



Western Society for Kinesiology and Wellness

WSKW

58th Annual Conference | October 9 - 11, 2013 |

Harrah's Hotel Convention Center

219 North Center Street, Reno, Nevada, 89501

www.wskw.org



“GLOBAL PERSPECTIVES ON KINESIOLOGY & WELLNESS”

CONFERENCE PROGRAM

ABSTRACT PROCEEDINGS



WSKW President-Elect's Welcome



Welcome to the 58th Annual WSKW conference in Reno, Nevada!

As President-Elect of the WSKW, I join President *Dr. W. Matthew Silvers* and past-President *Dr. Pete Van Mullem* in welcoming each of you to this exciting event. The grandeur of the WSKW annual conference truly illustrates the global perspective and the visibility of our profession as well as the professionals who engage in the valuable work of promoting healthy and physically active lifestyles for all.

We especially welcome young professionals, first-time attendees, and international attendees to the WSKW Annual Conference. We believe this conference will be a positive initiation into your professional journey. You will enjoy excellent programs, attend special workshop and presentations, and share ideas with your colleagues. *Dr. McKenzie*, the opening keynote speaker and *Dr. Casten*, the E. C. Davis Lecture speaker will inspire; research sessions will enlighten; social networking will energize; and the *Xplore Taekwondo* demonstration team will entertain.

It is our goal to maintain and develop WSKW to meet the needs of the next generation of professionals. We encourage you to participate in all aspects of the conference (workshop, oral and poster presentations, hot topic, panel and roundtable discussions, and social events).

What is, perhaps, greatest appeal to this year's conference is the successful bringing together of a variety of professors, teacher and coach educator's, program directors, graduate, and undergraduate students, public school and private agency professionals, from multiple and very disparate cultures. This year's conference compiled as an outgrowth of a variety set of professional activities will be viewed as an important step in the globalization and internationalization of our allied physical education and sport professions. It is our hope that over time this activity continues to grow and thrive in terms of the number and quality of participants in future years! Additionally, by engaging in such activity we hope to begin providing a variety of activities that facilitate the interaction of faculty, researchers, teachers, and students to one another's professional settings and for related engagement in a variety of research, teaching, and other professional activities. It is also our hope that each participant should come away with an enhanced understanding of one another's professional activities in cultural context, and begin reflection on the similarities and differences across those professional settings.

We hope you will take time to enjoy Reno – ***The Biggest Little City in the World***. The dynamic 2013 WSKW annual conference featuring programs, meetings, socials, awards, and networking is offered for your professional growth and personal enjoyment. It is our hope that you will return to your workplace and school with renewed dedication, a sense of commitment, and new skills and ideas to continue the valuable work in which we all engage.

Sincerely,

Hosung So

Hosung So, Ph.D.
California State University San Bernardino



President (2012-2013)
W. Matthew Silvers, Ph.D., C.S.C.S.
Whitworth University



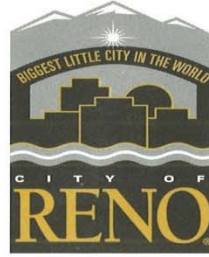
Past President (2012-2013)
Pete Van Mullem, Ph.D.
Lewis-Clark State College

WESTERN SOCIETY FOR KINESIOLOGY AND WELLNESS (WSKW)



Robert A. Cashell, Sr.
Mayor

(775) 334-2001
(775) 334-2097 Fax
cashellr@reno.gov
Web site: Reno.gov



*"The most livable of Nevada cities;
the focus of culture, commerce and
tourism in Northern Nevada."*

GREETINGS FROM THE CITY OF RENO!

On behalf of the City of Reno, the "Biggest Little City in the World", it is my pleasure to extend a warm welcome to all attendees of the *Western Society for Kinesiology and Wellness* as you come together for your annual conference October 9 – 11, 2013, at Harrah's Hotel.

Reno is a vibrant, progressive community, the center for culture and commerce in our region, with something distinctive to offer everyone: 24-hour fun, top name entertainment, elaborate shows, performing arts, museums, beautiful parks, shopping, our Triple "A" Baseball Team, the *Reno Aces*, with their new stadium in downtown Reno, the Truckee River running through the heart of our city, the incomparable beauty of our surrounding high desert, and the grandeur of the nearby Sierra Nevada Mountains. There are many things to like about Reno, but always at the top of my list is the wide variety of dining experiences available, all within just a few minutes of each other.

The variety of Reno restaurants reflects our community's diversity. From Basque menus celebrating Reno's roots, to recent innovations in vegetarian cuisine, and everything in between, you can find it done deliciously in Reno. Our community also offers the entire spectrum of atmosphere and style, from formal dining for the jet-set to darn good eating in a home-like atmosphere. This variety illustrates Reno's pride and our constant drive to exceed expectations.

The "Biggest Little City in the World" is in the midst of a renaissance, an exciting time of change and creative improvement. From the living and working space for artists at the Riverside Artists' Lofts to major new boutiques and galleries along the river, and our community seems to explode with new life and endeavor. Arts festivals, live music, theatrical performances, gaming, special events, and of course, great food, each build on each other to keep people coming back to Reno for more.

Whether this is your first time in our city, you are regular visitor, or you are a resident rediscovering Reno, I am sure you will find what you are looking for, and more. Welcome!

Sincerely,

Robert A. Cashell, Sr.
Mayor

One East First Street, 15th Floor, P.O. Box 1900, Reno, NV 89505

KEYNOTE PRESENTATION

October 10, 2013; 8:30-9:20 am; Washoe Room DEF
Harrah's Reno Hotel Convention



“It Takes a Village to Raise a Physically Active Child”

Dr. Thom McKenzie, one of the legends in our field, is Emeritus Professor of Exercise and Nutritional Sciences at San Diego State University and former Adjunct Professor, Department of Community Pediatrics, University of California, San Diego. Before coming to the USA, he was a school physical education and health teacher, coach, and administrator in Canada. He has authored or co-authored over 180 scientific papers and developed numerous assessment and curricular materials that are used nationally and internationally. He is a Fellow of four professional organizations and been a major investigator on 16 multidisciplinary research projects supported for over 60 million dollars by the National Institutes of Health (NIH). These have focused on increasing physical activity and health in numerous settings, including homes,

schools, community parks and recreation centers. He has directed summer residential camping programs for obese children and for 16 years was a performance enhancement consultant with USA Volleyball National Teams. His expertise in designing and assessing physical activity programs for diverse populations is widely recognized and has received numerous national and international awards.

McKenzie's Work and Research

McKenzie research focuses primarily on physical activity and aims to promote physical activity amongst children and youth through data-driven programs, including physical education. He is a frontrunner in making physical activity a central outcome for school physical education programs, advocating for health related physical education and identifying the new teaching skills needed to deliver such programs. He has published numerous systematic observation assessment tools, including the often-used SOFIT (System for Observing Fitness Instruction Time) observation system. This system has been used to gather valid and reliable data about levels of physical activity in physical education classes internationally and has become the standard for much research in the physical education field.

McKenzie has been major contributor to the curriculum, study design, and data collection in numerous NIH-supported programs in schools, including:

- Sports, Play, and Active Recreation for Kids (SPARK)
- Middle School Physical Activity and Nutrition (MSPAN)
- Child and Adolescent Trial for Cardiovascular Health (CATCH)
- Trial of Activity for Adolescent Girls (TAAG)

The SPARK and CATCH programs are being disseminated widely, and have impacted the physical education of millions of children. McKenzie has also served as co-principal investigator on three obesity prevention programs, including:

- AVENTURAS, which targeted Latino homes, communities and schools
- MOVE, which targeted 30 community recreation centers in San Diego
- Our Choice, a CDC demonstration project with 1200 overweight children in Imperial County, California

He is also an investigator with RAND on five studies of parks and recreation centers in numerous U.S. cities.

Among his many awards, McKenzie has received the:

- 2012 Lifetime Achievement Award, President's Council on Physical Fitness, Sports and Nutrition
- 2012 Hall of Fame Award, National Association for Sports and Physical Education (NASPE)
- International Olympic Committee President's Prize (AIESEP) for sport and physical education program development, research, and scholarship
- C.H. McCloy Research Lecturer Award, Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
- Public Service Award, International Society for the Advancement of Behavior Analysis
- Dudley A. Sargent Award, National Association for Kinesiology and Physical Education in Higher Education

McKenzie received two degrees from the University of New Brunswick, a M.Sc. from Dalhousie University, Halifax, Nova Scotia, Canada, and a Ph.D. from The Ohio State University, Columbus, Ohio.

Photos Below: Clipping from a Finnish newspaper showing Dr. McKenzie and the First Lady toasting the President at the Doctoral Ceremony (an event that takes place every 4 years). Congratulations, Dr. McKenzie.



Kunniavieraiden illallispyödyässä istuivat myös rouva Elsebeth Manninen, rouva Jenni Haukio ja kunniatohtoriksi promovoitu professori Thomas McKenzie.

Conferrment Ceremony 2013



The Procession of the Degree Ceremony was a colourful attraction in Jyväskylä on Saturday, 24 Aug 2013.

E. C. DAVIS LECTURE

October 10, 2013; 12:50-13:30; Douglas Room
Harrah's Reno Hotel Convention



***"Enjoy Your Front Row Seat"* by Dr. Carole Casten**

Professor, Kinesiology & Recreation Department
California State University Dominguez Hills

President (2002) - WCPES (Western College Physical Education Society; former name of WSKW)
WSKW Young Scholar Award Recipient (1990)

Dr. Casten has over 200 presentations on various topics in California, Arizona, New Mexico, Hawaii, Utah, Florida, Indiana and at State, District and National and International Conventions. Dr. Casten has published 5 textbooks, still keeping one alive in its 7th edition, served as President of WCPES who became the first woman elected president of our organization, and held many position in Southwest District AAHPERD and CAHPERD, and served on AAHPERD committees.

2013 WSKW ANNUAL CONFERENCE

BRIEF HISTORY OF THE SOCIETY

The first meeting of the Western College Physical Education Society (WCPES), originally called the Western College Men's Physical Education Society (WCMPEs), was held at the University of Utah in the fall of 1956. A small group of college and university physical educators from Western states met to discuss inequity in selecting sites for the College Physical Education Association's (CPEA) annual meetings. From this initial meeting came recommendations that CPEA meet periodically in states west of the Mississippi or provide for a CPEA western division.

After the Utah meeting, questionnaires were distributed to western college and university male physical educators by E. C. Davis of USC. In response to the questionnaires, the following decisions were made:

1. Meet independently from CPEA.
2. Deal only with the topic of physical education
3. Use a roundtable discussion format without presenters or panels. In effect, each member is to participate and serve as a resource person.
4. Limit the program to discussion of two or three problems or issues.

At CPEA's national meeting in 1957, WCMPEs elected to meet independently in Reno in October 1958. A committee was formed to draft an Operating Code. The Code, limited to one typewritten page set forth conditions for continuing the format as prescribed by its charter members.

After CPEA's demise, and the subsequent formation of the National Association of Physical Education in Higher Education (NAPEHE), overtures were made by WCMPEs to amalgamate and/or meet jointly with the Western Society for Physical Education of College Women (WSPECW). WSPECW rejected the offers. In 1986, WCMPEs chose to drop the "M" from its title and open its membership to all college and university physical educators.

The Dr. G. A. "Art" Broten Scholar program, originated by Robert J. Ritson of the Oregon Department of Education and others in 1987, encouraged the involvement of younger college and university physical educators in the WCPES. A call for papers is to be made annually. Time is allotted in the conference program for presentation of these papers. These papers are also published in the WCPES Monograph Series.

In 1988, Sam Wittingham devised a WCPES logo. In 1994, a motto was coined by Jerry L. Ballew, of the University of Nevada, Reno, and approved for use with the logo on a newly designed letterhead and envelopes.

In 1999, students were invited to the conference, and "The R. D. Peavy Student Symposium" was introduced by Lawrence D. Bruya of Washington State University. Since its inception, the "Peavy Papers" have provided opportunities for students to be active participants at the conference.

In order to better represent the work of the Society and in recognition of the trend in the profession to move away from the term "physical education," the membership initiated action to change the name of the organization. Following the 2004 meeting, the membership approved a name change to the Western Society for Kinesiology and Wellness (WSKW) to inaugurate its 50th anniversary.

PAST PRESIDENTS

Western College Physical Education Society (WCPES)

1956	Organized – presided by Golden Romney & E.C. Davis
1957	E. C. Davis, University of Southern California
1958	E. C. Davis, University of Southern California
1959	E. C. Davis, University of Southern California
1960	C. V. Langton, Oregon State College
1961	N. P. Neilson, University of Utah
1962	Wynn Fredericks, University of Southern California
1963	Golden Romney, Washington State University
1964	G. A. Broten, University of Nevada, Reno
1965	Ronald Thompson, Arizona State University
1966	Fred Kasch, San Diego State University
1967	Fred Kasch, San Diego State University
1968	Wayne Brumbach, University of Oregon
1969	Dave Bartelma, University of Colorado
1970	Clair Anderson, Idaho State University
1971	Fred Roby, University of Arizona
1972	Alex Petersen, Southern Oregon College
1973	Ken Froman, Seattle Pacific College
1974	Glenn Arnett, California State University, Northridge
1975	Glenn Arnett, California State University, Northridge
1976	Robert Bergstrom, Oregon State University
1977	John Gilmore, University of Alaska, Fairbanks
1978	Bill Gustafson, San Jose State University
1979	John Woods, University of Wyoming
1980	John Nettleton, Colorado State University
1981	Bill Napier, Walla Walla College
1982	Ross Cutter, Whitworth College
1983	Fred Furikawa, California State University, Sacramento
1984	Jim Ewers, University of Utah
1985	Herb Schmalenberger, University of California, Davis
1986	Elmo Roundy, Brigham Young University
1987	Bob Ritson, Oregon State Department of Education
1988	Sam Winningham, California State University, Northridge
1989	Clair Jennett, San Jose State University
1990	Sherm Button, Boise State University
1991	Bob Peavy, Washington State University
1992	Jerry Wyness, San Francisco State University
1993	Leon Griffin, University of New Mexico
1994	Keith Henschen, University of Utah
1995	Rob Carlson, San Diego State University
1996	Ron Bailey, University of Nevada, Reno
1997	Glenn Potter, Boise State University
1998	L. Jay Silvester, Brigham Young University
1999	John Massengale, University of Nevada, Las Vegas
2000	Craig Johnson, St. Mary's College
2001	Robert P Pangrazi, Arizona State University
2002	Carole Casten, California State University, Dominguez Hills
2003	Ross Vaughn, Boise State University
2004	Jerry L. Ballew, University of Nevada, Reno



2005 Western Society for Kinesiology and Wellness (WSKW)
50th Anniversary Conference in Reno, Nevada
October 12-14, 2005

Western Society for Kinesiology & Wellness (WSKW)

2005	John Z. Ostarello, California State University, East Bay
2006	Walt Hamerslough, La Sierra University
2007	R. R. Apache Goyakla, Science Applications International Corporation (SAIC)
2008	Sharon Stoll, University of Idaho
2009	Boyd Foster, Gonzaga University
2010	Robert Thomas, La Sierra University
2011	Brian Sather, Eastern Oregon University
2012	Pete Van Mullem, Lewis-Clark State College
2013	W. Matthew Silvers, Whitworth University

HONOREED SPEAKERS

Keynote Speakers

1956-1974	N/A
1975	Emery Castle, Oregon State University
1976-1979	N/A
1980	Richard Davies, University of Nevada, Reno
1981-1985	N/A
1986	David Frohmeyer, Attorney General, Oregon
1987	David Benson, Sonoma State University
1988	N/A
1989	Joel Meier, University of Montana
1990	Samuel Smith, Washington State University
1991	Panel: John Gianotti, Harrah's Club; Bill Jager, CALMAT; Frank Schadrack, Redfield Co.
1992	Joe Crowley, University of Nevada
1993	Robert Dickens, University of Nevada
1994	James Sallis, San Diego State University
1995	Panel: Stan Sherer, Parks and Recreation, Sparks NV; Deno Paolini, Reno Athletic Club; Pat Cashill, Reno, NV
1996	Robert Barr, Boise State University
1997	Bruce Oglivie
1998	James Frey, University of Nevada, Las Vegas
1999	Amber Travsky, President's Council on Physical Fitness & Sport
2000	Don Zingale, San Francisco State University
2001	John Dunn, University of Utah
2002	Robert Pangrazi, Arizona State University
2003	Bonnie Mohnsen
2004	Greg Payne, San Jose State University
2005	Don Hall, CEO of Wellsourc. Inc.
2006	Porter Lee Troutman, NYSP Director, University of Nevada, Las Vegas
2007	John Massengale University of Nevada, Las Vegas
2008	Bonnie Burns
2009	Stacy Nelson
2010	Werner W.K. Hoeger, Boise State University
2011	Kathy Munoz, Humboldt State University
2012	Helen Higgs, Whitworth University
2013	Thom McKenzie, San Diego State University

E. C. Davis Lecturers

2006	Greg Payne, San Jose State University
2007	Steven Estes, Missouri Western State University
2008	N/A
2009	John Massengale, University of Nevada, Las Vegas
2010	Walter Hamerslough, La Sierra University
2011	Bill Napier, Walla Walla College
2012	Robert D. Peavy, Washington State University
2013	Carole Casten, California State University Dominguez Hills

2013 YOUNG SCHOLAR AWARD RECIPIENTS

A call is made each spring by WSKW for the Dr. G. Arthur Broten "Young Scholars" recognition program. This program provides the opportunity for young professionals in kinesiology and related fields to present professional papers that focus on issues within the profession. Original research, philosophical or position statements, or a summary of the present state of an issue may serve as the basis for the scholarly papers. Candidates must be full-time faculty members in kinesiology or a related field at a college or university. The candidate must be employed within the WSKW geographical boundaries. Priority will be given to instructors and assistant professors seeking to establish themselves and their work at regional events. Selection of the papers is made on the basis of scholarly content, organization, and pertinence to the field. Authors who are selected are invited to present their papers in Reno, NV in the same calendar year the papers are submitted. **For 2013, two award winners** were selected...

