Supplemental File 1: Questionnaire

Recreational Activity Programs for Breast Cancer Survivors in Ontario Casebook Project- Survey – Sport- Dragon Boating Programs

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?

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

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

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 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.

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.)

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 Component	Frequency of Educational Component	What do participants learn from the educational component?	Why have you incorporated this into your program?
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.

	Strategy	Example of Strategy	Yes	No	Strategy Not Applicable
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 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 independently outside of the program.	Provide dryland training resources for participants to reference if they want to exercise at home in order to improve their on the water skills.			

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 Applicable
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/ volunteers provide one-on-one social support for the participants	Staff members/volunteers converse with participants individually during practices 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 coach/staff member lead each practice.			
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.	a) Offer a competitive team at the facility which participants can join once they have completed the recreational program. b) Promote other recreational activities for individuals to try during the off-season.			
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.

Strategy	Example of Strategy	Yes	No	Strategy Not Applicable

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 activity is no longer difficult for participants.	Encourage participants to develop new skills and push themselves in order to move the boat faster.			
20c)	Integrate add-ons or variations to elements of the activity to increase difficulty at a participant's discretion.	Incorporate additional drills/skills into practices 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 race against each other.			
23	Incorporate the latest evidence-based elements of the activity.	Program staff members/coaches research new skills/drills to be taught during 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 Applicable
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.	a) Count strokes with the participants to ensure everyone is paddling at the same pace. b) Provide cues to ensure skills being performed at accurate time points along race course.			
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 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 Applicable
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.

	Strategy	Example of Strategy	Yes	No	Strategy Not Applicable
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.

	Strategy	Example of Strategy	Yes	No	Strategy Not Applicable
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.	a) Use a comment box so participants can voice their opinions. b) Create a participant representative role on the program organizing board.			

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.

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:

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?

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

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

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 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.

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.)

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 Component	Frequency of Educational Component	What do participants learn from the educational component?	Why have you incorporated this into your program?
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.

Strategy	Example of Strategy	Yes	No	Strategy Not Applicable

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 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.				

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 Applicable
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/ volunteers provide one-on-one social support for the participants	Staff members/volunteers converse with participants individually during practices to see how they are doing.			
16	Keep the same staff members/volunteers working with the same participants during	Have the same coach/staff member lead each practice.			

	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.	a) Offer a competitive team at the facility which participants can join once they have completed the recreational program. b) Promote other recreational activities for individuals to try during the off-season.			
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.

Strategy		Example of Strategy	Yes	No	Strategy Not Applicable
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 for participants.	themselves in order to move the boat faster.			
20c)	Integrate add-ons or variations to elements of the activity to increase difficulty at a participant's discretion.	Incorporate additional drills/skills into practices 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 race against each other.			
23	Incorporate the latest evidence-based elements of the activity.	Program staff members/coaches research new skills/drills to be taught during 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 Applicable
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.	Provide cues to ensure skills being performed at accurate time points along race course.			
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 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 Applicable
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 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.	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.

Strategy	Example of Strategy	Yes	No	Strategy Not

					Applicable
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 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.

Strategy		Example of Strategy	Yes	No	Strategy Not Applicable
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.	a) Use a comment box so participants can voice their opinions. b) Create a participant representative role on the program organizing board.			

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 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 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?

Partnerships:

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

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

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 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).

[ ]

```

```

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 Component	Frequency of Educational Component	What do participants learn from the educational component?	Why have you incorporated this into your program?
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.

Strategy		Example of Strategy	Yes	No	Strategy Not Applicable
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.			

	element that they perform during a program session.				
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 movements/poses, 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 session to determine if they are content with their ability to perform the movements/poses 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 independently outside of the program.	Provide online links and videos of yoga, Pilates, Tai Chi, Qigong routines for participants to reference if they want to perform the activity at home.			

