	Use a stepped approach to increase the	Start with a basic walking route and then gradually increase the			e
	complexity of a program.	distance walked, the difficulty of the terrain or the walking pace.			
43	Provide clear instructions with adequate detail for performing the activity.	Use straight forward language and demonstrate proper walking technique and posture.			
44	Demonstrate the proper technique for elements of the activity.	Perform the movement before the participant does, so they can visualize what proper walking technique and posture look like.			
44a)	Allow participants to observe other members completing a task.	Have a participant watch another participant demonstrate correct walking posture/technique.			
45	Gradually_provide less direct support for the participant, when appropriate.	As participants improve their walking technique/posture, provide hands-off support or support only when needed.			
46	Provide constructive feedback for participants.	Correct a participant's form if their technique or posture needs adjustment.			
47	Use verbal persuasion to increase a participant's confidence in their ability to perform the activity.	Encourage participants, let them know when they are doing well.			
48	When designing an activity program use elements that push participants to their comfortable limit.	Observe participants' abilities during a session, so that when designing the next session more difficult walking routes/faster pace can be included that will push participants to their comfortable limit.			

49	Model/ demonstrate persistence in activity through group taught sessions, pamphlets, stories, and workshops, etc.	Invite a graduate/former member of the program to speak about overcoming the challenges they encountered while being a part of the program.		
50	Encourage participants to report back their action plans (detailed plan to achieve a goal) and progress to staff members/ volunteers.	Have participants develop plans for how they are going to reach goals they may have for participating in the program, and then encourage them to report their progress on achieving these goals to staff members.		
51	Record or log progressions in activity.	At the end of each session, have participants write down their average pace and distance they walked, so comparisons can be made.		
53	Utilize social media to facilitate the sharing of participants' successes.	a) Tag participants in posts where they achieve their goals (i.e. set a new goal for their walking pace). b) Send videos and photos to participants so they can share with their own followers.		

Please list any	other strategies you	i use to promote of	or encourage m	astery in your	program
that are not inc	cluded above.				

**Meaning** is defined as contributing toward obtaining a personally or socially-meaningful goal; feeling a sense of responsibility to others.

Please indicate which strategies below are used to promote or encourage meaning in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote meaning. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	gy	Example of Strategy	Yes	No	Strategy Not Applicabl e
54	Allow past participants to return, volunteer at the program, and act as	a) Past participants come back to speak about their experiences, including sharing their past and			

	role models to current participants.	existing concerns, and inspire current participants.		
		b) Past participants from the program volunteer to hold		
		discussions/ focus groups on relevant topics.		
55	Allow participants to set their own goals for changes they would like to see in their daily	Try to relate aspects of proper walking postures to goals participants may set for themselves in their daily lives.		
56	lives.  Encourage participants to voluntarily get involved in research studies about the activity.	When flyers or information about studies are received, they are mentioned to participants and posted in our wellness centre.		
57	Post research findings of site-specific studies in the facility.	Communicate study results through word of mouth of staff members/ volunteers, or put up posters of results.		
58	Encourage participant self-reflection and examination of personal goals and how activity is making them feel.	Have participants fill out a short journal entry each session.		
59	Provide educational opportunities relevant to activity for participants.	Educational sessions are delivered by a wellness specialist with set lesson plans for the first 10 minutes of the session.		
59a)	Provide informal education regarding the benefits of the activity during the program session.	Host an information workshop or welcome a guest speaker to present relevant information about the activity to participants.		
59b)	Draw from up-to-date evidence-based sources such as academic articles, grey literature, and other resources for information about the benefits of the activity, and share this with participants.	Put out posters and information pamphlets from cancer organizations (e.g., Cancer Care Ontario).		
59c)	Provide formal, discussion-based group learning opportunities	Host structured focus groups and feedback sessions where		

	about the benefits of	participants converse about the		
	recreational activity.	benefits of walking.		
59d)	Provide formal educational programs to help participants learn new information outside of the activity program session.	Offer information sessions about the results of a study relevant to walking and breast cancer.		
59e)	Provide the opportunity for participants to learn more about the benefits of the activity specific to their condition.	Participants are invited to attend presentations made by staff members/wellness specialists about walking and breast cancer.		

Please list any other strategies you use to promote or e	encourage meaning in your program
that are not included above.	

**Validation** is defined as feeling important, valued, supported, and worthy of experiencing a high level of service. Oftentimes, validation emerges as a result of the support of volunteers and staff at an exercise program. When program members indicate a need to speak about their experiences and difficulties, and this need is met with empathy and active listening of volunteers and staff, members report feeling validated.