Dr. Christa Davis (Lewis-Clark State College) "Inspiring BLISS: An Innovative Instructional Model, Encouraging Increased Student Physical Activity, Based on Kinesthetic Instruction, Flow, and Mastery Motivational Climate"

Dr. Lee Ann Wiggin (Lewis-Clark State College) "Creating Successful Activity Programs for Middle School Girls"

CONFERENCE SCHEDULE

WEDNESDAY, OCTOBER 9

TIME	Washoe DEF	Washoe BC	Washoe A
4:30-6:30 pm	Registration (<i>Convention Lounge</i>)		Registration (<i>Convention Lounge</i>)
4:30-5:30 pm			Future Directions Meeting
5:35-6:25 pm		Oral Presentations (5:35-6:25) <i>Session 208 & 221 (20-25 min)</i>	Oral Presentations (5:35-6:25) <i>Session 205 & 206 (20-25 min)</i>
6:30-8:00 pm	WELCOME RECEPTION & KICK-OFF SOCIAL		

THURSDAY, OCTOBER 10

TIME	Washoe DEF	Washoe BC	Washoe A
7:00-8:10 am			Central Committee Meeting
8:15-8:30 am	President's Welcome (8:15-8:30) <i>Dr. W. Matt Silvers</i>		
8:30-9:20 am	Keynote Presentation (8:30-9:20) <i>Dr. Thom McKenzie</i> <i>Session 101 (50 min)</i>		
9:30-10:20 am	R.D. Peavy Paper Student Poster Presentations (9:30-11:00) <i>Sessions 700-731</i>	Workshop Presentation by SPARK (9:30-10:20) <i>Session 105 (50 min)</i>	
10:20-11:00 am		Oral Presentations (10:20-12:00) <i>Sessions 201, 202, 223, 225 (20-25 min)</i>	Oral Presentations (10:20-12:00) <i>Sessions 203, 204, 215, 218 (20-25 min)</i>
11:00-11:10 am	Break (11:00-11:10)		
11:10-12:00 am	Young Scholars Award Presentations (11:10-12:00) <i>Sessions 103 & 104 (25 min)</i>		
12:10-12:50 pm	CONFERENCE LUNCH (DOUGLAS ROOM)		
12:50-1:30 pm	E. C. Davis Lecture by Dr. Carole Casten		
1:40-3:40 pm	SPARK (Convention Lounge)	SPARK (Convention Lounge)	Faculty/Graduate Student Poster Presentations (1:40-2:50) <i>Sessions 301-305 & 307-319</i>
2:00-3:30 pm	Hot Topic Presentations (2:00-3:30) <i>Sessions 501-506 (2:00-3:30)</i>	Oral Presentations (2:00-2:50) <i>Sessions 207 & 209 (25 min)</i>	Oral Presentation (3:00-3:50) <i>Sessions 219 & 220 (20 min)</i>
3:00-4:10 pm	Panel Discussion (3:30-4:50) <i>Session 601 & 603 (35-40 min)</i>	Oral Presentations (3:00-4:15) <i>Sessions 210, 211, 212 (20-25 min)</i>	
3:30-4:50 pm			
4:10-4:20 pm		Break (4:15-4:20)	Break (3:50-4:20)
4:20-5:20 pm		Round Table Discussion (4:20-5:20) <i>Sessions 401 & 402 (25-30 min each)</i>	Panel Discussion (4:20-5:20) <i>Session 602 (60 min)</i>
5:30-6:20 pm	TAEKHYEON & XPLORE TAEKWONDO DEMONSTRATION (<i>Douglas Room: 5:30-6:20</i>)		
6:20-8:00 pm	INTERNATIONAL SOCIAL NIGHT (<i>Douglas Room: 6:20-8:00</i>)		

FRIDAY, OCTOBER 11

TIME	Washoe DEF	Washoe BC	Washoe A
7:00-8:00 am			Business Meeting
8:10-9:00 am	Oral Presentations (8:10-9:00) <i>Sessions 213 & 214 (20-25 min)</i>	Oral Presentations (8:10-9:25) <i>Sessions 216, 217, 226 (20-25 min)</i>	Oral Presentations (8:10-9:00) <i>Sessions 222 & 224 (20-25 min)</i>
9:10-9:50 am	R.D. Peavy Paper Student Project Poster Presentations (9:10-9:50) <i>Sessions 732-747 & 306</i>		
10:00-11:10 am	R.D. Peavy Paper Original Research Oral Presentations (10:00-11:10) <i>Sessions 748, 749, 750 & 751 (20-25 min)</i>		
11:20-12:20 am	Certificate of Participation Presentation Awards Raffle Drawing & Closing Remarks		

Thank you for Your Participation! Have a Safe Trip & See You Again in 2014

KEYNOTE PRESENTATION

SESSION 101 **It Takes a Village to Raise a Physically Active Child**
10th, 8:3-9:20, DEF Dr. Thom McKenzie (San Diego State University)

E. C. DAVIS LECTURE

SESSION 102 **“Enjoy Your Front Row Seat”**
10th, 12:50-1:30, Douglas Dr. Carole Casten (California State University, Dominguez Hills)

Dr. G. Arthur Broten “Young Scholars Award”

SESSION 103 **Inspiring BLISS: An Innovative Instructional Model, Encouraging Increased Student Physical Activity, Based on Kinesthetic Instruction, Flow, and Mastery Motivational Climate**
10th, 11:10-11:35, DEF Dr. Christa Davis (Lewis-Clark State College)

SESSION 104 **Creating Successful Activity Programs for Middle School Girls**
10th, 11:35-12:00, BC Dr. Lee Ann Wiggan (Lewis-Clark State College)

WORKSHOP PRESENTATION

SESSION 105 **Applying an Evidence-Based Physical Education Program to University Settings**
10th, 9:30-10:20, BC Paul Rosengard (SPARK)

ORAL PRESENTATIONS

SESSION 201 **From a SPARK to a Flame: Evolution of an Evidence-Based Physical Education Program**
10th, 10:20-10:45, BC Thom McKenzie (San Diego State University)
Paul Rosengard (SPARK)
Contact: paul.rosengard@sparkpe.org

SESSION 202 **Incorporating Physical Activity Programs and Health Initiatives in the Community**
10th, 10:45-11:10, BC Jason Aragon (Universidad de Morelos, Mexico)
Contact: jasonaragon@um.edu.mx

SESSION 203 **Physical Activity Levels of Children and Adolescents during School Break of Low-Income School Children**
10th, 10:20-10:45, A Elkin Arias (Instituto de Educación Física, Colombia)
Contact: elkinariasde@gmail.com

SESSION 204 **Assessment of Anti-Fat Attitude in Obese Youth**
10th, 10:45-11:10, A Rakesh Tomar (King Fahd University of Petroleum & Minerals, Kingdom of Saudi Arabia)
Contact: rtau@rediffmail.com

SESSION 205 **Physical Activities, Fitness and Somatotypical Characteristics of a Metropolitan Area Part Time SWAT Team**
9th, 5:35-6:00, A Young-Sub Kwon (Humboldt State University)
Park Lockwood (Washburn University)
Roy Wohl (Washburn University)
Contact: youngsubkwon@hotmail.com

SESSION 206 **Assessment of Gait with Zero Drop Shoes While Walking**
9th, 6:00-6:25, A McKay Frandsen (Utah Valley University)
Contact: mckayfrandsen@msn.com

- SESSION 207 **The IronMay Challenge – How Technology, Collective Efficacy and Challenge Can Be Leveraged to Promote Physical Activity**
10th, 2:00-2:25, BC
W. Matthew Silvers (Whitworth University)
Contact: msilvers@whitworth.edu
- SESSION 208 **Preliminary Inquiry on Sport Sponsorship Activation for AsociaciOn Deportive Cali**
9th, 5:35-6:00, BC
Roger Park (Gonzaga University),
Rocio Morales Camacho (Pontificia Universidad Javeriana Cali)
Maria Cecilia Henriquez Daza (Universidad Javeriana Cali)
Contact: park@gonzaga.edu
- SESSION 209 **Sporting Events and Health Promotion: Using Implementation for Emergency Preparedness in Families with Medical Vulnerabilities**
10th, 2:25-3:50, BC
Teresa Dodd-Butera (California State University San Bernardino)
Aaron Moffett (California State University San Bernardino)
Contact: tbutera@csusb.edu
- SESSION 210 **The Leisure Behaviors and Issues of Motorcyclists in Thailand**
10th, 3:00-3:25, BC
Kingkanok Saowapawong (Chulalongkorn University, Thailand)
Sombat Karnjanakit (Chulalongkorn University, Thailand)
Prapat Luxanaphisuth (Chulalongkorn University, Thailand)
Contact: sombatkarn@hotmail.com
- SESSION 211 **The Development of Sports and Cultural Factors to measure Country Image of Korea**
10th, 3:25-3:50, BC
Roger Park (Gonzaga University)
Contact: park@gonzaga.edu
- SESSION 212 **I'm a Med Student and Bikini Competitor**
10th, 3:50-4:15, BC
Kimberly Casten (Mount Sinai School of Medicine)
Contact: ckimski@gmail.com
- SESSION 213 **A Successful Teaching Format: The Ethics of It All**
11th, 8:10-8:35, DEF
Sharon K. Stoll (University of Idaho)
Contact: sstoll@uidaho.edu
- SESSION 214 **Human Organism of Modern Olympic Movement**
11th, 8:35-9:00, DEF
Nipat Ungpakornkaew (Chulalongkorn University, Thailand)
Sombat Karnjanakit (Chulalongkorn University, Thailand)
Hosung So (California State University San Bernardino)
Contact: 3906309@gmail.com
- SESSION 215 **Understanding of Sports Instructors' Role Conflict and Class Participation Process in Special School: Grounded Theory**
10th, 11:10-11:35, A
Hyun-Su Lee (Pusan National University, Korea)
Dong-Il Choi (Pusan National University, Korea)
So-Hyung Kim (Pusan National University, Korea)
Geon-Hee Kim (Pusan National University, Korea)
Contact: s3airlee@pusan.ac.kr
- SESSION 216 **Undergraduate Program in Recreation to Meet ASEAN Qualification Standard Profession**
11th, 8:10-8:35, BC
Rachada Kruatiwa (Chulalongkorn University, Thailand)
Suchart Thaweepornprathomkul (Chulalongkorn University, Thailand)
Tepraprasit Gulthawatvichai (Chulalongkorn University, Thailand)
Sombat Karnjanakit (Chulalongkorn University, Thailand)
Contact: sombatkarn@hotmail.com
- SESSION 217 **A "Highly Qualified" Adapted Physical Education Teacher Training Model**
11th, 8:35-9:00, BC
Hyun-Kyoung Oh (California State University San Bernardino)
Hosung So (California State University San Bernardino)
Contact: hkoh@csusb.edu

- SESSION 218 **The Effect of Community Dance Program on the Social Adaptive Behavior and Emotional Competence of People with Intellectual Disabilities**
10th, 11:35-12:00, A
 Hye-Min Kim (Pusan National University, Korea)
 Hyun-Su Lee (Pusan National University, Korea)
 Jinwoo Park (Pusan National University, Korea)
 Jaehwa Kim (Texas Woman's University, Korea)
 Contact: khm0726@hotmail.com
- SESSION 219 **The Out-Pouring Way of Emotion in Korean Sport Field**
10th, 3:00-3:25, A
 Jiseon Kim (Pusan National University, Korea)
 Keunmo Lee (Pusan National University, Korea)
 Chanryong Kim (Doneui University, Korea)
 Inhyung Kim (Silla University, Korea)
 Contact: loligsun@hanmail.net
- SESSION 220 **An Analysis on the Serious Leisure According to the Participation in Tennis Club Members**
10th, 3:25-3:50, A
 Saemi Lim (Pusan National University, Korea)
 Keunmo Lee (Pusan National University, Korea)
 Jae-Hyung Lee (Korea Maritime & Ocean University)
 Contact: smlim100@gmail.com
- SESSION 221 **Coaching: Finding the Right Level for You**
9th, 6:00-6:25, BC
 Pete Van Mullem (Lewis-Clark State College)
 Chris Croft (Clemson University)
 Contact: pwvanmullem@lsc.edu
- SESSION 222 **Marketing Opportunities for Health Tourism in Thailand**
11th, 8:10-8:35, A
 Nopparat Suthitakon (Kasetsart University, Thailand)
 Contact: sombatkarn@hotmail.com
- SESSION 223 **A Study of Possibility to Apply S. Harter's Model of Global Self-worth to Individuals with Physical Disabilities in South Korea**
10th, 11:10-11:35, BC
 Jinwoo Park (Pusan National University)
 Hyun-Su Lee (Pusan National University)
 Soo-Gyung Park (Pusan National University)
 Jaehwa Kim (Texas Woman's University)
 Contact: wave3305@hanmail.net
- SESSION 224 **Becoming a College Coach: The Career Path of NCAA DII Men's Basketball Coaches**
11th, 8:35-9:00, A
 Pete Van Mullem (Lewis-Clark State College)
 Contact: pwvanmullem@lsc.edu
- SESSION 225 **Small Town Mid-West Boy Makes a Difference!**
10th, 11:35-12:00, BC
 Robert K. Thomas (La Sierra University)-Contact: rthomas@lasierra.edu
- SESSION 226 **Effectiveness of Standard Curriculum for Human Resources for Healthy Aging Tourism to ASEAN Community 2015**
11th, 9:00-9:25, BC
 Ranumas Ma-oon (Kasetsart University, Thailand)-Contact: sombatkarn@hotmail.com



Photos for Faculty Presentations in 2012; first three photos in Washoe BC (52-60 seats max), last photo taken in Washoe A (26-30 seats max) .