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 Applicable
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 into small groups during larger sessions.	Split participants up into partners or smaller groups of 3-5 people to work on specific movements/poses.			
11	Provide opportunities for participants to socialize.	During activity (e.g., between movements/poses) and also outside of program times (e.g., lunch outings).			
11a)	Provide the opportunity for participant socialization during activity elements.	Incorporate poses/movements 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 movements/poses.			
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 poses/movements so that individuals in different stages of cancer or following different treatment regimens can participate.			
13	Offer modifications for activity.	Offer modifications for different poses/movements.			
14	Provide variation in the modality of activity instruction according to the needs of the participant.	Instructors demonstrate poses/movements 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 Pilates/yoga/Qigong/Tai Chi 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			

		movements/poses 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.	a) Offer intermediate and advanced sessions at the facility which participants can join once they have completed the beginner sessions. b) Promote other recreational activities for individuals to try once they have completed the program.			
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.

Strategy		Example of Strategy	Yes	No	Strategy Not Applicable
20a)	Continually monitor participants' ability to carry out activity to ensure it is appropriately difficult.	Observe participants' ability to perform poses/movements, 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 poses/movements.			
20c)	Integrate add-ons or variations to elements of the activity to increase	Incorporate additional poses/movements into routines to 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 Applicable
26	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.			
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 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.	a) Observe participants' technique when performing poses/movements, 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 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.	a) Count breathing and the length of poses/movements being completed. b) Place hands at end points of movements.			
33	Provide variation in the modality of activity instruction according to the needs of the participant.	Instructors demonstrate 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.	a) Include the voluntary option to drop-in to the studio outside of scheduled program session times. b) Provide online links and videos to at home yoga/Pilates/Tai Chi/Qigong routines.			
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 on-going; 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.

	Strategy	Example of Strategy	Yes	No	Strategy Not Applicable
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.	a) Tag participants in posts where they achieve their goals (i.e. master a new pose/movement). 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 Applicable
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 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, 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 Pilates, yoga, Qigong, Tai Chi.			
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 Pilates, Yoga, Qigong, Tai Chi 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 Pilates, yoga, Tai Chi, Qigong 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.

Strategy		Example of Strategy	Yes	No	Strategy Not Applicable
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.	a) Use a comment box so participants can voice their opinions. b) Create a participant representative role on the program organizing board.			

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 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?

Partnerships:

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

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

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 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.

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; 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?

```
[                                                                    ]
[                                                                    ]
```

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 Component	Frequency of Educational Component	What do participants learn from the educational component?	Why have you incorporated this into your program?
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.

	Strategy	Example of Strategy	Yes	No	Strategy Not Applicable
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 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 improve their walking technique/posture, 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 session to determine if they are content with their ability 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 pertaining to recreational activity methods and skills, so that participants can carry out the activity independently outside of the program.	Provide printed walking routes of assorted difficulties for participants to reference if they want to go on individual walks.			

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

					Applicable
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.	a) Offer intermediate and advanced sessions at the facility which participants can join once they have completed the beginner sessions. b) Promote other recreational activities for individuals to try once they have completed the program.			
19	Welcome a family member or caregiver to be	Family members/caregivers can observe the recreational activity			

	present (but not participate) at the program.	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.

Strategy		Example of Strategy	Yes	No	Strategy Not Applicable
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 evidence-based elements of the activity. | Program staff members research new walking techniques/equipment 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 Applicable
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.	a) Observe participants' technique/posture/pace when walking, 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 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 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 Applicable
42	Use a stepped approach to increase the complexity of a program.	Start with a basic walking route and then gradually increase the 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 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 Applicable
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 lives.	Try to relate aspects of proper walking postures 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	Host structured focus groups and feedback sessions where			

	about the benefits of recreational activity.	participants converse about the 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 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.

Strategy		Example of Strategy	Yes	No	Strategy Not Applicable
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.	a) Use a comment box so participants can voice their opinions. b) Create a participant representative role on the program organizing board.			

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 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 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?