Please indicate which strategies below are used to promote or encourage validation in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote validation. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	egy	Example of Strategy	Yes	No	Strategy Not Applicabl
60	Have staff members/volunteers provide one-on-one social support for the participants.	Converse with participants individually during the session.			
61	Practice active listening to help the participants feel supported and heard.	Instruct staff members to validate the concerns of participants by using non-verbal cues (e.g., nodding, eye contact), by asking open-ended questions, or by using			

		verbal affirmations (e.g., "I understand").	
62	Practice individualized consideration, where staff members/ volunteers address unique participant needs with compassion and empathy.	Treat all participants as individuals, and ask them about the way in which they would most like to be supported.	
63	Support participants' mastery perceptions by demonstrating an understanding and acceptance of all participant abilities.	Demonstrate respect and understanding for all participants, regardless of their level of participation or performance.	
64	Provide access to experts who can give the necessary emotional and tangible support to participants.	Have long-term survivors (i.e. individuals in remission) in the program that can offer support to newly diagnosed members.	
65	Follow up with participants after they graduate out of/finish the program.	Promote social connection between the program and members through long term follow up.	
66	Set up feedback opportunities on an ongoing basis for participants to offer personal suggestions and input on the program.	<ul><li>a) Use a comment box so participants can voice their opinions.</li><li>b) Create a participant representative role on the program organizing board.</li></ul>	

Please list any other strategies you use to promote or encourage validation in your	
program that are not included above.	

# Other

V	That is the highlight of your program	m?	

Is there anything we missed? If yes, please provide any additional descriptive information about your program in the comment box below.

Thank you very much for completing this survey! The student investigator will be in touch with you shortly regarding your compensation.

# Item 6- Recreational Activity Programs for Breast Cancer Survivors in Ontario Casebook Project- Survey – Dance Programs

Note: Providers who have given their consent to participating in the survey will complete this survey online on Qualtrics.

Date Survey Submitted://	
Name of Dance Program:	
Program Site:	
Name(s):	_
Location:	_
Social Media Platforms:	
Social Media Platform(s) Used by	Username of Program on Social Media
Program to Communicate with	Platform (i.e. What would individuals
Participants and Community (i.e.	search to find your program on the
Facebook, Twitter, E-mail, Instagram, etc.)	respective social media platform)
When was your program launched?	
What is your program's mission/vision?	
Partnerships:	
Please list the partnerships your program has	s with external groups (i.e. community

Please list the partnerships your program has with external groups (i.e. community organizations, rehabilitation facilities, academic institutions, etc.).

Name of Partner	Date partnership was	Role of partner in
Organization/ Facility/	established	operation of your program
Institution		
e.g., John Doe's	e.g., July 7, 2008	e.g., Refers breast cancer
Rehabilitation Clinic		survivors to the program

#### **Future Goals:**

Please list your program's goals for this year. Why are these goals important for your program to achieve?

program to deme ve.	
Goal	Importance of Goal
e.g., obtain a larger space to facilitate the	e.g., With a growing program it is difficult
activity	to fit all members in the current facility,
	and we do not want to turn people away

# **Composition of Program Staff**

Please provide the title and a description of each staff member involved in the program (e.g., Program director, assistant director, administrator, recreational activity facilitator, instructor, trainer, or coach)

Specialty Training Required for
<u> </u>
-
Position
ions. e.g., None
decisions
ne
unding,
nmunity,
,

Do volunteers play a role in your program? If so, what is their role? (e.g., volunteers observe participants and provide assistance with the activity if needed, volunteers help promote the program to the community)

Do volunteers require any certifications? (Please select all that apply)  - First Aid - CPR - NLS - Other. Please specify below
What type of training is provided to volunteers to carry out their role? (e.g., volunteers must partake in a two-hour training session where they learn about the customer service policy, how to properly assist participants, and what to do in an emergency situation)
Core Practices Cost:
Do participants pay for your program? Yes or No
If yes, what is the cost of your program and what is your payment schedule (e.g., payment in 4-month blocks)?
Please explain why you chose the above payment schedule for participants.
If participants do not pay for your program, please explain where your program gets the money to support participant enrollment and program operating fees (e.g., fundraising efforts, donations, grants, etc.).
What are the successful aspects of how your program operates financially?
What are the unsuccessful aspects of how your program operates financially?

Funding:

Does your program receive funding (i.e., grants, donors)? Yes or No

Funding Source	Funding Type	Funding Contribution (i.e., please specify how the funding source contributes to your program and its operations)
e.g., Ontario Sport and Recreation Communities Fund (OSRCF)	e.g., Grant	e.g., The money used from this grant goes towards covering the cost of program fees for participants.
bodies? If so, please list be organizations/ businesses	elow. (e.g., reaching that are passionate	found when acquiring funding from external ng out to family members/ friends/ about supporting breast cancer survivors; etting up a GoFundMe account)
		,

## Schedule:

<del>Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z </del>				
What is your program schedule? (i.e. Frequency of Sessions, Length of Sessions,				
Duration of Program, etc.)				