POSTER PRESENTATIONS

- SESSION 301 **"Rez Ball" Goes Dancin': Media Coverage of the Shimmel Sisters and the Intersection of Sports, Gender, and Race During the 2013 NCAA Women's Basketball Tournament**
10th, 1:40-2:50, A
Heather Van Mullem (Lewis-Clark State College)-Contact: hivanmullem@lcsc.edu
- SESSION 302 **Healthy Behavior Choices & Sport Participation: Myth or Reality?**
10th, 1:40-2:50, A
Heather Van Mullem (Lewis-Clark State College)-Contact: hivanmullem@lcsc.edu
Megan Dorwin (University of Washington)
- SESSION 303 **Middle and High School Student's Levels of Physical Activity During Physical Education**
10th, 1:40-2:50, A
Alexander Roth (California Lutheran University)-Contact: alexroth911@yahoo.com
Louise A. Kelly (California Lutheran University)
Jane Rider (California Lutheran University)
- SESSION 304 **Effects of Aerobic Exercise on Cognition, Autonomic Function and Psychological Stress in Young Adults with High and Low Cardiorespiratory Fitness**
10th, 1:40-2:50, A
Tyler Kelly (California State University, East Bay)
B.L. Willis (California State University, East Bay)
S.L. Webb (California State University, East Bay)
Jenifer Sherwood (California State University, East Bay)-Contact: jennifer.sherwood@csueastbay.edu
- SESSION 305 **Analysis of Social Networks on Career Awareness of Korean Student Athletes**
10th, 1:40-2:50, A
Eunjoo Cha (Chung-Ang University, Korea)
Kyung Kim (Chung-Ang University, Korea)
Youngjae Kim (Chung-Ang University, Korea)
Hosung So (California State University, San Bernardino)
Contact: boogoto@naver.com
- SESSION 306 **Exercise Physiology Digital Storytelling Projects 101: How to create and implement digital storytelling into your curriculum Using Web 2.0 Tools**
11th, 9:10-9:50, DEF
Mandi Dupain (Millersville University)-Contact: mdupain@millersville.edu
- SESSION 307 **The Analysis of Enjoyment and Worry in Swimming Class Perceived by Korean Middle School Students**
10th, 1:40-2:50, A
Youngjae Kim (Chung-Ang University, Korea)
Yoon-Suk Cha (Chung-Ang University, Korea)
Hyeon-Jung Jung (Chung-Ang University, Korea)
Hosung So (California State University, San Bernardino)
Contact: chays1247@gmail.com
- SESSION 308 **Relationship Between a Participant's Body Mass Index and Score Received in Collegiate Equestrian Competition**
10th, 1:40-2:50, A
Ashley Pierce (California State University Fresno)
David A. Kinnunen (California State University Fresno)-Contact: dkinnunen@csufresno.edu
- SESSION 309 **The Relationship Between Personality and Academic Enthusiasm of Middle School Students to Participate in Sports Club Activities**
10th, 1:40-2:50, A
Youngjae Kim (Chung-Ang University, Korea)
Woo-Suk Kim (Chung-Ang University, Korea)
Seung-Jin Kim (Chung-Ang University, Korea)
Contact: goldgabba@naver.com
- SESSION 310 **The Impact of Gameful Design on Sedentary Adults' Motivation for Physical Activity and Physical Activity Levels: A Pilot Study**
10th, 1:40-2:50, A
Dominique Wakefield (La Sierra University)-Contact: wake@lasierra.edu
E. Medina (Beaver Medical Group)
A. Stathi (University of Bath)

- SESSION 311 **Exploration of Meanings of Korean Archery**
10th, 1:40-2:50, A
 Eunjoo Cha (Chung-Ang University, Korea), Jeong-Hyung Cho (Chung-Ang University, Korea)
 Youngjae Kim (Chung-Ang University, Korea)-Contact: cheer1007@naver.com
- SESSION 312 **College Students' Knowledge about Physical Activity Guidelines**
10th, 1:40-2:50, A
 Soojin Yoo (The University of Texas - Pan American)-Contact: yoos@utpa.edu
 Yongkweon Kim (Jeonju University, Korea), Yoonsin Oh (Cameron University)
 Sunhee Kim (Mokpo National University, Korea)
 Hosung So (California State University, San Bernardino)
 Jung-il Oh (The University of Texas - Pan American)
- SESSION 313 **Community Participation for Cultural Leisure and Tourism in Udonthani Province, Thailand**
10th, 1:40-2:50, A
 Nijira Klangsombat (Chulalongkorn University, Thailand)
 Sombat Karnjanakit (Chulalongkorn University, Thailand)-Contact: sombatkarn@hotmail.com
 Prapat Laxanaphisuth (Chulalongkorn University, Thailand)
 Teprasit Gulthawatvichai (Chulalongkorn University, Thailand)
 Aroonsri Auesriwong (Udon Thani Rajabhat University, Thailand)
- SESSION 314 **Preparation of Human Resources for Healthy Aging Tourism to ASEAN Community in 2015**
10th, 1:40-2:50, A
 Sombat Karnjanakit (Chulalongkorn University, Thailand)-Contact: sombatkarn@hotmail.com
- SESSION 315 **Teaching Leadership to UNM Teaching Assistants: Can It Improve TA Teaching Performance?**
10th, 1:40-2:50, A
 Mark Mico (University of New Mexico)
 Minhyun Kim (University of New Mexico)-Contact: mhkim@unm.edu
 Glenn Hushman (University of New Mexico)
- SESSION 316 **The Analysis of Kicking in Taekwondo and Taekkyeon**
10th, 1:40-2:50, A
 Yeong-Man Kim (California State University, San Bernardino)-Contact: taekkyon151@empas.com
 Hosung So (California State University, San Bernardino)
- SESSION 317 **A Development of Recreation Program Management Model to Promoting Health Tourism for the Long Stay Elderly Tourists**
10th, 1:40-2:50, A
 Chanya Wuttithantawee (ChulalongkornUniversity, Thailand)
 Suchart Taeweeornpathomgul (ChulalongkornUniversity, Thailand)
 Rattana Panriansaen (Suan Sunandha Rajabhat University, Thailand)
 Sombat Karnjanakit (ChulalongkornUniversity, Thailand)- Contact: sombatkarn@hotmail.com
 Prapat Laxanaphisuth (ChulalongkornUniversity, Thailand)
- SESSION 318 **The Influence of Physical Activity Participation on Social Interaction and Psychological Well-Being in People with Physical Disabilities in South Korea**
10th, 1:40-2:50, A
 Hyun-Su Lee (Pusan National University, Korea)-Contact: s3airlee@pusan.ac.kr
 Joong-Heung Park (Pusan National University, Korea)
 Geon-Hee Kim (Pusan National University, Korea)
 Kyung-Jin Kim (Texas Woman's University)
- SESSION 319 **Incidence and Prevalence of Lung Cancer and Associated Risk Factors**
10th, 1:40-2:50, A
 Hyung Cho (Claremont Graduate University)
 Seung-Hoon Paik (Yonsei University, Korea)

ROUND TABLE DISCUSSIONS

- SESSION 401 **Bringing Order to the Chaos in the Brick Yard**
10th, 4:20-4:50, BC
 Bethany Shifflett (San Jose State University)-Contact: bethany@bshifflett.com
- SESSION 402 **What Lance Wouldn't Give: Doping Drama in Cycling**
10th, 4:50-5:20, BC
 Brian Sather (Eastern Oregon University)-Contact: bsather@eou.edu
 Michael Pierce (Eastern Oregon University)

HOT TOPIC PRESENTATIONS

- SESSION 501 **HOW IS ACADEMIC FREEDOM IN THE UNIVERSITY BEING UNDERMINED?**
10th, 2:00-3:30, DEF
R.D. Peavy (Washington State University), L.D. Bruya (Washington State University)
B.J. Holt (University of Vermont), W.M. Silvers (Whitworth University)
N.H. Lawton (Eastern Washington University)
- SESSION 502 **The Need for Academic Freedom in a University Setting**
10th, 2:15-2:30, DEF
Robert Peavy (Washington State University)-Contact: robertdpeavy@gmail.com
- SESSION 503 **Little Decisions that Undermine Academic Freedom Slowly**
10th, 2:30-2:45, DEF
Larry Bruya (Washington State University)-Contact: lbruya@wsu.edu
- SESSION 504 **Certification of Higher Education Programs: Control of Academic Freedom**
10th, 2:45-3:00, DEF
Brett Holt (University of Vermont)-Contact: brettjholt@yahoo.com
- SESSION 505 **Academic Freedom: A Constraint Driven Model**
10th, 3:00-3:15, DEF
W. Matt Silvers (Whitworth University)-Contact: msilvers@whitworth.edu
- SESSION 506 **Academic Freedom as Quality Control in Higher Education**
10th, 3:15-3:30, DEF
N.H. Lawton (Eastern Washington University)-Contact: nlawton@ewu.edu

PANEL DISCUSSIONS

- SESSION 601 **Healthy Eating and Active Living at Harder and Park Elementary**
10th, 3:30-4:10, DEF
Cathy Inouye (California State University East Bay)-Contact: cathy.inouye@csueastbay.edu
Jose-Luis Rayas (California State University East Bay)
- SESSION 602 **Undergraduate Research: A Student's Perspective**
10th, 4:20-5:20, A
Clay Robinson (Lewis-Clark State College)
Pete Van Mullem (Lewis-Clark State College)-Contact: pwvanmullem@lcsc.edu
Panelists (Lewis-Clark State College Students)
- SESSION 603 **Culture of Fear: The Internal Threat to Academic Freedom**
10th, 4:10-4:50, DEF
Brett Holt (University of Vermont)-Contact: brettjholt@yahoo.com
John Osterello (California State University, East Bay)
Larry Bruya (Washington State University)
Sharon Stoll (University of Idaho)



Photos Taken in 2012: Registration, Kick-Off Social Event, Conference Lounge, Oral Presentation, Hot Topic & Panel Discussion, and Presentation Award Ceremony.

Dr. Robert D. PEAVY PAPERS

R. D. PEAVY STUDENT POSTER PRESENTATIONS

SESSION I SCHEDULE (Thursday, October 10th, 09:30-11:00 AM – Washoe DEF)

SESSION 700 **Welcome & Instruction** (09:30-09:40 am) *Justin A. Ulbright (Whitworth University)*

PRESENTATION ROUND 1 (Thursday, October 10, 09:40-09:50 am)

SESSION 701 **Increased Water Consumption and Weight Loss** *Abi Boyer, Abbie Davis, & Enrique Bartlett (Utah Valley University)*
SESSION 702 **Effect of Exercise on Sleep Quality and Length** *Jenna Cacchillo (Whitworth University)*
SESSION 703 **Hypoxic Training: Do Benefits Outweigh Risk?** *Anthony Calabro (Whitworth University)*
SESSION 704 **Approaches to Improve Soccer Performance** *Shawnn Carlson (Whitworth University)*

PRESENTATION ROUND 2 (Thursday, October 10, 09:50-10:00 am)

SESSION 705 **Tai Chi and Benefits for the Elderly** *Brittany Fowler (Whitworth University)*
SESSION 706 **Reliability of the Functional Movement Screen** *Max Jarvis (Eastern Washington University)*
SESSION 707 **Training for Lacrosse Endurance Capacity** *Michael Craven (Eastern Washington University)*
SESSION 708 **Prevalence and Dangers of Tanning Beds** *Erin McMoris (Whitworth University)*

PRESENTATION ROUND 3 (Thursday, October 10, 10:00-10:10 am)

SESSION 709 **Effects of Steroids on Youth Sports** *John Morrison (Washington State University)*
SESSION 710 **Influence of Sprint Training on Performance** *Jessa Newberg (Whitworth University)*
SESSION 711 **Types of Therapy for Knee Osteoarthritis** *Megan Pearson (Whitworth University)*
SESSION 712 **Improving Balance Training in Older Adults** *Annika Vyakhk (Eastern Washington University)*

PRESENTATION ROUND 4 (Thursday, October 10, 10:10-10:20 am)

SESSION 713 **Behavior Treatment for Children with Autism** *Melissa Callaghan (Whitworth University)*
SESSION 714 **Impact of MS on Disability and Quality of Life** *Courtney Campbell (Whitworth University)*
SESSION 715 **Additional Muscle Strengthening for Knee Pain** *Elizabeth Choma (Whitworth University)*
SESSION 716 **Altered Health after Hypertensive Pregnancy** *Kourtney Duchow (Whitworth University)*

PRESENTATION ROUND 5 (Thursday, October 10, 10:20-10:30 am)

SESSION 717 **Ultra-marathon Effect on Muscle Action** *Sean Everett (Eastern Washington University)*
SESSION 718 **Thyroid Cancer in Pediatric Cancer Survivors** *Jessica Hill (Whitworth University)*
SESSION 719 **Motor Imagery after Fatiguing Activity** *Alisa Stang (Whitworth University)*
SESSION 720 **Effect of Interval Training on Heart Health** *Anastasia Lee (Eastern Washington University)*
SESSION 747 **Implementing Movement Programs** *Bre' Una Keeton (Washington State University)*

PRESENTATION ROUND 6 (Thursday, October 10, 10:30-10:40 am)

SESSION 721 **Nicotine Locum Therapy during Pregnancy** *Rachel Mackie (Whitworth University)*
SESSION 722 **Regaining Balance and Gait Speed Post-stroke** *Gavin McBride (Eastern Washington University)*
SESSION 723 **Fibromyalgia and Myofascial Release** *Janna Rixon (Whitworth University)*
SESSION 724 **Hydrotherapy for Multiple Sclerosis** *Alisa Stang (Whitworth University)*
SESSION 725 **Physical Inactivity and Reward Preference** *Erin Manhardt (Washington State University)*

PRESENTATION ROUND 7 (Thursday, October 10, 10:40-10:50 am)

SESSION 726 **Falls in the Elderly and Attention Processes** *Amber Gale (Washington State University)*
SESSION 727 **Emotion Promotes Fallings in Elders** *SungMing Lee (Washington State University)*
SESSION 728 **Intrinsic Motivation for Physical Inactivity** *Dante Patriarca (Washington State University)*
SESSION 729 **Physical Inactivity and Mood State** *Erin Manhardt (Washington State University)*
SESSION 730 **Goal-oriented Stroke Rehabilitation** *Elizabeth Choma (Whitworth University)*

SESSION 731 **Closing Remarks** (10:50-11:00 am): *Justin A. Ulbright (Whitworth University)*

SESSION II SCHEDULE (Friday, October 11th, 09:10-09:50 AM, Washoe DEF)

Project Poster Session (Free Roaming) Friday, October 11th, 09:10-09:50 AM

- SESSION 732 **Student Confidence in Faculty Candidates**
11th, 9:10-9:50, DEF
Sebastrian Armstong & M. Johnson (Washington State University)
- SESSION 733 **Effects of Seven-Day Creatine Loading Phase on Acute Hypoxic Performance**
11th, 9:10-9:50, DEF
Anthony Calabro, Shawnn Carlson, R. Charlton, & T. Guinn (Whitworth University)
- SESSION 734 **Effects of Watching TV on Exercise Performance**
11th, 9:10-9:50, DEF
B. Dixon, D. Creek, Erin McMorris, & Megan Pearson (Whitworth University)
- SESSION 735 **Carbohydrate Mouth Rinse Effects with Running**
11th, 9:10-9:50, DEF
Gretta Eifert, Denise Han, M. Norton, & K. Shierman (Whitworth University)
- SESSION 736 **Effects of Sleep Deprivation on Anaerobic Performance and Rate of Perceived Exertion**
11th, 9:10-9:50, DEF
Elizabeth Fonken, J. Loo, R. Rumann, & Cat Tarvin (Whitworth University)
- SESSION 737 **Energy Expenditure Comparison between Treadmill Training and Exergaming**
11th, 9:10-9:50, DEF
Marcus Hunt, Devraux Boshard, B. Klemetson, J. Jacobsen, & E. Jensen (Utah Valley University)
- SESSION 738 **Anthropometric Factors Influencing Knee Injuries among Beginning Competitive Female Artistic Gymnasts**
11th, 9:10-9:50, DEF
Jenn Kumanchik, J. McNeal, & W. Sands (Eastern Washington University)
- SESSION 739 **Confidence when Collaborating Kinesiology and Design Students**
11th, 9:10-9:50, DEF
John Morrison, U. Giron, James Root, Gregory Schrupp, K. Ryan, & Larry Bruya (Washington State University)
- SESSION 740 **Heart Rate and Time Trial Differences between Running Shoes**
11th, 9:10-9:50, DEF
Jessa Newberg, J. White, J. Steele, & J. Johnston (Whitworth University)
- SESSION 741 **Culturally Influenced Weight Management in Brazilian and American Girls Age 12-14**
11th, 9:10-9:50, DEF
Greyce Peabody (La Sierra University)
- SESSION 742 **Confidence in Basketball**
11th, 9:10-9:50, DEF
Jason Romonsky (Washington State University)
- SESSION 743 **Pre/Post Self-efficacy and Awareness: Design**
11th, 9:10-9:50, DEF
James Root, John Morrison, U. Giron, G. Schrupp, K. Ryan, & Larry Bruya (Washington State University)
- SESSION 744 **Interdisciplinary Knowledge and Awareness in Playscape Design**
11th, 9:10-9:50, DEF
Gregory Schrupp, James Root, John Morrison, U. Giron, K. Ryan, & Larry Bruya (Washington State University)
- SESSION 745 **Interior Design with Kinesiology Consultant: Interdisciplinary Effort**
11th, 9:10-9:50, DEF
Gregory Schrupp, James Root, John Morrison, U. Giron, K. Ryan, & Larry Bruya (Washington State University)
- SESSION 746 **Anxiety in Co-ed Recreational Basketball**
11th, 9:10-9:50, DEF
Sarah Smythe, & Jackson, E. (Washington State University)

Original Research Oral Presentation (Friday, October 11th, 10:00-11:10 AM)

- SESSION 748 **Comparing Exercise Intensities: Running versus Exergaming**
11th, 10:00-10:20, DEF
Devraux Boshard, Klemetson, B., Marcus Hunt, J. Jacobson, & E. Jensen (Utah Valley University)
- SESSION 749 **Effect of Expected Exercise Duration on Pacing Strategies during a Circuit Workout**
11th, 10:20-10:40, DEF
Jenna Cacchillo, Mak Hope, Kendra Lahue, & Kayla Johnson (Whitworth University)
- SESSION 750 **Case Study on the Effectiveness of Using a Lumbar Brace During Running**
11th, 10:40-11:00, DEF
Anastasia Lee & Jenn Kumanchik (Eastern Washington University)
- SESSION 751 **Presentation Awards, Photos & Closing Remarks**
11th, 11:00, DEF
Justin A. Ulbright (Whitworth University)



Photos for Student Poster Presentations (first 2 photos from the left) and faculty poster presentation (right) Taken in 2012!