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

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

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)

<div style="border:1px solid black; height:100px;"></div>

Do volunteers require any certifications? (Please select all that apply)
- First Aid
- CPR
- NLS
- Other. Please specify below

<div style="border:1px solid black;"></div>

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)

<div style="border:1px solid black; height:80px;"></div>

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)?

<div style="border:1px solid black; height:80px;"></div>

Please explain why you chose the above payment schedule for participants.

<div style="border:1px solid black; height:80px;"></div>

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.).

<div style="border:1px solid black; height:80px;"></div>

What are the successful aspects of how your program operates financially?

<div style="border:1px solid black; height:60px;"></div>

What are the unsuccessful aspects of how your program operates financially?

<div style="border:1px solid black; height:60px;"></div>

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.

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 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?

> [blank box]

How would you characterize the majority of participants in your program? (i.e., age, stage of cancer treatment, types of cancer, sex, etc.)

> [blank box]

What is the ratio of participants to program staff for each program session?

> [blank box]

Please list the barriers to participation in your program (i.e., factors that make it difficult for participants to participate in your program).

> [blank box]

Please list the facilitators to participation in your program (i.e., factors that make it easy for participants to participate in your program).

> [blank box]

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?

> [blank box]

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)

> [blank box]

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 Component	Frequency of Educational Component	What do participants learn from the educational component?	Why have you incorporated this into your program?
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.

	Strategy	Example of Strategy	Yes	No	Strategy Not Applicable
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 membership/program fees.	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 session to determine if they are content with their ability to perform the dance moves 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 independently outside of the program.	Provide online links and videos of dance routines for participants to reference if they want to perform the activity at home.		

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 Applicable
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 dance 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 dance moves.			
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 dance moves.			
11	Provide opportunities for participants to socialize.	During activity (e.g., between dance moves) and also outside of program times (e.g., lunch outings).			
11a)	Provide the opportunity for participant socialization during activity elements.	Incorporate dance moves 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 in the dance routine.			
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 dance moves so that individuals in different stages of cancer or following different treatment regimens can participate.			

13	Offer modifications for activity.	Offer modifications for different dance moves.			
14	Provide variation in the modality of activity instruction according to the needs of the participant.	Instructors demonstrate dance moves 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 dance 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 dance moves 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.	a) Offer intermediate and advanced sessions at the facility which participants can join once they have completed the beginner sessions. b) Promote other recreational activities for individuals to try once they have completed the program.			
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.

Strategy		Example of Strategy	Yes	No	Strategy Not Applicable
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.

	Strategy	Example of Strategy	Yes	No	Strategy Not Applicable
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.			

30a)	Monitor participants to ensure that they are participating in the activity.	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.			
30b)	Monitor participants to provide any physical support/assistance when it is needed.	Assist participants with holding certain poses or with carrying out certain 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 dance move".			
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.	a) Count the music (sets of 8) during classes to ensure everyone performs the right move at the right time. b) Place hands at end points of movements.			
33	Provide variation in the modality of activity instruction according to the needs of the participant.	Instructors demonstrate dance moves 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.			
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.	a) Include the voluntary option to drop-in to the studio outside of program session times. b) Provide online links and videos to at home dance routines.			
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 Applicable

42	Use a stepped approach to increase the complexity of a program.	Start with a basic, intuitive move, and then gradually add additional moves.			
43	Provide clear instructions with adequate detail for performing the activity.	Use straight forward language and map out actions of dance moves.			
44	Demonstrate the proper technique for elements of the activity.	Perform the move 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 dance move.			
45	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.			
46	Provide constructive feedback for participants.	Correct a participant's form if they are performing a dance move 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 dance moves 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 dance moves they could and could not do, 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. 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.

Strategy		Example of Strategy	Yes	No	Strategy Not Applicable
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 routine 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 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 their condition.	members/wellness specialists 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.

Strategy		Example of Strategy	Yes	No	Strategy Not Applicable
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 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.	a) Use a comment box so participants can voice their opinions. b) Create a participant representative role on the program organizing board.			

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.

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.

<u>Participation</u>
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?