## Type of Physical Activity:

Please describe a typical program session below. (e.g., Participants spend 5-10 minutes warming up and stretching; then spend 20 minutes carrying out various movements across the floor; then spend 20 minutes combining movements into a routine; and finally finish up the session with a 5 minute cool down)

Participants:
What is the total number of participants in your program?
How would you characterize the majority of participants in your program? (i.e., age, stage of cancer treatment, types of cancer, sex, etc.)
What is the ratio of participants to program staff for each program session?
Please list the barriers to participation in your program (i.e., factors that make it difficult for participants to participate in your program).
Please list the facilitators to participation in your program (i.e., factors that make it easy for participants to participate in your program).
Do you take steps to assist participants in committing to and adhering to your recreational activity program? Yes or No
If yes, what steps does your program take?
Please describe the communication between program staff and participants. (i.e., how often do they communicate with each other and via what means?) (e.g., program staff communicate with participants twice a week during program sessions, program staff communicate with participants once every week via e-mail)
Please describe the communication among participants. (i.e., How often do participants communicate with other members and via what means? Does this occur inside and/or outside of the program?)

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Please list any educational components that your program may have for its members

Trease hist any	caacanonai con	iponents that jour program:	may mave for his intermeets
Educational	Frequency of	What do participants	Why have you incorporated
Component	Educational	learn from the	this into your program?
	Component	educational component?	
e.g., Guest speaker	e.g., Once a month	e.g., The benefits water aerobics has on their health.	e.g., Many participants don't recognize the benefits that water aerobics can have for activities of daily living.

If your program does not have an educational component, please explain why.
Program Registration:
How does an individual join your program?
Does an individual have to be referred by a doctor or other healthcare professional in
order to join your program? Yes or No
order to John Jour Programmy 100 of 110
How do you recruit new members to your program?
Tiow do you rectait new memocis to your program.

## **Quality Indicators**

A paper by Martin Ginis, Evans, Mortenson and Noreau (2016), examined the conceptualization of participation beyond performance. From this review, six themes (or quality indicators) emerged as being important in order to foster quality participation, including autonomy, mastery, meaning, challenge, engagement and belongingness. An

additional theme, validation, has also emerged as a contributing factor towards fostering quality participation.

**Autonomy** is defined as having independence, choice, control.

Please indicate which strategies below are used to promote or encourage autonomy in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote autonomy. If you think of another way that your program implements the strategy, please still select "Yes"

in the box to the right.

Strat	egy	Example of Strategy	Yes	No	Strategy Not Applicabl e
1	Invite participants to give their input on the development of their program session.	When creating a dance routine, ask participants about their preferences, such as which dance moves they like the best.			
1a)	Allow participants to have input in determining the frequency, intensity and duration of each activity element that they perform during a program session.	Give participants the option to do a modified dance move.			
1b)	Allow participant to choose when they want to participate in the recreational activity during the day.	Structure program so that participants can drop-in any time during the day.			
1c)	Allow participant to choose from a variety of structured physical activity options within the program.	Offer other forms of physical activity during program sessions.			
2	Allow participants to determine their own recreational activity goals in collaboration with a qualified staff member.	Through discussions with a staff member, the participant identifies personal goals and things they hope to achieve through participating in the program.			
3	Gradually provide less direct support for the participant, when appropriate	As participants gain confidence and improve at the dance moves, provide hands-off support or support only when needed.			
4	Provide participants with the option to fundraise for	Provide opportunities for participants to fundraise in			

	their own	order to cover the cost of their		
	membership/program fees.	program fees at events or		
		through social media.		
5	Give opportunities for	Ask participants how they feel		
	participants to raise	after each session to determine		
	concerns and discuss their	if they are content with their		
	personal goals.	ability to perform the dance		
		moves or if there are any		
		changes that should be made.		
6	Transfer knowledge	Provide online links and videos		
	pertaining to recreational	of dance routines for		
	activity methods and skills,	participants to reference if they		
	so that participants can	want to perform the activity at		
	carry out the activity	home.		
	independently outside of			
	the program.			

Please list any other strategies you use to promote or encourage autonomy in you	ır
program that are not included above.	

**Belongingness** is defined as experiencing a sense of belonging to a group; acceptance/respect from others; feeling included at interpersonal or societal levels.