MARTIAL ARTS DEMONSTRATION

SESSION 802 Xplore Taekwondo Demonstration Team

10th, 5:45-6:20, Douglas

(<https://www.facebook.com/xploretkd>)

Jinyu Suk (Head of Xplore), Taemin Ha (Performance Director), Hyuk Kim (Team Manager), Jungkyou Park, Eric Tudayan Hyeonmin Park, Joseph Han, Deny Inwoo Sung, Terrence Daniels, John Aquino, Leila Alav, Cyril Gayid, Myeongkyu Kim



SESSION 801 Taekkyon Demonstration

10th, 5:30-5:40, Douglas

by **Dr. Yeong-Man Kim** (California State University, San Bernardino), See SESSION 317

Taekkyon is an old, traditional Korean art. The art, which may sometimes be written taek kyon, taekyon, taekgyeon, or taekkyeon, uses no weapons. Taekkyon is Korea's oldest traditional martial art, which downs opponents without causing big damage by trapping, throws or kicks. Movements are soft and rhythmic. Footsteps not only strengthen the body, but also make defense and attack easy. In **November 2011, Taekkyeon was recognized by UNESCO and placed on its Intangible Cultural Heritage List, being honored as the first martial art on UNESCO's list.**



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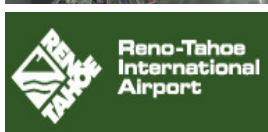
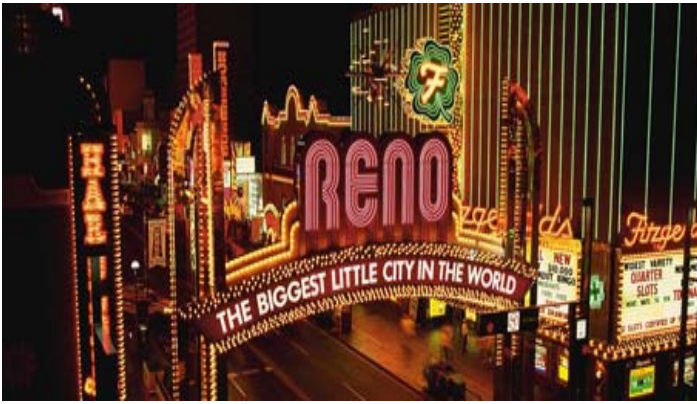
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Annika Sorenstam, Golf Legend and advocate for healthy children

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<http://www.harrah.com/VirtualTours/virtual-tour.html?id=16738&template=210&width=980&height=550&prop=REN>



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International participants are strongly recommended to reserve a room by contacting the Conference Organizing Committee (email: hosungso@csusb.edu) with the following information:

- (1) Guest name(s): _____
- (2) Check-In Date: _____
- (3) Check-Out Date: _____
- (4) Room Type: Single-Bed, Double-Bed: _____
- (5) Special Requests? If any: _____

A Complimentary Guest Room Wi-Fi Code will be provided at the time of check-in.



CONFERENCE REGISTRATION

The cost \$95 for professionals and \$45 for students. The cost for a guest joining us for the Thursday luncheon is \$25. Presenters are expected to register in advance for the conference. All others are also encouraged to pre-register to assist in the planning. Direct registration questions to the Treasurer, Dr. Jason Slack at Utah Valley University at 801 863-7488 or by email at Jason.Slack@uvu.edu. A registration form is available online at www.wskw.org.

RENO WEATHER FORECAST

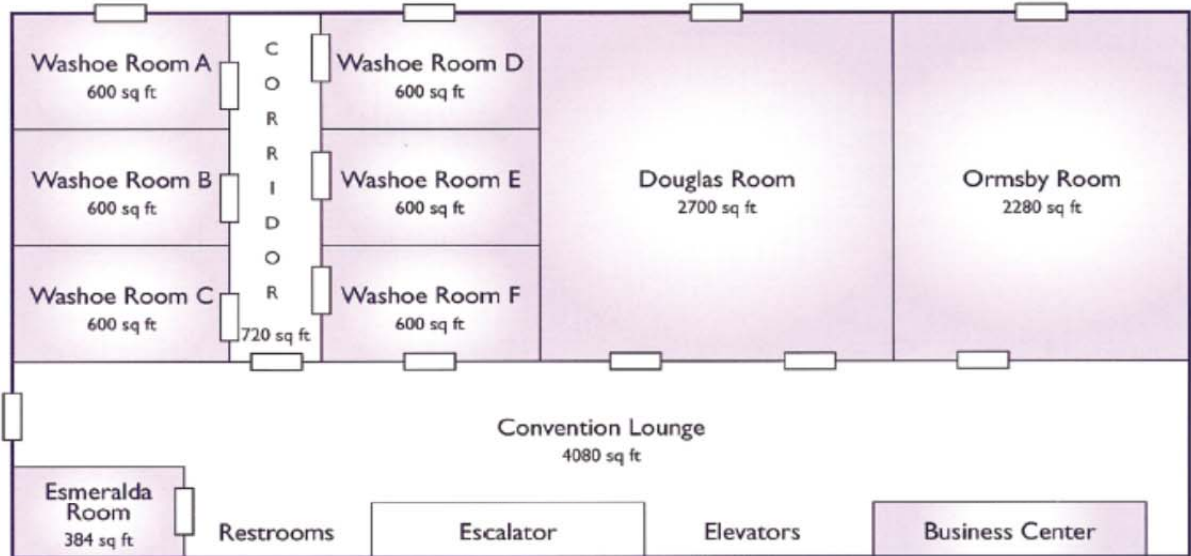
Day	Date	High Temperature F (C)	Low Temperature F (C)	High Records Temperature F (C)	Low Records Temperature F (C)
Wednesday	October 9	72° (22°)	41° (5.0°)	90° (32.2°)	19° (-7.2°)
Thursday	October 10	72° (22°)	41° (5.0°)	87° (30.5°)	16° (-8.9°)
Friday	October 11	72° (22°)	40° (4.4°)	86° (30.0°)	21° (-6.1°)



About this location



FLOOR PLAN



ROOM CAPACITY

ROOM	SIZE	SQUARE FEET	CEILING HEIGHT	w/SPEAKER TABLE THEATRE	w/HEAD TABLE BANQUET	CLASS-ROOM	CON-FERENCE	"U" SHAPE	HOLLOW SQUARE	RECEPTION
DOUGLAS	60x45'	2,700	16'	240	10's - 180 8's - 144	126	38	51	66	180
ORMSBY	60x38'	2,280	14-16'	192	10's - 140 8's - 112	96	38	48	60	140
ALL WASHOES	60x72'	4,320	16'	400	10's - 300 8's - 240	198	n/a	n/a	n/a	300
WASHOE A-B-C (each)	20x30'	600 (each)	14-16'	50	10's - 40 8's - 32	24	26	18	24	20
WASHOE D-E-F (each)	20x30'	600 (each)	16'	50	10's - 40 8's - 32	24	26	18	24	20
ESMERALDA	16x24'	384	10'	32	10's - 30 8's - 24	18	16	9	12	10
CONVENTION LOUNGE	30x156'	4,080	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NEVADA ROOM (entire floor)	90x156'	13,765	14-16'	1,148	10's - 880 8's - 704	n/a	n/a	n/a	n/a	1,300

INDEX OF PRESENTERS

FACULTY & GRADUATE STUDENTS

No	Name (Last & First)	Session Number & Affiliation	No	Name (Last & First)	Session Number & Affiliation
1	Aragon, Jason	202 <i>Univesidad de Montemorelos, Mexico</i>	51	Lee, Hyun-Su	215 <i>Pusan National University, Korea (218, 223, 318)</i>
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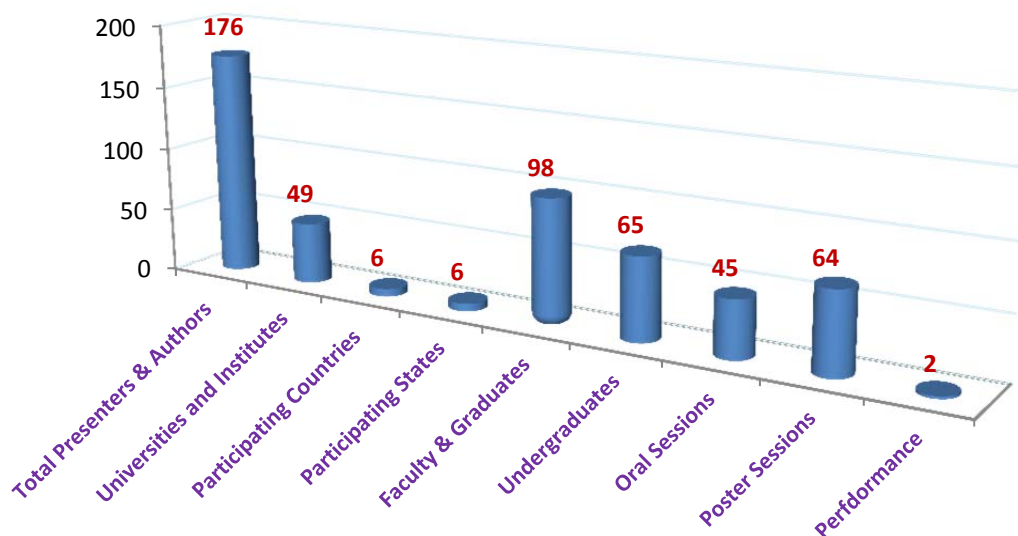
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2013 WSKW ANNUAL CONFERENCE

CONFERENCE PERSONAL SCHEDULE & NOTES

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07:00-08:00		(Central Committee Meeting)	(Business Meeting)
08:00-09:00		Keynote Presentation	
09:00-10:00		Keynote Presentation	
10:00-11:00			
11:20-12:20			Certificate of Participation & Presentation, Presentation Awards, Raffle Drawing, & Closing Remarks
12:10-12:50		Conference Luncheon	
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14:00-15:00			
15:00-16:00			
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18:00-19:00	Welcome Reception	International Social Night	
18:30-20:00	Kick-off Social	International Social Night <i>Refreshments & Light Food Served</i>	
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2013 WSKW Annual Conference Profiles



ORAL PRESENTATIONS

Workshop/Oral Presentation [Session 105]

Applying an Evidence-Based Physical Education Program to University Settings

Paul Rosengard (SPARK)

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While evidence-based physical education programs exist, little is known about how their concepts and methods may be utilized to prepare pre-service teachers and support their Professors. This presentation will examine new, on-line resources for higher education instructors and their students and give examples of how it has been used effectively in university courses in the U.S. and Canada. Attendees will participate in a sampling of activities that will showcase the online videos, ipad optimized assessment tools, skill and task cards. SPARK is the most widely disseminated, evidence-based physical education program in the world. For years, university methods instructors have attempted to integrate SPARK methodology with their students; however, barriers existed around cost and training. A new delivery system, SPARKuniversity, has been created that has dramatically reduced the expense for students and is offered to university instructors for free. Additionally, it is meant to supplement effective programs that include more physical education theory (e.g., Pangrazi, Graham) rather than replace them. Lesson and unit plans from SPARK have been compiled for both elementary and secondary methods students, and syllabi, assignments, powerpoints, and more teachers resources have been vetted and posted online. This presentation will show attendees where these materials can be located and everyone will leave with free access for 10 days and the opportunity to attend an elementary or secondary SPARK Institute (2-day in depth subject matter project in San Diego – with registration waived). Whether an instructor is considering using SPARK as a required or recommended resource, this sessions will help them better understand their options, and learn how an evidence-based program can be effectively used to supplement their current offerings.

Scientific Paper Oral Presentation [Session 201]

From a SPARK to a Flame: Evolution of an Evidence-Based Physical Education Program

Thom McKenzie (San Diego State University)

Paul Rosengard (SPARK)

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School physical education (PE) plays an important role in public health. Nonetheless, there are few evidence-based, health-related, PE programs available and very little is known about how to implement them. This presentation (a) briefly presents the background and research on the SPARK [Sports, Play, and Active Recreation for Kids] project, (b) describes efforts to disseminate those programs nationally (1994-present), and (c) more thoroughly illustrates practical use the SPARK model in undergraduate teacher preparation programs. The SPARK programs were initiated in 1989 with a large 7-year grant to San Diego State University (SDSU) from the National Institutes of Health to develop and evaluate a health-related PE program for elementary students. The initial program consisted of a PE curriculum designed to provide ample amounts of physical activity in class, a behavioral self-management program to promote physical activity outside of school, and extensive teacher training and support. The curriculum was designed to be a

practical resource for both classroom teachers and PE specialists. Further demand and funding led to extending SPARK into secondary schools, after-school programs, and early childhood education. SPARK programs have been thoroughly researched, and publications have addressed variables including: (a) physical activity during PE, (b) physical fitness, (c) motor skill development, (d) academic achievement, (e) adiposity, (f) student enjoyment of PE, (g) lesson context and teacher behavior, (h) student self-management and parent behavior, and (i) program maintenance and institutionalization. Social Learning Theory guided the development of the initial programs and has been used in diffusion efforts. Efforts to disseminate the programs nationally have required substantial collaboration among university, public school, and private sector personnel. In 1993, an enterprise was established within SDSU to disseminate SPARK on a non-profit basis. Over time, dissemination efforts far exceeded the capacity of the program designers and the academic institution, and in 2002 SDSU licensed the rights to disseminate the programs to a corporate sponsor. SPARK dissemination continues the original four main goals: (1) create teacher awareness of the need for active, health-related PE; (2) assist teachers design and implement active PE curricula; (3) develop teachers' class management and instructional skills, and (4) provide on-going support for change. SPARK has been collaborating with numerous universities that have adopted SPARK curricula as part of their teacher preparation programs. The last part of the presentation describes how these universities integrate SPARK concepts into undergraduate teacher education and how it beneficially prepares student teachers to work in surrounding school districts that use SPARK as their school curricula. Procedures used in SPARK serve examples for PETE personnel interested in collaborative-based models of teacher development.

Scientific Paper Oral Presentation [Session 202]

Incorporating Physical Activity Programs and Health Initiatives in the Community

Jason Aragon (Universidad de Montemorelos, Mexico)

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Mexico's obesity pandemic is widely documented in the scope of "World" health statuses (WHO). The underlying causes for the country's health problem are directly related to diet and a sedentary lifestyle (SS Gobierno de Mexico). Within this context, the secretary of health, along with members of his cabinet and advisers, has undertaken a massive endeavor to counter the growing health problem through several major initiatives. The "Adelante con 5 Pasos", is a federal health initiative designed to create a nationwide health conscience by focusing on key health behaviors and actions that will help to create accountability and create adopt healthy habits in the general population. Its basic premise is to empower every individual by providing the information to adopt and practice 5 simple actions (pasos = steps). The first and most important step is "activate" or physical activity. The participation of our school began almost 4 years ago by focusing on 3 sectors: elementary schools, communities and neighborhoods, and the workplace. The programs implemented into communities have reached a satisfactory level of success and participation among the population. There are many factors to consider when evaluating the success of the program. Participation is one of the main variables as well as continuity and reciprocity of programs. In evaluating physical activity programs other variables were also evaluated in different age groups and populations (BMI, Fitness Gram, physical fitness). Communities differ greatly in their demographic makeup as well as their socioeconomic status. Creating a health conscience in a

community requires the partnership and collaboration of major and minor players and the ability to network among those players. One of the most significant contributions was the incorporation of a global health network (EPODE) which facilitated the implementation of large scale programs and research.

Scientific Paper Oral Presentation [Session 203]

Physical Activity Levels of Children and Adolescents during School Break of Low-Income School Children

Elkin Arias (Instituto de Educación Física, Colombia)

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Physical inactivity is associated with many preventable diseases and it is recognized as a serious public health problem. Recommendations of the Department of Health and Human Services of the United States recommends that children and adolescents aged 6 to 17 years should participate in 60 minutes or more of daily moderate to vigorous physical activity (MVPA) (U.S. Department of Health and Human Services, 2008). The PA in school is particularly important for children from low-income households located in depressed areas. These children may not have access to physical activity programs offered outside the school due to lack of appropriate offers in the area, security issues, being in the situation of working children or lack of financial resources (Blatchford, Baines & Pellegrini, 2003). School seems to be an appropriate place to move and during school break the children and adolescents can try to meet some part of the recommended 60 minutes of PA. However, it remains unclear how environmental factors at school yard influence in levels of physical activity with age. There are also important differences in the PA of children and adolescents. The innate need to move can contribute to higher PA levels in children than those of adolescents even in similar environments (Rowland & Hughes, 2006). In this study we compared the PA levels of children and adolescents using which share the same school (adolescents go to school in the morning, children go in the afternoon). Observers used the SOPLAY system (System for Observing Play and Leisure Activity in Youth) (McKenzie, 2000) to obtain data on the quantity and type of children and adolescents PA during breaks. The results indicate that 56.1% of students do not perform any type of AF during rest and remain sedentary, 28% made moderate intensity PA, 15.9% perform vigorous PA. 42.4 of schoolchildren and adolescents perform moderate to vigorous physical activity (MVPA). Results show significant differences ($<.05$) between levels of MVPA among children compared with adolescents. Although adolescents have one school break than children, the proportion of sedentary was higher in this group. Intervention programs should target adolescents to promote PA and children to prevent PA levels decrease as they grow. Children and adolescents should move more during the school breaks and try to meet 60 minutes of daily MVPA.

Scientific Paper Oral Presentation [Session 204]

Assessment of Anti-Fat Attitude in Obese Youth

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Obesity is serious concern among youth all over world. Percentage of obese youth has increased over past years across the globe. Present study compare and assess the attitudes of obese youth towards the obesity. Forty university obese youth enrolled

in weight control program were selected as subjects and divided into two groups; highly obese (BMI ≥ 35 , $n = 24$) and moderately obese (BMI ≥ 30 , $n = 16$). Attitude Towards Obese Person Scale (ATOP) was administered on participants. T test was used to compare means between two groups. Level of significance was set at 0.05. Outcomes: T test failed to find significant difference in ATOP [$t(28) = -.840$, $p = .406$] between two groups. Mean ATOP score in moderately obese group was (58.25 ± 15.43); highly obese group was (54.29 ± 14.02) and combined score of two groups was (54.88 ± 17.01). Combined ATOP score in the present study is less and indicates a negative biased in attitude of obese youth towards obesity as compared to previous studies by (Phul et. al., 2010 & Poustchi et. al., 2013). Difference found could be due to gender difference and different sample type. It was concluded that there was no significant differences on attitude of obese youth between highly and moderately obese groups.

Scientific Paper Oral Presentation [Session 205]

Physical Activities, Fitness and Somatotypical Characteristics of a Metropolitan Area Part Time SWAT Team

Young-Sub Kwon (Humboldt State University)

Par Lockwood (Washburn University)

Roy Wohl (Washburn University)

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Special Weapons and Tactics (SWAT) Operators duties are more physically demanding than other law enforcement units because of additional weapons, tactical vest, and special equipment (Pryor, et al., 2012). However, no objective performance measures exist for SWAT operations. The first purpose of this study was to compare the physical challenges and activities reported by part-time SWAT team members in a metropolitan area. The second purpose of this study was to compare somatotypical characteristics of two SWAT teams to identify ideal somatotypical values. The final purpose of this study was to observe fitness characteristics of SWAT team members. Twenty-seven participants who were police or sheriff officers as well as part-time SWAT team members were given a survey to compare differences in routine activities performed by law enforcement officers versus SWAT team members. After participants completed the survey, t-tests were conducted to examine differences between law enforcement officer and SWAT responsibilities and activities. Participants performed fitness-related and skill-related tests, and the somatotypical values of participants were plotted. Data were taken from two different SWAT teams (mean \pm SD): 13 male SWAT team 1 (SW1 – sheriff officers) members (age 38.70 ± 4.6) and 14 male SWAT team 2 (SW2 – police officers) members (age 32.2 ± 4.9). Descriptive data which included age, height, weight, skinfold measurements, circumference measurements and skeletal diameter were taken to calculate and plot each somatotype value. The values of Endomorphy, Ectomorphy and Mesomorphy were used to determine the individual's overall Somatotype classification. Results indicated significant differences ($p < 0.05$) between certain routine tasks performed by SWAT teams and law enforcement officers on 15 of the 26 items. Activities such as running over short distances, sprinting, and jumping over obstacles were some of the activities done more frequently within the SWAT units. The SW2 measured as having significantly higher levels of physical fitness and composition than did the SW1. Using anthropometric data charts, SW1 members did not meet somatotypical recommendations and acceptable performance ranges whereas SW2 members were closer to recommended ranges. Fitness testing revealed that SWAT team members ranked high on tests of muscular strength, but lower on

body composition. The Activity survey results indicate that there are differences in the activities performed by law enforcement officers and SWAT teams with SWAT activities being more physically demanding. Although there is an ideal range for each SWAT team, there are also important variations within each team. For example, each team should have strength-oriented (Mesomorphic), individuals capable of breaking in doors. Teams should also have quick Ectomorphic individuals able to chase down escaping criminals. Based on these required tasks and more a team needs a relatively wide range in somatotypes to be an effective SWAT team member. This study provided important information which identified physical activities, fitness and Somatotypical characteristics of SWAT teams in order to develop training programs for the different law enforcement units.

Scientific Paper Oral Presentation [Session 206]

Assessment of Gait with Zero Drop Shoes While Walking

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The purpose of this study is to examine and identify the relationship between barefoot walking and walking with zero drop shoes. Many believe that zero drop shoes mimic barefoot walking because the soles of these shoes are not sloped from the toe to the heel. Analysis of these two different methods will allow for further insight into whether barefoot walking is simulated in zero drop shoes. It is acknowledged that some research has been done in this area. Some have explored foot strike patterns in barefoot and shod runners (Lieberman, 2010), and the centre of pressure during barefoot walking (De Cock, 2008). Most of the research in this area has been done with regard to running, so we intend to analyze effects of zero drop shoes while walking. There has also been some general research that has analyzed gait with and without shoes (Oeffinger, 1999). The shoes that are being used in the research include Altra (zero drop shoes), Samson & Delilah (zero drop shoes), traditional running shoes (Mizuno), and barefoot. The process of collecting data requires volunteer research subjects to use all walking methods and shoes mentioned previously. The data is collected when the walk on the Gaitrite System. The Gaitrite System contains a pad (about 20 feet in length) that measures center of pressure, toe-in, toe-out, plantar pressures and angle of impact. This data is then stored in a computer and analyzed by comparing similarities and differences between the different methods of walking. Research subjects include volunteers as well as recruited students. The emphasis is to use subjects between the ages of 18 and 30 years of age, that have overall good health. Data is currently being collected and analyzed. This process has been going on for three months and will continue to until the research is presented. The goal is to have 50 male and 50 female subjects, so that we can acquire an adequate amount of test subjects and data. If it is found that zero drop shoes do mimic barefoot walking then it will be beneficial over traditional running shoes (see Figure 1), for the health of the user. Barefoot walking is healthier than using traditional shoes because there is less impact on the ankle, knee, and hip joints. Zero drop shoes therefore would be healthier on joints while walking. So, there are much broader impacts of this research than simply gait assessment. Currently, data is being collected for analysis. Thus far ten participants have taken part in the research, with the goal of 50 male and 50 female research subjects by the end of the project. The statistics package that is being used is SPSS and the tests will be an ANOVA. Once all of the data is collected it can then be organized for analysis and conclusions can be drawn therefrom.

Scientific Paper Oral Presentation [Session 207]

The IronMay Challenge – How Technology, Collective Efficacy and Challenge Can Be Leveraged to Promote Physical Activity

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Consistency of physical activity and exercise adherence are well-recognized pillars of good health and wellness. Unfortunately, they are often neglected due, in part, to a lack of motivation, self-efficacy, and social support. The IronMay Challenge is a technology-based, but community-oriented, fitness event designed to promote consistent physical activity and exercise. The objective is for every participant and team to cumulatively complete an Ironman distance triathlon (2.4 mile swim, 112 mile bike, and 26.2 mile run) during the month of May. For some, this task is incredibly easy; for others, it is difficult. Participants log and track their miles using the website www.ironmay.com throughout the month. Google resources, Facebook, and Twitter are used to, promote the event, and track and communicate progress during the event. Participant survey feedback was analyzed from several previous IronMay Challenge events to determine statistical and qualitative themes. These themes were used to determine the most important sources of motivation for participation in the IronMay challenge. In addition, these themes were used to drive event modifications and improvement. The IronMay Challenge has been held for 6 years and continues to grow. Participation has increased from 95 to 546 participants during this time. Participants from local communities, various states, and even countries abroad, have took part in the event. Participant feedback has been resoundingly positive and continues to reflect themes of collective efficacy and challenge as powerful motivators for physical activity. Although social media has played an important advocacy role for IronMay, word of mouth continues to be the strongest way to promote the event. In addition, participant suggestions have provided several beneficial ideas for more effective use of technology, awards, and organization to improve the event. Several resources have been leveraged to make the IronMay Challenge “work.” These resources have been very cost-effective and are easily accessible to others. Based on participant feedback, there is a desire to see more of these events throughout the year and in other areas (different locations, workplace, churches, etc.). Continued research and event experimentation are recommended in order to improve the event and determine a more optimal balance of technology, collective efficacy, and community.

Scientific Paper Oral Presentation [Session 208]

Preliminary Inquiry on Sport Sponsorship Activation for Asociaci3n Deportive Cali

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The city of Cali is located in southwestern Colombia (South America) and capital of the Valle del Cauca department. It has been very active to host symbolic mega sporting events including 2011 FIFA U-20 World Cup and 2013 World Games at the official main stadium of Asociaci3n Deportive Cali with a 55,000 capacity. Asociaci3n Deportive Cali, a Colombian sports club based in Cali, is considered as one of the most successful football (soccer) teams in Colombia winning eight national championships since 1948. Despite a stunning success of Asociaci3n Deportive Cali in the realm of football field, it has not

been successful to generate their deserved revenues from a marketing standpoint. While sponsorship revenue is often cited as one of the main sources for major sport leagues and franchises second to media/broadcasting in the North American sport business market, Asociación Deportive Cali was quite shy to effectively make sponsorship opportunities become a significant proportion of the total revenue. Therefore, the main purposes of this current study are twofold. Firstly, it is to provide a fundamental description of sponsors' onsite promotional activities during two home games of Asociación Deportive Cali, once in October and the other in November 2012 at the home stadium and secondly to provide a meaningful and useful advice to the administrators of Asociación Deportive Cali in helping increase the potential sponsorship revenues. A total of 35 undergraduate students (18 years or above) were asked to participate in this sponsorship research project as a major course requirement of the marketing research class offered at a private university in Cali, Colombia. Their duties and responsibilities were disseminated via the orientation session and class lectures. They were asked to take at least 10 pictures during a football game and write one or two sentence(s) describing the reason why they were attracted to the picture they took. In addition, due to the limited accessibility to each section of the stadium (i.e., East, South, North, and West entrances), 35 research participants were evenly sent to each location. They also served as survey crews by collecting 250 surveys consisting of three major parts: Demographics, Sport Fandom Questionnaire (Wann, 2002), and Psychographics. A total of 334 photos were collected and successfully stored in a PC and a categorical analysis was conducted by reviewing all the pictures to derive common categories or themes in light of participant's comments about each photo taken. The data were organized around certain topics, key themes, or central questions for interpretations (Cassell & Symon, 2004). Some dominant themes were identified and the photos were grouped together accordingly, and some less-dominant themes or even outliers were also spotted. According to inter-rater reliability method, a total of overlapped themes were extracted including "main field/performance field," "mascot," "fans/spectators," "security personnel/soldiers," "players," "venders," and "cheer leaders." The further analysis will be conducted to identify the relationship among the following variables of sport fandom, sponsorship recall and recognition, and on-site sponsors' activation as well as demographics and psychographics.

Scientific Paper Oral Presentation [Session 209]

Sporting Events and Health Promotion: Using Implementation for Emergency Preparedness in Families with Medical Vulnerabilities

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There is an emerging body of scientific evidence that families with medical vulnerabilities are particularly susceptible to adverse outcomes in disasters. Implementation is a growing field for efforts in health promotion and research. The purpose of this prevention intervention was to utilize a sporting event to disseminate emergency preparedness information that was responsive to the needs of the community and the culture of special needs families. The Inland Empire of California has experienced wildfires and earthquakes, and emergency readiness is a concern to the entire community. The Disability Sports Festival is an annual one-day sports and physical activity program in the community for any person with a disability to

attend with his/her family at California State University, San Bernardino. In 2012, 954 athletes with a disability registered for the event. Prize bags were assembled as a reward for participation, and were filled with information on poisoning prevention and emergency preparedness for persons with disabilities. Eight hundred bags were dispersed to the pre-registered athletes, providing both the athletes and their families with information on basic emergency supplies and a more advanced approach to preparedness which addressed medical vulnerabilities. Also included in each of the bags were information packets from the event's sponsors who were health related entities serving the Inland Empire. Community campus partnerships with sporting events provide opportunities in health promotion program design for implementation as a hybrid of both fidelity and adaptability. This implementation offers a novel approach by utilizing a sporting event for health promotion with activity and information, providing "Empowerment through Education" about emergency preparedness in families with medical vulnerabilities.

Scientific Paper Oral Presentation [Session 210]

The Leisure Behaviors and Issues of Motorcyclists in Thailand

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In 2015, ten nations in Southeast Asia members in the region will become as one community, called ASEAN that is composed of 10 nations, including: Laos PDR., Vietnam, Myanmar, Cambodia, Malaysia, Philippines, Brunei Darussalam, Malaysia, Indonesia and Thailand. Thailand is located as center for the mainland in ASEAN, bringing good opportunities for the development of mainland transportation potentiality; especially in Motorcycle Tourism. Before setting Thailand as the center of ASEAN motorcycle tourism, study of behaviors and problems of motorcycle was investigated. The purposes of this research were to examine and compare the behaviors of motorcyclist tourist and problems of motorcycle tourism in Thailand. 400 motorcyclists (200 Thais and 200 Foreigners) who joined international bike events in Thailand responded to a questionnaire about their behavior and problem of motorcycle tourism in Thailand. Their responses were analyzed and interpreted in terms of percentage, means, standard deviation, and t-test. The result found that behaviors of motorcyclist tourist were (1) most of the subjects were utilized the sport and super sport bike with cylinder capacity 01 cc or above, (2) they had never taken any ride training course, (3) none of them were the member of the motorcycle club, (4) their main purpose of travelling was to join the motorcycle's event, (5) frequency of domestic motorcycle traveling was 3-5 times a years and 1-2 a year for international travelling, (6) average days of travelling each time were about 1-2 days with 125-250 Miles average distances, (7) average speed for travelling was about 63 - 65 M/Hr, (8) most of the subjects traveled with friends who ride motorcycle, (9) average expense per trip was about 2,000 - 4,000 Baht and (10) beach or marine travel were the most popular activity to do in Thailand during travelling. The opinion about problems of motorcycle tourism categorized into 8 factors; Marketing, Policy, Attraction, Accommodation, Motorcycle Club, Insurance, Highway and Security, the result found that overall problem was in medium level, and found high level of problem in factors of Policy (mean =3.53) and Highways (mean= 3.69). For the hypothesis testing about the problems of motorcycle tourism, t-tests found the difference between Thai and foreigners in the factor of Motorcycle club at significant level of 0.05. Thailand

would easily become the hub of Motorcycle Tourism in ASEAN if problems about policy and highways could have been solved and every stakeholder of motorcycle tourism has to concern and cooperate with each other to develop the motorcycle tourism potentiality of Thailand.