Please indicate which strategies below are used to promote or encourage belongingness in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote belongingness. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	gy	Example of Strategy	Yes	No	Strategy
					Not
					Applicabl
					e
7	Ensure that the	Ensure the studio or gym space			
	recreational activity	is reserved specifically for			
	setting is reserved during	participants attending each			
	each session for	dance session and not open to			
	participants only.	the public.			
8	Engage in communication	Write monthly program			
	with participants outside	newsletters to share with the			
	of the program (e.g., such	program community.			
	as with e-mails).	_			

9	December of off means benefit	Dogwit discours stoff mouth one		
9	Recruit staff member/	Recruit diverse staff members		
	volunteer populations	(e.g., age, personality traits,		
	with diverse personalities.	educational backgrounds), so		
		that participants have options in		
		terms of who they prefer to be		
		their program instructor or who		
		they feel comfortable		
		discussing their concerns with.		
10	Facilitate interaction	Hold social sessions that		
	between participants,	combine participants from		
	individuals who are	multiple programs offered at		
	involved in different	the facility/by the organization.		
	programs, and other staff	, , ,		
	at the			
	facility/organization.			
10a)	Begin the recreational	When participants come in, say		
	activity session with a	a few words of motivation		
	group meeting.	before the start of the session.		
10b)	Include activities where	Incorporate partner dance		
100)	participants may work	moves.		
	together.	moves.		
10c)	Organize participants into	Split participants up into		
100)	small groups during larger	partners or smaller groups of 3-		
	sessions.	-		
	sessions.	5 people to work on specific dance moves.		
1.1	Duanida annominitias for			
11	Provide opportunities for	During activity (e.g., between		
	participants to socialize.	dance moves) and also outside		
		of program times (e.g., lunch		
11 \	D 11.4	outings).		
11a)	Provide the opportunity	Incorporate dance moves of		
	for participant	lower intensity that allow		
	socialization during	participants to maintain		
	activity elements.	conversation.		
11b)	Provide the opportunity	Participants can chat with each		
	for participant	other during breaks in the dance		
	socialization in between	routine.		
	activity elements.			
11c)	Provide the opportunity	Host a community potluck, plan		
	for participant	outings (e.g., going to lunch).		
	socialization outside of			
	program times.			
12	Include activity elements	Incorporate a variety of dance		
	where people of all ability	moves so that individuals in		
	levels can participate.	different stages of cancer or		
		following different treatment		
		regimens can participate.		
L	l		1 1	ı

	T			
13	Offer modifications for	Offer modifications for		
	activity.	different dance moves.		
14	Provide variation in the	Instructors demonstrate dance		
	modality of activity	moves themselves, explain		
	instruction according to	verbally, provide end points, or		
	the needs of the	help participants move their		
	participant.	bodies with the correct form.		
15	Have staff members/	Staff members/volunteers		
	volunteers provide one-	converse with participants		
	on-one social support for	individually during sessions to		
	the participants	see how they are doing.		
16	Keep the same staff	Have the same dance instructor		
	members/volunteers	lead each session.		
	working with the same			
	participants during			
	recreational activity			
	sessions.			
17	Group together	Group together participants at		
	participants with similar	similar stages of treatment or		
	abilities and needs.	recovery process so the dance		
		moves can be tailored and		
		adapted to their abilities.		
18	For programs that have an	a) Offer intermediate and		
	end date (e.g., run for 6	advanced sessions at the facility		
	weeks at a time), provide	which participants can join		
	other activity	once they have completed the		
	opportunities for	beginner sessions.		
	participants to continue	b) Promote other recreational		
	on with after they have	activities for individuals to try		
	completed the program.	once they have completed the		
		program.		
19	Welcome a family	Family members/caregivers can		
	member or caregiver to be	observe the recreational activity		
	present (but not	program, or they can join other		
	participate) at the	programs at the		
	program.	facility/organization.		

Please list any other strategies you use to promote or encourage belongingness in your	
program that are not included above.	

**Challenge** is defined as feeling appropriately challenged.

Please indicate which strategies below are used to promote or encourage challenge in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote challenge. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

	ox to the right.	F 1 CG	3.7	N.T	G
Strate		Example of Strategy	Yes	No	Strategy Not Applicabl e
20a)	Continually monitor participants' ability to carry out activity to ensure it is appropriately difficult.	Observe participants' ability to perform dance moves, and if they don't seem challenged, increase the difficulty or add in more challenging components.			
20b)	Encourage and support progression when the activity is no longer difficult for participants.	Encourage participants to try more advanced dance moves.			
20c)	Integrate add-ons or variations to elements of the activity to increase difficulty at a participant's discretion.	Incorporate additional dance moves to increase difficulty.			
21	Provide cues or reminders to ensure that participants are working hard during the activity.	Provide comments that encourage participants to work hard, such as "great job everyone, now when you are ready let's pick up the intensity".			
22	Create friendly competition between participants on a voluntary basis.	Plan monthly 'challenges' where participants can compete in dance offs.			
23	Incorporate the latest evidence-based elements of the activity.	Program staff members research new dance moves to be included in the program.			
24	Incorporate movements/elements of the activity that push participants to their comfortable limit.	Staff members respectfully challenge participants to improve.			