Scientific Paper Oral Presentation [Session 211]

The Development of Sports and Cultural Factors to measure Country Image of Korea

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Sports being used as a vehicle for propaganda whether during times of war or times of national pride is neither new nor innovative. The Olympics, for example, since their inception have served as an international stage by which countries can exhibit both their political agendas and their physical prowess. Additionally, success within sports, be it international or domestic, can become a rallying point for the nation, conjuring memories of the nation's once renowned greatness or of the progress and headway being made. One sport that is most frequently used for political purposes is soccer (or football—depending on the regional dialect). This sport serves as the pulse of a nation; “[t]he national team ostensibly [coming] to represent the entire nation, while the pitch be[coming] a surrogate battlefield on which mock war was waged, bringing together citizens of a state together in victory or defeat” (Benoit, pg. 536). The game itself, on the domestic level, served to feed religious particularism, political partisanship and ethnic rivalries throughout Europe (Benoit, pg. 535). The main purpose of this current study is to develop the cultural and sports factor to be added to Country Image Instrument developed by Martin and Eroglu (1993). One hundred twenty one college students (57.6% female and 42.4% male) in a Northwestern college of the United States responded to the questionnaires. Approximately 89.5% of the participants belonged to either under 20 or 20-29 age group. Country image is defined as “the total of all descriptive, inferential, and informational beliefs about a particular country” (Martin and Eroglu 1993, p. 193). In order to add two dimensions (cultural factor and sports factor) to the Country image scale developed by Martin and Eroglu (1993), the researcher created 38 new items initially (18 items for the sports factor and 20 items for the cultural factor) and reduced to 9 items (4 items for the sports factor and 5 items for the cultural factor). Principal factors extraction with varimax rotation was performed through SPSS version 22 on 9 items for a sample of 123 college students. Based on the Principal factors extraction, two factors were extracted as expected. All factors were internally consistent and well defined by the variables. With a cut of .49 for inclusion of a variable in interpretation of a factor, all the 9 variables loaded on one factor. Variables are ordered and grouped by size of loadings to facilitate interpretation. Therefore, the research instrument consists of five dimensions of economic with 4 items [one item (questions #11 was deleted in order to increase the Chronbach's alpha), technological with 4 items, political with 5 items, sports with 4 items, and cultural factors with 5 items. The item responses were summed within each sub-dimension to create five dimensions. The reliabilities of the sub-dimensions were .70, .67, .81, .85, and .76, respectively. The validity of this instrument was reconfirmed for the current sample. A demographic questionnaire was developed for this study to obtain information concerning gender, age, race, and education.

Scientific Paper Oral Presentation [Session 212]

I'm a Med Student and Bikini Competitor

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The medical and fitness fields are often at odds with each other. This is the story of one girl's quest to bring the two together! Preparing for a bodybuilding competition can be really fun if you put your mind to it. Even the horrid peak week does not have to be a bad experience if you think about it with a different perspective. This presentation will cover the experience of an MD/PhD student's preparation for a physique competition. It will cover the pros and cons of the training, diet, and “priming” required. As this is only a microcosm of the fitness world, also included will be the value of a more simple lifestyle integrating good nutrition and exercise for fat loss and general health.

Scientific Paper Oral Presentation [Session 213]

A Successful Teaching Format: The Ethics of It All

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In this presentation, my goal is to address the important elements in how to teach ethics to undergraduates. The presentation will include data from various studies from the last two years at the Center for ETHICS* in which a specific teaching methodology was used in comparison to a standard lecture format, and the results from pretest, intervention, posttest analysis using two valid and reliable assessing instruments. The intervention has been effective in different levels and different communities, including the United States Marine Corps Basic School, a study with university journalism students, and a long term study with freshman general education students. I will also discuss our latest findings with a two year study that we completed with the World Anti-Doping Agency, and what we have learned about online intervention techniques to improve moral reasoning. In general, we have found that a specific teaching methodology significantly improves moral reasoning of participants as measured by a pen and pencil/online assessment instrument. And, I will offer and discuss the important elements necessary within an educational format that we believe does improve moral reasoning of 19-24 year old participants.

Scientific Paper Oral Presentation [Session 214]

Human Organism of the Modern Olympic Movement

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Father of the Neo-Olympism, Baron Pierre de Coubertin emphasizes that “The future of civilization rests at this moment neither on political nor on economic bases. It depends solely on the direction which will be given to education” (IOA, 2012). To reform the education or even better considered as the social reform, Coubertin accepted to use “Athletes” as means and “Olympism” as the object. He had no hope for any country heading to “Utopia” and saw no one wanting to give it a thought. The term “Olympic education”, according to Muller (2010), has not been used until 1970s and it is so doubtful at the beginning among researchers that the aim of this subject is to really look at the educational ideals of the ancient Greece or is merely a marketing campaign of the Games. For Coubertin himself,

“Sporting education” rather than “Olympic education” is championed and is in fact the title of his book published in 1922, *Pedagogie sportive* (Muller, 2010). It is therefore interesting and challenging to study how Olympic can make a social reform through not only individual (sportsman) but a group of people or organization that, over the last 150 years, has become the world’s dominant economic institution (Bakan, 2004). The overall procedure of methodology is divided into two stages. The first stage is to construct the Model of Human Organism and the second is to examine the model with empirical data in order to adjust and to improve the model. The second stage of procedure of dissertation is to examine the proposed model with grounded data of sample, measurement and data analysis. An inquiry to the nature of organization or a discourse of knowledge of organization is to look for “the Form of the Good” of organization and is hereafter yearn for a consultancy of Philosophy related to major branches of philosophy which are Ontology, Epistemology, and Axiology. For organization, key variables are typically separated into two distinguished levels—Directors and Executives. Key variables derived from these two levels of organization are Vision, Competence, Strategy and Value which can be put into the Model of Human Organism. It is proposed that Olympism is the vision, key organizations of IOC, IFs, NOCs, IOC Executive Board, OCOG, OS, and IOA are competence, the Olympic Games (Summer, Winter, Paralympic, and Youth Games) are strategy, and organizational longevity is the value for the Modern Olympic Organization.

Scientific Paper Oral Presentation [Session 215]

Understanding of Sports Instructors’ Role Conflict and Class Participation Process in Special School: Grounded Theory

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Physical education plays an critical role in enhancing psychomotor, cognitive, and affective learning for students in school. However, it is reported that physical education in South Korea has not been effectively implemented due to teachers’ lack of interest, and internal and external environmental barriers. Recently, the Ministry of Education, Science, and Technology, and the Ministry of Culture, Sports, and Tourism in South Korea has blueprinted the comprehensive plan and the physical education promotion policy to improve health and increase physical activity levels for students in school. As a result, there has been a gradual increase in employment of sports instructors in elementary schools since 2008. However, there is an urgent need to identify barriers and challenges that sport instructors confront, especially in special school settings. Therefore, the purpose of this study was to examine sports instructors’ role-conflict and a model of paradigm for participation process in physical education class in special school. Participants were five physical education teachers in special schools in D-city, U-city, and K-do in South Korea. Collected data through interviewing was based on the Grounded theory of Strauss and Corbin (1990). There were 298 major categories by results of analysis about role-conflict of sports instructors and how to process activity-participation. Further, there were 63 subcategories and 19 top categories. According to the research findings, all the experiences related with sports instructors’ class participation in special schools develop central phenomena, such as ‘governability’, ‘stuffiness’, and ‘shrinking’. The result shows that the causal relationship based on the central

phenomena includes ‘unwanted arrangement’, ‘newcomers’, or ‘children with special educational needs’ that works as the context include ‘the position of instructors’, ‘lack of institutional settlement’, and ‘working environment’. There were ‘coping with the conflicts’, ‘forming class knowledge’, ‘attitudes to class’, and ‘methods for class application’ to solve those problems, which leads to the result of ‘being strategic’, ‘being cooperative’, and ‘being ancillary’. Sports instructors in special schools are facing a lot of difficulties, and this study has discussed how to settle the sports instructor system in special schools.

Scientific Paper Oral Presentation [Session 216]

Undergraduate Program in Recreation to Meet ASEAN Qualification Standard Profession

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This study aimed to develop the qualification standards and specifications for Bachelor Degree in Recreation, based on the Thai Qualification framework for Higher Education B.E.2552 (TQF) in order for meeting the ASEAN qualification standard of the Profession. The mixed research methods of both quantitative and qualitative were employed. Data were collected from 4 groups in order to evaluate recreation curriculum from 96 lecturers and/or academic staffs, 242 senior students of recreation program, 1,180 employers, and 10 educational scholars in the field of recreation. Questionnaire was designed with a Likert’s Scale with Alpha 0.96 validity point. Statistical analysis was employed to analyze percentage, mean, standard deviation and coefficient of variation. The qualitative process was followed to develop the qualification standard by conducting a seminar workshop with 65 participants, including experts, scholars, and lecturers in recreational fields. As implementation stage, 60 faculty members in the field of recreation participated in workshop seminars for the standard (TQF.1) to put it into the curriculum (TQF.2). Results of the study revealed that a Qualification Framework in the Recreation program (TQF1) curriculum included the following 7 programs, (1) Recreation (2) Management (3) Commercial Recreation (4) Outdoor Recreation (5) Recreational Resources (6) Recreation and Tourism (7) Therapeutic Recreation, which was composed of 5 domains of learning: (1) Ethics and Mora (2) Knowledge (3) Cognitive Skill (4) Interpersonal Skills and Responsibility and (5) Numerical Analysis, Communication and Information Technology Skills. The Recreation program specifications (TQF.2) had 136 credits and 7 required subjects in core course. After the critical hearing process, all specialists confirmed the proposed of qualification standards and specifications for bachelor’s degree in recreation program.

Scientific Paper Oral Presentation [Session 217]

A “Highly Qualified” Adapted Physical Education Teacher Training Model

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In recent years, there has been an increase in national and state attention regarding the assessment of teacher training program effectiveness. Effectiveness of adapted physical education (APE)

teacher training program and candidate accountability has been receiving more attention, since the Adapted Physical Activity Council published the new position paper defining “highly qualified” APE teachers in 2007 in the United States. To train “highly qualified” APE teachers, teacher training program should assess APE teacher candidates’ assessment and program effectiveness. This presentation will provide an overview of current APE training program in the U.S. especially, California APE credential program and examine the candidate accountability and program effectiveness.

Scientific Paper Oral Presentation [Session 218]

The Effect of Community Dance Program on the Social Adaptive Behavior and Emotional Competence of People with Intellectual Disabilities

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The purpose of this study was to determine how community dance programs influence on the changes in social adaptive behavior and emotional competence of people with intellectual disabilities (ID). Plus, based on the analyses, the present study was aimed to develop and apply community dance program which is appropriate and effective for students with ID. Twenty two people with ID (11 assigned to an experiment group; and 11 in a control group) were chosen as participants for the study. Community dance program was implemented in 24 sessions. For measurement instrument, social adaptive behavior questionnaire (KISE-SAB) and children emotional intelligent rating standard for teacher (Lee, 2010) questionnaire were used. For data analyses, covariate analysis was conducted with use of SPSS18.0. Based on the results, people with ID participating in the program (experimental) had more positive effects on social adaptive behavior (i.e., sociality general, play activity, personal relationship, responsibility, self-respect, self-preservation, and rule and law) than people with ID who did not participate in the program (control). Further, it was reported that people with ID participating in the program were more likely to demonstrate more positive emotional ability (i.e., emotional awareness and expression ability, self-emotional control ability, self-emotion utilization ability, awareness and consideration of other's emotion, and personal relation skills) than people with ID who were not provided the program. We can expand other therapeutic effects as well as social adaptive behavior and emotional ability by expanding treatment period of people with ID through community dance program. Further study is required on application and verification of program per class and type of disability. Further, it is also required to development of community dance program where parents of people with ID can participate together.

Scientific Paper Oral Presentation [Session 219]

The Out-Pouring Way of Emotion in Korean Sport Field

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Project: This study's purpose was to describe the way of expressing feelings in Korean sport field with emotional sociological methods. Means: To conduct this study, literature review was used and SNS, Newspapers were considered applying an emotional sociology. Outcome: As a result, It was revealed how to anger and trust, which are major categories of emotion, and nationalism inherent and formed traditionally and historically expressed in Sport Society of Korea. First, to support the teams and athletes are those that are due to feelings of trust, belief and assumption that is shared already through a social network. Sharing of feeling of trust, enhance the sense of belonging and affect to the unity of our actions. However, when trust is lost, feelings of anger is expressed. Next, Korean nationalistic which is the essence of Korean feelings and form the character. Equate fate and our destiny of the Republic of Korea national, it is exposed a strong desire to win. Nationalist feelings are expressed strongly in the game with Japan, at this time, ethnic sentiment was observed to be in the dominate place than any other reasonable determination process. Feelings as described above is required to be vigilant because it is possible that sports in combination with media clouds our judgment. Reflection: This study looked at the fact that feelings of our own that acts as a variable in structure and collective sports field of Korea. But the emotions, being viewed as a parameter as a coping reaction is appropriate than being set to a variable. In terms of broaden range of sociological analysis and much more comprehensive sociological research, areas of research on the effects as a parameter is valuable to be taken from various points of view.

Scientific Paper Oral Presentation [Session 220]

An Analysis on the Serious Leisure According to the Participation in Tennis Club Members

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The purpose of this study was to assess the Serious Leisure according to the participation in tennis club members. Tennis club members were sampled from all 6 regions in Busan, and 350 of those were included in the following data analysis: a frequency analysis, a reliability analysis, a factorial analysis, t-test, One-way ANOVA. Outcome: The following results have been drawn from this study. First, it was found that there is a partial difference in the Serious Leisure (personal effort) according to the participation (frequency) of the tennis club members. Second, it was found that there was a partial difference in the Serious Leisure (career) according to the participation (strength) of the tennis club members. Third, the study showed that there was a partial difference in the Serious Leisure (perseverance, personal effort, durable rewards, career, identity, unique ethos) according to the participation (time of the day) of the tennis club members. Fourth, it was found that there was a partial difference in the Serious Leisure (career) according to the participation (monetary cost) of the tennis club members. Fifth, it was also found that there was a partial difference in the Serious Leisure (perseverance, rewards, personal effort) according to the participation (tennis experience by the year) of the tennis club members. The study observed the Serious Leisure according to the participation in tennis club members in Korean style sporting life of tennis culture, and this would lead us to require a further study of qualitative research by in-depth interviews and participant observations.

Scientific Paper Oral Presentation [Session 221]

Coaching: Finding the Right Level for You

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Student-athletes, through observation and repetitive practice, develop particular habits associated with their specific sport (e.g. practice, training, and mental preparation) and gain insight into the coaching style and philosophy of their coach (e.g. practice organization, methods of communication, and coach-athlete interaction) (Cushion, 2011). During this process the student-athlete may begin to develop a basic understanding of how the coaching profession operates and the expectations associated with the competitive levels of sport (e.g. junior high, high school, collegiate and professional). Surprisingly, many former student-athletes start coaching at one particular level simply because someone asked them to. Arguably, the insight gained as a student-athlete may not be enough to help a young coach make the right career decision regarding which level they would like to coach at. Athletic playing experience is not a prerequisite to becoming a coach (Carter & Bloom, 2009) or being able to select the right competitive level for your coaching career. Getting started in the coaching profession through a former teammate or coach is definitely one approach to finding a level in coaching. However, examining and taking time to consider which level best suits you, could be a more effective method. The purpose of this 25-minute, interactive, hands-on presentation is to provide participants strategies and recommendations in selecting the right competitive level for a successful career in coaching.

Scientific Paper Oral Presentation [Session 222]

Marketing Opportunities for Health Tourism in Thailand

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The purpose of this study was to investigate aging tourists' need and behavior toward quality services and activity of health tourism in Thailand. Questionnaire was used to collect data that constructed by researcher. The sample for the study was 400 tourists from JBRIC country and 374 tourists from ASEAN country who had visited Thailand during June-August 2012 in 5 famous destinations in Thailand. Most of aging tourists' needs to participate were Thai massage and spa, Thai herb food and drink, to buy Thai souvenir, and to see Songran festival in April. They want to check up their health, dental care, surgeon for beauty and curative course from the physician in Thailand hospital. The cost of money value was attractive to aging tourist. The findings suggested that mobility were facilitated in the partnership of health tourism. The 5ps marketing mixes: price, place, product, promotion and people were used to promote health tourism. The stakeholders need to understand that the aging tourists' needs and behaviors are key to be successful in health tourism in Thailand.