Please list any other strategies you use to promote or encourage challenge in your
program that are not included above

**Engagement** is defined as being engaged in the activity; motivated; focused, involved, experiencing 'flow'.

Please indicate which strategies below are used to promote or encourage engagement in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote engagement. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

	ox to the right.	T =	I	1	T
Strate	gy	Example of Strategy	Yes	No	Strategy Not Applicabl e
26	Create friendly competition between participants on a voluntary basis.	Plan monthly 'challenges' where participants can compete in dance offs.			
26a)	Recognize individuals who succeed in program competitions.	Announce winner of monthly challenge to the program group and/or on social media.			
27	Ensure that the ratio of staff members/volunteers to participants is low.	Ensure that groups are small enough for participants to receive individual regard/support from staff members/ instructors/ volunteers.			
27a)	Require registration for program sessions so adequate support and personnel can be provided to participants.	Have participants register for program sessions, to match the availability of the staff members who will be working with the participants.			
28	Include activities where participants may work together.	Incorporate partner dance moves.			
29	Group together participants with similar abilities and needs.	Group together participants in similar stages of breast cancer diagnosis/treatment/recovery so that the activity can be tailored and adapted to their abilities.			
30	Have staff members/volunteers float or circulate constantly.	Staff members constantly observe participants to ensure they are staying focused.			

	a) Observe participants' technique when performing dance moves, and keep them on track. b) Monitor participants attendance and if they miss a few sessions reach out to them to ensure they are keeping up with the activity.  Assist participants with	Monitor participants to ensure that they are participating in the activity.	30a)
	dance moves, and keep them on track. b) Monitor participants attendance and if they miss a few sessions reach out to them to ensure they are keeping up with the activity.	•	
	on track. b) Monitor participants attendance and if they miss a few sessions reach out to them to ensure they are keeping up with the activity.	participating in the activity.	
	b) Monitor participants attendance and if they miss a few sessions reach out to them to ensure they are keeping up with the activity.		
	attendance and if they miss a few sessions reach out to them to ensure they are keeping up with the activity.		
	attendance and if they miss a few sessions reach out to them to ensure they are keeping up with the activity.		
	to ensure they are keeping up with the activity.		
	with the activity.		
	with the activity.	1	
	-		
	ASSIST DARTICIDANTS WITH	Monitor participants to	30b)
l I	holding certain poses or with	provide any physical	
i l	carrying out certain	support/assistance when it	
	movements, if needed.	is needed.	
	Provide feedback such as "you	Monitor and provide	30c)
	are doing great" or "you are	positive feedback to	
	really improving at that dance	individuals who are	
	move".	struggling or have negative	
	move.	attitudes.	
	Use verbal persuasion and	Have staff members/	31
	comments such as "You can	volunteers provide	31
	do it!"	-	
	uo it:	encouragement and	
 <del>                                     </del>	a) Count the music (sets of 9)		22
			32
	_		
	· · ·		
	<u> </u>		
	· ·	activity.	
			22
			33
	=		
	7 -		
		needs of the participant.	
	When a problem arises, the	Practice problem solving	34
	staff/volunteers ask the	together with the	
	participant for their input on	participant.	
	solutions and consult		
ı l	additional staff members for		
	help.		
	ncip.	Empoumo o a mantinia a ata ta	35
	Have participants develop	Encourage participants to	
	1	report back their action	ĺ
	Have participants develop plans for how they are going		
	Have participants develop	report back their action	
	Have participants develop plans for how they are going to reach goals they may have	report back their action plans (detailed plan to	
	staff/volunteers ask the participant for their input on solutions and consult additional staff members for	together with the participant.	

		on achieving these goals to staff members.	
37	Separate activity elements by providing opportunities for participants to take breaks.	During a session allow participants the opportunity to take breaks between movements.	
38	Incorporate the latest evidence-based elements of the activity.	Program staff members research new dance moves to be included in the program.	
39	Provide opportunities for participants to engage in the activity outside of the program session.	<ul><li>a) Include the voluntary option to drop-in to the studio outside of program session times.</li><li>b) Provide online links and videos to at home dance routines.</li></ul>	
40	Encourage participants to provide peer-based motivation.	Encourage participants to tell others "you can do it" or "you are doing a great job".	
41	For programs that have an end date (e.g., only run for 6 weeks at a time), allow participants to continually re-enrol or re-register in the program, after they have completed it.	Structure the program to be on-going; do not limit enrolment to only new participants.	

Please list any other strategies you use to promote or encourage engagement in your
program that are not included above.

**Mastery** is defined as experiencing achievement/competence/sense of accomplishment; self-efficacy.

Please indicate which strategies below are used to promote or encourage mastery in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote mastery. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strategy	Example of Strategy	Yes	No	Strategy
				Not
				Applicabl
				e

40	Trr	I a	<u> </u>	
42	Use a stepped approach to	Start with a basic, intuitive		
	increase the complexity of a	move, and then gradually		
	program.	add additional moves.		
43	Provide clear instructions	Use straight forward		
	with adequate detail for	language and map out		
	performing the activity.	actions of dance moves.		
44	Demonstrate the proper	Perform the move before the		
	technique for elements of the	participant does, so they can		
	activity.	visualize what it looks like.		
44a)	Allow participants to	Have a participant watch		
<del>44</del> a)	observe other members	another participant		
	completing a task.	demonstrate a correct dance		
	completing a task.			
45	Gradually_provide less direct	Move.		
43	support for the participant,	As participants gain		
		confidence and improve at		
	when appropriate.	the dance moves, provide		
		hands-off support or support		
16	Provide constructive	only when needed.		
46		Correct a participant's form		
	feedback for participants.	if they are performing a		
47	II.a. washal massassian to	dance move incorrectly.		
47	Use verbal persuasion to	Encourage participants, let		
	increase a participant's	them know when they are		
	confidence in their ability to	doing well.		
40	perform the activity.	01		
48	When designing an activity	Observe participants'		
	program use elements that	abilities during a session, so		
	push participants to their	that when designing the next		
	comfortable limit.	session dance moves can be		
		included that will push		
		participants to their		
40	Nr. 1.1/ 1	comfortable limit.		
49	Model/ demonstrate	Invite a graduate/former		
	persistence in activity	member of the program to		
	through group taught	speak about overcoming the		
	sessions, pamphlets, stories,	challenges they encountered		
	and workshops, etc.	while being a part of the		
		program.		
50	Encourage participants to	Have participants develop		
	report back their action plans	plans for how they are going		
	(detailed plan to achieve a	to reach goals they may have		
	goal) and progress to staff	for participating in the		
	members/ volunteers.	program, and then encourage		
		them to report their progress		

		on achieving these goals to		
		staff members.		
51	Record or log progressions	At the end of each session		
	in activity.	have participants record		
		which dance moves they		
		could and could not do, so		
		comparisons can be made.		
53	Utilize social media to	a) Tag participants in posts		
	facilitate the sharing of	where they achieve their		
	participants' successes.	goals (i.e. master a new		
		dance move).		
		b) Send videos and photos to		
		participants so they can share		
		with their own followers.		

Please list any other	strategies you	use to promote	or encourage	mastery in	your program
that are not included	above.				

**Meaning** is defined as contributing toward obtaining a personally or socially-meaningful goal; feeling a sense of responsibility to others.

Please indicate which strategies below are used to promote or encourage meaning in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote meaning. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	egy	Example of Strategy	Yes	No	Strategy Not Applicabl
54	Allow past participants to return, volunteer at the program, and act as role models to current participants.	<ul> <li>a) Past participants come back to speak about their experiences, including sharing their past and existing concerns, and inspire current participants.</li> <li>b) Past participants from the program volunteer to hold discussions/ focus groups on relevant topics.</li> </ul>			
55	Allow participants to set their own goals for changes they would like to see in their daily lives.	Try to relate aspects of the routine to goals participants may set for themselves in their daily lives.			

56	Encourage participants to voluntarily get involved in research studies about the	When flyers or information about studies are received, they are mentioned to participants and posted in our wellness centre.		
57	activity.  Post research findings of site-specific studies in the facility.	Communicate study results through word of mouth of staff members/ volunteers, or put up posters of results.		
58	Encourage participant self-reflection and examination of personal goals and how activity is making them feel.	Have participants fill out a short journal entry each session.		
59	Provide educational opportunities relevant to activity for participants.	Educational sessions are delivered by a wellness specialist with set lesson plans for the first 10 minutes of the session.		
59a)	Provide informal education regarding the benefits of the activity during the program session.	Host an information workshop or welcome a guest speaker to present relevant information about the activity to participants.		
59b)	Draw from up-to-date evidence-based sources such as academic articles, grey literature, and other resources for information about the benefits of the activity, and share this with participants.	Put out posters and information pamphlets from cancer organizations (e.g., Cancer Care Ontario).		
59c)	Provide formal, discussion-based group learning opportunities about the benefits of recreational activity.	Host structured focus groups and feedback sessions where participants converse about the benefits of dance.		
59d)	Provide formal educational programs to help participants learn new information outside of the activity program session.	Offer information sessions about the results of a study relevant to dance and breast cancer.		
59e)	Provide the opportunity for participants to learn more about the benefits	Participants are invited to attend presentations made by staff		

of the activity specific to	members/wellness specialists		
their condition.	about dance and breast cancer.		

Please list any other strategies you use to promote or encourage meaning in your program that are not included above.

**Validation** is defined as feeling important, valued, supported, and worthy of experiencing a high level of service. Oftentimes, validation emerges as a result of the support of volunteers and staff at an exercise program. When program members indicate a need to speak about their experiences and difficulties, and this need is met with empathy and active listening of volunteers and staff, members report feeling validated.

Please indicate which strategies below are used to promote or encourage validation in your program. Please note that the example provided for each strategy is not the only way in which that strategy can be incorporated by a program to promote validation. If you think of another way that your program implements the strategy, please still select "Yes" in the box to the right.