Scientific Paper Oral Presentation [Session 223]

A Study of Possibility to Apply S. Harter's Model of Global Self-worth to Individuals with Physical Disabilities in South Korea

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Adapted physical activity is designed to promote physical activity participation and active living for people with physical disabilities of all ages. In many studies, the psychological model, model of global self-worth (Harter, 1987), has been used to understand how individuals engage in physical activity participation. However, these studies are more likely to focus on after-participation psychological effects and non-disabled people. Therefore, the purpose of this investigation was to determine whether or not Harter's model of global self-worth (1987) was valid to predict physical activity participation in people with physical disabilities in South Korea. Participants were 400 people with physical disabilities with use of a purposeful sampling technique. The participants participated in sports and physical activity clubs in the following geography areas in South Korea: Busan, Ulsan, and Kyungnam. A questionnaire used in the present investigation consisted of six psychosocial domains: (a) perceived competence (Driver, 2008); (b) social support (Driver, 2007); (c) affect (Lox, Jackson, Tuholski, Wasley, & Treasure, 2000); (d) physical self-worth (Driver, 2008); (e) motivation (Harter, 1981); and (f) physical activity participation (Godin & Shephard, 1985). Path analysis was used to assess a modeling fit and relationships between specific psychosocial factors. Based on the analysis, overall, fit indices indicated that Harter's model of global self-worth (1987) was a good fit for the data in the present study (NFI = .968, TLI = .927, CFI = .969). Further, unstandardized coefficients were relatively higher (.086 & .554). There were significant relationships between the 6 psychological domains. In the present investigation, Harter's model of global self-worth was more likely to predict physical activity participation in people with physical disabilities in South Korea. For the future study, there is a need to investigate the psychological model that reflects the cultural difference between South Korea and the United States.

Scientific Paper Oral Presentation [Session 224]

Becoming a College Coach: The Career Path of NCAA DII Men's Basketball Coaches

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Currently, there is no specific career path an aspiring coach can take to becoming a head coach (Bodey, Brylinsky, Flannery, Kuhlman, & Bolger, 2008). Due to the dynamic nature and social interaction of the coaching profession, a coach must immediately "get their hands dirty" and learn on the job (Jones, Armour, & Potrac, 2004). Entry-level positions in coaching are typically low paying, however endless opportunities exist to volunteer and develop as a coach while going to school or even while working another full-time job. Arguably, the quest to become a head coach requires perseverance and a long-term commitment. Therefore, the purpose of this research was to examine NCAA Division-II men's basketball coaches and their career path to becoming a head coach. Means: Based on data obtained from 315 NCAA Division-II institutions, this session will examine the career path of current NCAA DII men's head basketball coaches including: prior playing experience, the number of coaching positions held, levels (youth, interscholastic, intercollegiate, professional) of coaching experience, number of years in coaching, and formal education. This session will 1) examine the career path of NCAA Division-II men's head basketball coaches, 2) provide participants the opportunity to discuss the challenges of following a specific career path in becoming a collegiate head coach, and 3) discover and consider more effective methods to establishing a career in collegiate coaching.

Scientific Paper Oral Presentation [Session 225]

Small Town Mid-West Boy Makes a Difference!

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This presentation is intended to inform and inspire attendees by the life-story of William J Napier, one of the original members of the WSKW along with E.C. Davis and others on the west coast. Content for this presentation will be acquired through analysis of existing resources (such as transcripts of interviews with WJN), documents he's produced, WSKW historical files, photos, papers WJN produced); as well as with possible usage of previously unknown resources. The presentation will be a life-sketch briefly outlining his formative years in the mid-West; his military service and college experiences; his time developing the physical education program at La Sierra College, the program at Walla Walla College, and the design and development of the Drayson Wellness Center at Loma Linda University. It will also discuss people in our profession that he influenced and the contributions he made to the WSKW. Because I have not completed this project yet, I do not have a fully-informed "reflection", but I believe this presentation will inspire those who hear it to become more intentional to transform others within their sphere of influence and to continually strive to grow as a professional.

Scientific Paper Oral Presentation [Session 226]

Effectiveness of Standard Curriculum for Human Resources for Healthy Aging Tourism to ASEAN Community 2015

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Tourism industry has a major role in Thailand's economic system for being in ASEAN Community, especially the Healthy Aging Tourism which had trend to be a great need of aging tourists from ASEAN and JBRIC countries, thus, development of high competency and good characteristics of human resources for Healthy Aging Tourism is the key aims for high efficiency management in Healthy Aging Tourism. This study addressed an appropriate way to develop the high competency and good characteristics of human resources for Healthy Aging Tourism by presenting the standard curriculum. The main objective of this study aimed to finding the effectiveness of the standard curriculum, developed by the researchers, on the occurrence of development of high competency and good characteristics of human resources for Healthy Aging Tourism. A pre-test/post-test one group design was provided an understanding of the extent to which high competency and good characteristics can have an impact on human resources for Healthy Aging Tourism in increasing Healthy Aging Tourism management after training. The major finding indicated that the human resources for Healthy Aging Tourism who received training on the standard curriculum gained both high competency and good characteristics for high effectiveness Healthy Aging Tourism management. It can be concluded that the standard curriculum can promote human resources for high effectiveness Healthy Aging Tourism management.

POSTER PRESENTATIONS

Poster Presentation [Session 301]

"Rez Ball" Goes Dancin': Media Coverage of the Shimmel Sisters and the Intersection of Sports, Gender, and Race During the 2013 NCAA Women's Basketball Tournament

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While increases in media coverage have focused on the successes of many female athletes of ethnic minority status, American Indian female athletes have consistently been left out of discussions (King, 2005). Battling sexism, racism, and classism, they "...have been silenced by being suppressed, excluded, and misrepresented at every level of social interaction and have been placed at the margins by dominant culture in society and sport" (Smith, 1992, p. 229). What little coverage they have received, tended to focus on failures rather than highlight their successes. By the absence of their stories and thus their voice, the media has served to perpetuate the belief that, if American Indian female athletes do exist, they must struggle to be successful. Unfortunately, this practice of mainly recognizing the negative stories, or providing no stories at all, has served to reinforce incorrect stereotypes that American Indian female student-athletes are not or cannot be successful in mainstream society (King, 2005). However, a shift in media presence and coverage of American Indian female athletes recently occurred as the Shimmel sisters, Shoni and Jude, members of the Umatilla tribe in Oregon (Shilling, 2013), exploded onto the national sports scene as members of the Louisville Cardinal Women's Basketball team who contended for the 2013 NCAA Division-I National Basketball Championship. Therefore, the purpose of this study is to examine online media coverage of the Shimmel sisters, leading up to, during, and after the conclusion of the 2013 NCAA Women's Basketball Tournament. Content analysis of articles surrounding the 2013 NCAA Women's Basketball Tournament by Oregonlive.com and ESPN.go.com will be conducted to explore the presentation of the Shimmel sisters and the discourse created by media accounts centering on the intersection of gender, race, and sport. Results from this study will be shared.

Poster Presentation [Session 302]

Healthy Behavior Choices & Sport Participation: Myth or Reality?

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Sport holds a prominent place in American society and is a valued social activity (Coakley, 2009). It's role and significance to American culture is well noted throughout history and has long been believed to be a place for young boys to learn how to become men (Messner, 1992). Viewed as a training ground for the development of social values like hard work, perseverance, and teamwork (Lumpkin, Stoll, and Beller, 2003), sporting culture has long contested the involvement of girls and women (Coakley, 2009). However, since the passage of the landmark legislation of Title IX, more girls are playing sports than ever before (Acosta & Carpenter, 2012). Research indicates that participation in physical activity and sport can provide psychological, social, and physical benefits to female participants (Murray & Matheson, 2001), can serve as a source of

empowerment (Taylor et al., 2012), and may even provide a buffer against unhealthy behavior choices (Fasting et al., 2008). Interestingly, recent research indicates that sports may not serve as a protection mechanism against intimate partner violence committed against female athletes (Bendolph, 2005; Taylor, Wamser, Sanchez & Arellano, 2010). Therefore, the purpose of this study was to investigate the relationship between sport participation in female college students and female student athletes' engagement in positive, healthy behavior choices. Female college students (n=143; Students: n=94; Student-Athletes: n=49) currently enrolled in introductory level courses at one public college located in the Northwest were surveyed using the Athletic Identity Measurement Scale (AIMS) (Brewer, Van Raalte & Linder, 1993), the Rosenberg Self-Esteem Scale (Rosenberg, 1989), the IPV Questionnaire (Rhodes et al., 2002 as cited in Basile, Hertz & Back, 2007), and the Rutgers Alcohol Problem Index (White & Labouvie, 1989). The results of this study will be shared along with suggestions for future research in the area.

Poster Presentation [Session 303]

Middle and High School Student's Levels of Physical Activity During Physical Education

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Background: Physical inactivity from an early age is a predisposition to most of the major chronic diseases of adult life. A quality physical education curriculum can affect the student directly through an accumulation of physical activity (PA) and energy expenditure as well as indirectly through the promotion of life long physical fitness and a healthy lifestyle. Purpose: The purpose of this study is to examine the amount of time spent in moderate-to-vigorous physical activity (MVPA) in physical education class by middle school and high school students. Methods: 28 participants (ages 12- 15 years) were consented to the study. Actigraph accelerometers were used to calculate PA level during physical education class. Cut-points developed by Puyau were used to determine the PA levels of the students. Independent sample t-tests determined any significant differences in physical activity level between middle school and high school students. Results: Middle school and high school students spent an average of 16.6% and 23.7% of class time in MVPA respectively. There was a significant difference in MVPA between middle school and high school students ($p=0.014$). Significance was determined by $p \leq .05$. Discussion: Both groups did not meet the recommendation of 50% of class time in MVPA. Conclusion: Further studies should look at longitudinal data comparing students who did not meet physical activity requirement and students who did meet the requirement. Curriculum approaches to increase physical activity in class should be explored at both levels.

Poster Presentation [Session 304]

Effects of Aerobic Exercise on Cognition, Autonomic Function and Psychological Stress in Young Adults with High and Low Cardiorespiratory Fitness

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Research suggests that regular aerobic exercise is associated with improved cardiorespiratory fitness and cognitive function in children (Sibley 2003) and older adults (Hinden 2012) but few studies have examined the relationship between cardiorespiratory fitness and cognition in young adults. This study tests the effects of high and low cardiorespiratory fitness levels on cognition in young men and women. Currently, mechanisms to explain the positive correlation between exercise and cognition are unknown and this research is limited. Here, the cognitive, autonomic and psychological effects of a single bout of exercise are compared in adults with high and low cardiorespiratory fitness. These comparisons are designed to test putative causal mechanisms behind exercise effects on cognition. In this study, high and a low cardiorespiratory fitness groups ($VO_{2peak} > 50$ ml/kg/min and $VO_{2peak} < 50$ ml/kg/min, respectively) were formed based on the VO_{2peak} measured in a maximal, graded treadmill test to exhaustion. Neurocognitive performance (ImpACT, computerized neurocognitive assessment tool), autonomic reactivity and psychological measures (PANAS, STAI-Y1, BDI and PSS) in both high and low cardiorespiratory fitness groups were compared two hours post-exercise (30 min. of treadmill exercise below lactate threshold, 45% heart rate reserve) to control conditions. Preliminary results suggest that, in young adults, the higher cardiorespiratory fitness group trends towards improved working memory, faster reaction times and reduced stress reactivity two hours post-exercise compared to the lower cardiorespiratory fitness group. Based on the preliminary results, high cardiorespiratory fitness levels are associated with cognitive benefits. Thus, regular exercise and aerobic fitness may be interpreted as being necessary components to cognitive health in young adults. These results may be used to defend the importance of regular physical activity in schools, to encourage otherwise sedentary young adults to build and maintain their fitness level, thereby improving the quality of life and overall health.

Poster Presentation [Session 305]

Analysis of Social Networks on Career Awareness of Korean Student Athletes

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In Korea, student athletes are cultivated by the student-athlete training system which digs out athletes with nationally outstanding talents early, and supports professional and systematic training for elite sports players. Student athletes mean those who play sports in school sports clubs, or that are enrolled in athletic organizations as players, based on Article 33 and 34 of the National Sports Promotion Act. Students athletes experience different careers from normal students who choose various careers under the system of infinite competition after entering college, building walls from studies and concentrating on exercise, due to the 'student-athlete training system's characteristics. This system has enhanced national prestige and brought social and cultural development including the expansion of base of Sports for All by discovering players with nationally excellent talents in early stages. It has also enabled individual athletes to develop their motor fitness and to receive opportunities for the entry into society. However, there is a pyramid structure that only 1% of student athletes survive as sports players, while nearly 110,000

student athletes are enrolled in Korea Sports Council, currently, and careers and exercise discontinuance of student athletes are coming to the fore as social issues. Therefore, this study compared and analyzed how student athletes perceived themselves, and which images they should have as athletes, using the centrality analysis method of social networks, in order to see the conceptual differences in careers perceived by them. For this purpose, a survey was conducted with student athletes in elementary, middle and high school in 16 cities and provinces all over the country and finally, data were collected from 987 ones. The subjects responded if they had experiences in getting counseling on careers, and there was someone who they thought were successful. Then, they were asked to choose 4 out of 48 adjectives expressing themselves, and 4 adjectives expressing images that they should have as student athletes. When analyzing the differences in adjectives regarding personality, 'timid', 'introvert', 'stubborn', 'honest' and 'competitive' were in the center of images of individuals, and 'confident', 'tenacious', 'passionate', 'patient' and 'honest' were in the center of images of student athletes. In conclusion, this research would help to develop career guidance for student athletes more systematically by providing empirical materials. Moreover, it has significance by offering basic data to establish the direction of career policy and strategy for student athletes in the future.

Poster Presentation [Session 306]

Exercise Physiology Digital Storytelling Projects 101: How to create and implement digital storytelling into your curriculum Using Web 2.0 Tools

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While there are many ways to describing what digital storytelling is, the majority of definitions incorporate the use of multimedia tools, including graphics, audio, video, and animation to tell a story. Mellon defines digital storytelling as the “application of multimedia software techniques to the telling of stories (Mellon, 1999). In the example proposed in this poster presentation, students work in groups to create exercise physiology digital storytelling projects for understanding a Exercise Physiology assessment technique. Research suggests that students learn best when they are actively involved in the process (Anaya, 1996; Hall, et al., 2000; Huxham, 2005; Sivan, et al., 2000). Regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats (Davis, 1993). Digital storytelling projects in the curricula increase a student’s retention rate and comprehension of course material due to active learning. Active learning involves activity-based learning experiences: input, process and output. According to Edgar Dale’s research, effectiveness of learning is due to the media involved in the learning experiences. Developed in 1969, Dale’s Cone of Experience is a model that reflects retention rates in students based on different methods of presenting course material. Porta (2000) uses Dale’s model to posit the importance of visualizing and storytelling, as well as the importance of media. The digital storytelling assignment uses the “teach others/immediate use” method of teaching which achieves an average retention rate of 90% according to Dale’s Cone of Experience Model Research (Abilene Christian University, Learning Pyramid section). Objectives for the digital storytelling project are two-fold. Students will be able to a) gather and process information relating to a Exercise Physiology Assessment Procedure; and b)

develop a digital storytelling project using Diigo and Voice Thread explaining and demonstrating an Exercise Physiology Assessment Procedure. Grading for the digital storybook projects employs a grading rubric. The main areas of assessment include the content used, the organization of the content, media resources used, effectiveness, and presentation. All members of the group receive the same assessment as determined from the grading rubric sheet according to the criteria. Each group is responsible for creating a digital storytelling project that involves building a narrative presentation to demonstrate their understanding of an Exercise Physiology Assessment Procedure. This also encourages students to take part in cooperative learning. In designing the digital storytelling project, students use Diigo and Voice Thread technology to create a narrative presentation that contains text, images, video, and sound illustrating a physiology concept. Diigo is a popular social bookmarking service that serves as a research and collaborative tool for saving, annotating and sharing bookmarks. Diigo can be obtained online for free from www.diigo.com. VoiceThread is a free Web 2.0 tool that allows users to build digital conversations built from text, images, audio and video. VoiceThread can be downloaded from www.voicethread.com and was used to complete the digital storytelling project. Project activities enable students to apply technology, communication skills and assessment techniques as they build their digital storytelling project.