Strate	egy	Example of Strategy	Yes	No	Strategy Not Applicabl e
60	Have staff members/ volunteers provide one- on-one social support for the participants.	Converse with participants individually during the session.			
61	Practice active listening to help the participants feel supported and heard.	Instruct staff members to validate the concerns of participants by using non-verbal cues (e.g., nodding, eye contact), by asking open-ended questions, or by using verbal affirmations (e.g., "I understand").			
62	Practice individualized consideration, where staff members/volunteers address unique participant needs with compassion and empathy.	Treat all participants as individuals, and ask them about the way in which they would most like to be supported.			
63	Support participants' mastery perceptions by demonstrating an understanding and	Demonstrate respect and understanding for all participants, regardless of their level of participation or performance.			

	acceptance of all			
	participant abilities.			
64	Provide access to	Have long-term survivors (i.e.		
	experts who can give the	individuals in remission) in the		
	necessary emotional and	program that can offer support to		
	tangible support to	newly diagnosed members.		
	participants.			
65	Follow up with	Promote social connection		
	participants after they	between the program and		
	graduate out of/finish	members through long term		
	the program.	follow up.		
66	Set up feedback	a) Use a comment box so		
	opportunities on an	participants can voice their		
	ongoing basis for	opinions.		
	participants to offer	b) Create a participant		
	personal suggestions and	representative role on the		
	input on the program.	program organizing board.		

Thank you very much for completing this survey! The student investigator will be in touch with you shortly regarding your compensation.

## **Supplemental File 2: Structured Interview Guide**

#### **Introduction Questions**

Before we begin I would like to confirm that you have read the letter of information.

• If participant responds "No" – May I summarize it for you? (Interviewer will summarize letter of information, below)

The objectives of this project are to compile information regarding dragon boating program delivery and quality participation for breast cancer survivors in Ontario into a user-friendly Casebook. Participation in this interview is completely voluntary and will follow up on the information provided in your survey regarding quality participation. By agreeing to participate in this interview you commit to having the information you provide being used to create an extended profile for your program to be included in the Casebook, as well as agree to have your program compared to other physical activity programs for breast cancer survivors in Ontario. In addition to being included in the Casebook, the profile created for your program will be featured on the Cancer Care Ontario website. In recognition of your participation in the interview you will receive a \$25 gift card to the establishment of your choice. There are no known risks for participating in the interview and you do not have to answer any questions that you do not feel comfortable answering. You are able to withdraw from the study at any time without penalty. Following the interview, the information you provide will be kept confidential on a password-protected computer. The only people with access to the data will be myself and the other investigators on the study. Your personal identity will never be revealed in any reports regarding the study, however it may be possible for individuals familiar will your program to identify you. Do you have any questions?

• If participant responds "Yes" - Do you have any questions regarding this study?

Do we have your consent to do the interview and begin recording?

## Personal Background and Motivation

- 1. Describe your role in {NAME OF PROGRAM}.
- 2. Tell me how you got involved in this dragon boating program.
  - a. How did you hear about the program?
  - b. How long have you been involved in the program?
- 3. What motivates you to want participants to be successful?

#### Probes:

- Wow, I love how passionate you are about your program.
- Now that I know a little bit more about you and why you are involved in {NAME OF PROGRAM}, I would like to move onto the next section of

the interview regarding participation.

## **Participation**

1. What does participation mean to you? *Alternative question*: When you think of the word participation, what comes to mind?

Barriers and Facilitators of Program Participation

When we look at participation there are often things that make it more difficult or easier for someone to participate...

- 1. In the survey, you listed {BARRIER LISTED AS PER QUESTIONNAIRE} as a factor that makes it difficult for participants to participate in your program. Please tell me more about this barrier.
  - a. Please describe any other general program barriers, or things that you think make it difficult for participants to regularly participate in your program.
  - b. As a program what things do you do to try and minimize these barriers?

Now, in regards to things that may make it easier for participants to participate in your program, you listed {FACILITATOR LISTED AS PER QUESTIONNAIRE}. Please tell me more about this facilitator.

- 2. In the survey, you listed {FACILITATOR LISTED AS PER QUESTIONNAIRE} as a factor that makes it easier for participants to participate in your program. Please tell me more about this facilitator.
  - a. Describe any other general program facilitators, or things that you think support participants' regular participation in your program.
  - b. As a program what things do you do to try and support regular participation in your program?

Great! It sounds like your program really strives to make participation in your program as feasible as possible for your participants.

Delving into the idea of participation a little bit further...

# **Quality Participation** (defined as full and meaningful participation)

- 1. What does 'quality' participation mean to you? *Alternative question*: How does quality participation differ from participation?
  - a. What aspects of your program do you associate with quality participation?
    - What parts of your program do you think align with the idea of quality participation? strategy, themes- how would conceptualize, what does validation mean to you
  - b. What aspects of your program do you think participants would associate with quality participation?

- What parts of your program do you think participants would align with the idea of quality participation?
- 2. How do you think quality participation might differ between your program and other recreational activity programs for breast cancer survivors (i.e. Yoga, Tai Chi, Qigong, Pilates, Sailing, Walking, Dance and Water Aerobics)?
  - How do you think quality participation might differ between your dragon boating program and other types of recreational activity programs for breast cancer survivors, for example Yoga, Water Aerobics or Dane?
- 3. How do you think quality participation might differ between your program and traditional exercise programs for breast cancer survivors? For example, strength training programs.

Recently, there has been a lot of research surrounding quality participation in physical activity contexts.

#### **Quality Indicators**

A paper by Martin Ginis, Evans, Mortenson, and Noreau (2016) examines the conceptualization of participation for persons with disabilities. In this article, six themes emerge as important practices to incorporate in order to achieve quality participation. These themes include mastery, meaning, belongingness, challenge, autonomy and engagement. Furthermore, a seventh theme, validation, has recently emerged as a contributing factor towards fostering quality participation.

- Mastery- experiencing achievement or sense of accomplishment
- Meaning- Contributing towards a personal or socially meaningful goal
- Belongingness- experiencing sense of belonging to group or acceptance
- Challenge- feeling appropriately challenged
- Autonomy- having independence, choice, control
- Engagement- feeling motivated, focused, involved in the activity
- Validation- feeling valued, important supported, or worthy of experiencing a high level of service
- 1. In the survey, I noticed that a majority of your practices target {NAME OF QUALITY INDICATOR}, which is defined as {DEFINITION OF QUALITY INDICATOR}. Why do you think that is?
  - a. What are facilitators that support you in incorporating {NAME OF QUALITY INDICATOR} into your program?
    - What things make it easier for you to incorporate belongingness into your program? What are effective strategies to fostering belongingness in your program?
  - b. What are barriers that make it difficult for you to incorporate {NAME OF QUALITY INDICATOR} into your program?
    - What strategies are not effective when trying to make participants feel as though they belong?
- 2. In the survey, I noticed that few of your practices target {NAME OF QUALITY INDICATOR}, which is defined as {DEFINITION OF QUALITY

INDICATOR \}. Why do you think that is?

- a. What are barriers that make it difficult for you to incorporate {NAME OF QUALITY INDICATOR} into your program?
  - What are some things that make it difficult for you to implement strategies to foster meaning in your program?
- b. In the future do you think you will implement any strategies to foster {NAME OF QUALITY INDICATOR} in your program? What might those strategies be?
  - In the future what might some strategies be that you implement to foster meaning?
- 3. In the survey, I noticed that you checked off that your program uses {QUALITY INDICATOR STRATEGY}, under the quality indicator {NAME OF QUALITY INDICATOR}. This indicator is defined as {DEFINITION OF QUALITY INDICATOR}. The example used for the strategy was {EXAMPLE OF QUALITY INDICATOR}. Will you please provide an additional example of how you use this strategy in your program to foster {NAME OF QUALITY INDICATOR}?
  - Example: In the survey, I noticed that you checked yes that your program creates friendly competition between participants on a voluntary basis, as a strategy to foster engagement. Engagement is defined as feeling motivated, focused and involved. The example provided for the strategy was to plan monthly challenges for participants to partake in. Will you please provide an additional example of how you create friendly competition in your program to foster engagement?
- 4. In the survey, I noticed that you checked off {LIST OF STRATEGIES FOR QUALITY INDICATOR} for {NAME OF QUALITY INDICATOR}, which is {DEFINITION OF QUALITY INDICATOR}. Since the survey, have you thought of any other strategies that may fit in this category?
  - What other strategies do you use that might fall under this category?
  - a. What barriers does your program face when it comes to implementing {NAME OF QUALITY INDICATOR}?
    - What are some things that make it difficult for your program to implement mastery?
- 5. Validation is defined as feeling important, valued, supported, and worthy of experiencing a high level of service. Oftentimes, validation emerges as a result of the support of volunteers and staff at an exercise program. When program members indicate a need to speak about their experiences and difficulties, and this need is met with empathy and active listening of volunteers and staff, members report feeling validated.
  - a. How would you conceptualize the theme of validation in your program?

- When you think about validation, and making participants feel as though they are important, valued and supported, how does this apply to your program?
- How do you make participants feel validated (i.e. important, valued, supported) during sessions?
- 6. What are other quality indicators (or themes) that you believe are important when it comes to quality participation, in addition to the seven identified ones?
  - a. Why?

Thank you for sharing your experiences and knowledge about your program with me today, is there any other information related to our interview that you would like to add? Or do you have any comments or questions for me?

## **Concluding Questions**

- 1. Would you like to add any other information related to our interview?
- 2. Do you have any comments or questions for me?