Poster Presentation [Session 307]

The Analysis of Enjoyment and Worry in Swimming Class Perceived by Korea Middle School Students

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The purpose of this study was to analyze enjoyment and worry in swimming class perceived by Korean middle school students. In order to solve the research problem, a total of 295 Korean middle school students, from three middle schools including a swimming pool in Seoul, completed a questionnaire. However, 25 had to be discarded as they were not filled in correctly or had missing data. To investigate enjoyment and worry in swimming class, open questionnaire and a 5-point Likert scale was used, and semantic differential scale was utilized. Results are as follows. First, enjoyment in swimming classes of middle school students was represented as 609 for total 10 in the area and worry was showed up as 636 to total 14 in the area. Second, of gender difference analysis of enjoyment and worry in swimming classes, there are difference in enjoyment cognition. the male students shows as ‘enjoyment in swimming pool’ and the female students appeared ‘Freedom of body movement.’ In worry, Both male and female students turned up ‘Lack of confidence’ as reason most worried about swimming classes. Third, there were significant difference in the level of enjoyment and worry according to gender. Male students had higher levels of fun and low levels of worry than female. also, Shows the difference in grade. Grade 3 class had more fun and feeling less worried than grade 2 in swimming class. Fourth, representing the difference of swimming class image depending on the personal characteristics of middle school students. Male students and third year reported a more positive image than female and second year in swimming class image.

Poster Presentation [Session 308]

Relationship Between a Participant's Body Mass Index and Score Received in Collegiate Equestrian Competition

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Athletes participating in aesthetics based sports have a higher occurrence of disordered eating and risk factors for clinical eating disorders than athletes at a comparable competition level participating in non-aesthetics based sports (Johnson, Powers, & Dick, 1999; Ziegler, et al, 1997; Boros, 2009; Ziegler, et al, 1998; Krentz & Warschburger, 2011; Torres-McGehee, Monsma, Gay, Minton, & Mady-Foster, 2011). Additionally, collegiate female athletes as a whole have a higher occurrence of disordered eating and risk factors for clinical eating disorders than their male counterparts at the same competition level (Johnson, Powers, & Dick, 1999). Aesthetics based sports are unique within athletics. Figure skaters, gymnasts, and equestrian athletes are subjected to more than simply performing a skill when competing. Body composition has been shown to play a role in how the athlete is perceived by the judge, their coach, their peers, and themselves. More research is necessary in this area of athletics. Additional study has the potential to support or refute how much of a factor body composition may account for in the overall scoring judges award during competition. The purpose of the study is to discover whether an athlete's body composition affects the judging of varsity collegiate equestrian events. The goal is to examine the BMI of collegiate equestrian athletes and compare it to the scores she received in competition. Thirty four collegiate equestrian athletes competing at the varsity intercollegiate level and are members of NCAA member schools' varsity teams will be asked to participate. Evaluating judges and scores awarded in competition will be collected from prearranged competitions organized by the participating institutions.

Poster Presentation [Session 309]

The Relationship Between Personality and Academic Enthusiasm of Middle School Students to Participate in Sports Club Activities

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This study is aimed to investigate the relationship between personality and academic enthusiasm of middle school students to participate in sports club activities. The results of this study would show the importance of activation of sports club activities, and physical education. This study was targeted at 630 of the first, second and third grade students joining in school sports club activities in 6 middle schools situated in Seoul City. For processing collected data, descriptive statistical analysis, exploratory factor analysis and multivariate analysis of variance were conducted using the Window SPSS 12.0 statistical program, and the following results were extracted from the verification of individual hypotheses. First, in relation to the differences of personality depending on general characteristics such as gender and grade, male students showed higher personality development than female students, and it developed more, as students were in higher grades of middle school. As a result,

there were statistically significant differences. Second, with reference to the differences of academic enthusiasm according to gender and grade, male students showed higher academic enthusiasm than female students, and students in upper grades were more enthusiastic, academically. Although there were significant differences in academic enthusiasm depending on gender, there were no significant differences depending on grade. Third, in relation to the differences of personality depending on variables of sports club activities like sports events and types of guidance teachers, the highest personality development was found in middle school students taking part in team events, and it was followed by individual events and man-to-man events. They also showed the highest personality development, when gym teachers and sports instructors ran classes together, and it was followed by the classes of sports instructors and the classes of gym teachers. There were no significant differences in personality according to sports events, but as subordinate factors, confidence and positive attitude highly influenced students' personality. Fourth, students participating in team events had the highest academic enthusiasm, and it was followed by individual events and man-to-man events. Also, their academic enthusiasm was the highest during classes conducted by sports instructors, followed by the classes of gym teachers and the joint classes of sports instructors and gym teachers. While significant differences in academic enthusiasm were found according to sports events, no significant differences were revealed according to types of guidance teachers. Fifth, in connection to the relationship between personality and academic enthusiasm of middle school students to participate in sports club activities, their personality had a lot of effect on academic enthusiasm. Confidence and positive attitude highly affected the devotion to studies, confidence and sense of community highly affected academic vigor, confidence, positive attitude and sense of community had a lot of influence on efficacy, and confidence and sense of community highly influenced academic absorption. Especially, amongst sub factors of personality, confidence had the biggest effect on academic enthusiasm.

Poster Presentation [Session 310]

The Impact of Gameful Design on Sedentary Adults' Motivation for Physical Activity and Physical Activity Levels: A Pilot Study

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Approximately 60% of the world's population is not getting sufficient exercise (WHO, 2010). Lack of motivation is a key factor for decreasing activity levels. Most games have demonstrated user engagement and motivation. Game elements should also increase engagement and enjoyment of the user in other non-game settings (Deterding, Dixon, Khaled and Nacke, 2011). The planned intervention will examine the effects of a gamefully-designed website for physical activity on motivation and on physical activity levels of sedentary adults. We hypothesize that the intervention group will show increased levels of motivation and physical activity as compared with controls. Sedentary adults (40 – 55 years) will be randomized to a 6-week intervention or a control group during the spring 2014 for this feasibility study. Pre- and post-intervention biometric data (height, weight, gender, age, blood pressure, resting heart rate) will be collected. A pre-, post- and 6-week follow-up Behavioral Regulation in Exercise Questionnaire (BREQ-2) will be administered. Seven day pre-, post- and 6-week follow-up data

(number of steps, moderate to vigorous physical activity, total volume of physical activity) will be collected. The intervention group will be exposed to a gamefully-designed physical activity intervention (website) for a period of 6 weeks and wear a pedometer. All participants will wear a blinded accelerometer throughout all testing and intervention periods for objective data collection. Follow-up interviews with voluntary participants will be conducted for qualitative data collection. This study will provide new information about the effectiveness of theory-grounded novel gameful design on non-game physical activity and motivation for physical activity among the sedentary adult population. The goal is to discover new, evidence-based, effective methods to help sedentary people to become more physically active.

Poster Presentation [Session 311]

Exploration of Meanings of Korean Archery

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Archery is a traditional sport symbolizing Korea. This study is aimed to explore meanings of Gukgung as a traditional sport event. For this purpose, related literature was considered, and in-depth interviews were conducted with 10 members in a Gukgung circle to gather data. For data processing, domain analysis and taxonomic analysis of Spradley(1980) were employed, and the authenticity and reliability of data were improved through reviews among members. The study results are as follows. As distinguishing meanings, Gukgung started 3000 years ago, and uses the farthest target of 145m amongst shooting sports. Also, any mechanical equipment isn't installed in the bow, and it has the highest hit rate as a shooting sport using a bow on a running horse. In the early days, bow was used as a hunting tool for survival of human, but began to be used as a weapon during wars. While Korea was invaded by foreign countries nearly over 3,000 times, people needed bows and arrows that flew farther and had a higher hit rate. Therefore, Gukgung with these characteristics was developed. According to the interviews, Gukgung contains survival meaning, physical meaning, emotional meaning, behavioral meaning and psychological meaning. To put it concretely, as a survival meaning, the subjects responded to perform Gukgung to survive. In other words, they perform it as one of hunting skills to survive in modern society, although there is no war using bows, today. As a physical meaning, it brought continuous isotonic exercise and isometric exercise at the same time, at regular intervals. This is found in a posture before shooting an arrow. As an emotional meaning, also, the subjects showed a sense of duty to inherit traditional culture. They replied that performing Gukgung was to learn shooting skills of ancestors and the spirit of Hwarangdo. As a behavioral meaning, Gukgung was considered to be an art sport with beautiful curves. The curve created when stringing a bow, and the parabola when the arrow flies to the 145m-target are Gukgung's own beauty. Lastly, as a psychological meaning, firstly, it improved concentration. Gukgung is a static sport. For such reason, the subjects concentrated on their posture, breathing and wind, whenever they shot every arrow. Secondly, it gave them vicarious satisfaction, and relieved stress. They felt as if they were flying together, when the arrow flew to the target, and got rid of stress, feeling thrill, when the arrow hit the target. In conclusion, Gukgung is a traditional art sport to train mind and body at the same time, and is a static sport not to use difficult moves or excessive power.

Poster Presentation [Session 312]

College Students' Knowledge about Physical Activity Guidelines

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Despite of government efforts, only 32% of Americans were aware of the physical activity guidelines (Morrow et al., 2004). Since awareness varied by age, ethnicity, and educational levels, these variables must be directed toward intended segments of the population. Research is needed to identify how well higher education can prepare individuals to live physically active healthy lifestyle and what they know about physical activity guidelines. This study examined college students' knowledge about physical activity (PA) guidelines. The results of this study may prove beneficial in the curricular content revision of wellness education as a component of general education in higher education settings. College students (n=394) completed questionnaires with the knowledge about PA guidelines. From the questionnaire developed by Morrow et al. (2004), the 19 items were used to assess knowledge of traditional and lifestyle physical activities in relation to PA guidelines for this study. Sample respondents were categorized based on gender and ethnicity. All data analyses performed using Statistical Package for Social Science version 16.0 (SPSS, 2007). Descriptive statistics were used for calculating the variable type and distribution. Chi-square analyses conducted to determine if specific dichotomous variables (e.g., yes/no) are related to items within the demographic profile (e.g., gender, ethnicity). The mean score of knowledge about PA guidelines were 13.01 out of 19 (SD=1.99, 68.8%) with women scoring slightly higher than men (M=13.3, 70% and M=12.8, 67.4% respectively) and this difference was statistically significant ($F(1, 392) = 6.240, p < .05$). Given the substantiated trends in sedentary lifestyle and the prevalence of associated chronic disease (Mokdad et al., 1999), learning more about what college students know about current physical activity guidelines is an important endeavor. Such information could prove useful in illuminating future directions for wellness education in higher education.

Poster Presentation [Session 313]

Community Participation for Cultural Leisure and Tourism in Udonthani Province, Thailand

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Tourism has been widely recognized as one of the important and significant factors for the national economic and developmental impact in many parts of the world. However, negative effects from tourism in the past have made the UNWTO revise the tourism-performance, which has become the best solution. It has been called the community-based tourism, focusing on the participation and involvement of community in a natural and cultural tourism. Tourism serves as a means for Thailand to increase international reserves, stimulate production and maximize the use of resources from other related sectors, which

enhances the country's economic status. This presentation examined the community-based tourism (participation and involvement of community), focused on the omnipresent cultural evidences in Udonthani Province, Thailand. The research methods for this study were the geographical exploration and interviews with stakeholders of six local authorities, in terms of inclusive policies and cooperation with local community for the community-based tourism. This study also included group discussions with four local communities/villages, located around the Phuphrabat Historical Park (the UNESCO's tentative list) at Ban Phoe district and Udonthani province where the weaving craft is popular. Findings from this study showed that the community participation and community-based tourism could be developed by the positive relationship by people in the community. In addition, the community participation in a properly structured and managed way could further promote the cultural tourism that increases international reserves, stimulates production and maximize the use of resources with the enhancement of the local and the country's economic status.

Poster Presentation [Session 314]

Preparation of Human Resources for Healthy Aging Tourism to ASEAN Community in 2015

Sombat Karnjanakit (Chulalongkorn University, Thailand)

Research project of Preparation of Human Resources for Healthy Aging Tourism to ASEAN Community in 2015 consists of two sub-projects: Preparation of Human Resources for Healthy Aging Tourism to ASEAN Community 2015 and Development of Promotion Model for Healthy Aging Tourism in JBRIC and ASEAN Country. Purposes of this research project were, firstly, to develop a standard training curriculum for person-in-charge in order to promote healthy aging tourism of JBRIC and ASEAN countries and, secondly, to build network of healthy aging tourism management at national level and ASEAN. Results of research are as follows. (1) Success in the development of standard training curriculum together with competence-based assessment of person-in-charge of healthy aging tourism. Pre-test of the competence-based assessment on knowledge, understanding of nature and care of the elderly were low to medium in general. However, the post-test after the training resulted in the range of medium and high with statistical significance at 0.05 level. This was to confirm that the training curriculum was simply effective in enhancing competence of trainees. (2) Models of healthy aging tourism of JBRIC and ASEAN could be adapted and adopted into the development of Thailand's model for being a hub of healthy aging tourism among ASEAN countries. (3) Based upon the round-table seminar among the network of healthy aging tourism at national, JBRIC, and ASEAN level of totally 9 participants with the topic of ASEAN Network of healthy aging tourism from 27-28 February 2013 at Eastin Hotel Bangkok, the major recommendation was to implement a master plan of healthy aging tourism of ASEAN tourist.

Poster Presentation [Session 315]

Teaching Leadership to UNM Teaching Assistants: Can It Improve TA Teaching Performance?

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The purpose of this research project is to explore the level of perceived importance of leadership and group management skills for Teaching Assistants (TAs) and to raise awareness of concepts of leadership and group management skills for UNM TAs in managing students in the classroom. One of the key questions to be examined; What do TAs perceive as more important; having detailed knowledge of a subject to teach entry level classes in this subject or having leadership capabilities to successfully manage the class, along with basic knowledge of the subject. A survey was conducted with TA graduate students instructing lower level classes and an examination of their opinions and open mindedness as to the idea of education in leadership methods and group management prior to student teaching to improve the quality of TA classroom instruction. The initial survey shows just over 50% of UNM TAs having some type of training in leadership with 67% of UNM Teaching Assistants considering leadership and group management important in successful teaching with 56% considering leadership more important than detailed knowledge of the subject matter. 12% of the TA's are of the opinion that a seminar in group leadership would be effectively improve their teaching performance. In this initial survey the data shows that overall the majority of all participants (60%) support group leadership techniques as valuable tools in teaching and would be interested in furthering their leadership skills to improve teaching performance.

Poster Presentation [Session 316]

The Analysis of Kicking in Taekwondo and Taekkyeon

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The main purpose of the study was to compare and analyze two complementing Korean traditional martial arts (i.e., Taekwondo and Taekkyeon) and to establish firm identities of their own techniques of kicking. Based on the extensive review of literature, the study found some similarities and uniqueness of two Korean martial arts. Results are as follows. First, Widae Taekkyeon preserves most of the name of Taekwondo's kick techniques. Second, the matching Taekwondo shows the similarity with Taekkyeon's kicking. That might be the nature considering the fact kicking is a main skill to directly hit. In addition, physical characteristics of human body explain similar kicking techniques of them. Third, in appearance, the kicking techniques of Taekwondo and Taekkyeon are very similar. Fourth, this would be because of Taekkyeon's influence on Taekwondo and proficiency at kicks. Fifth, various preceding research emphasize that the taekwondo skills were affected by Taekkyeon. Sixth, it is likely that Taekkyeon's kicking techniques have influenced those of Taekwondo.

Poster Presentation [Session 317]

A Development of Recreation Program Management Model to Promoting Health Tourism for the Long Stay Elderly Tourists

Chanya Wuttithantawee (Chulalongkorn University, Thailand)

Suchart Taweepornpathomgul (Chulalongkorn Univ., Thailand)

Rattana Panriansaen (Suan Sunandha Rajabhat Univ., Thailand)

Sombat Karnjanakit (Chulalongkorn University, Thailand)

Prapat Laxanaphisuth (Chulalongkorn University, Thailand)

Thailand is one of the most amazing destinations, especially,

health tourism industries. The elderly tourists who seek taking self-care for health may prefer traveling to Thailand. For long time staying, long stay tourism, the elderly have more free time. Keeping them busy in recreational activities participation is a good idea. Recreation program methodically constructed from comprehensive recreation programming, thus, is necessary for achieving health promotion and, eventually, well-being. The purpose of this primary research article is to propose programming process for international long stay elderly tourists in Thailand as a tool to guide recreation program planning. Samples for this study are international long stay elderly tourists in Thailand and relevant stakeholders-private and public sectors. The results of this study are the processes of recreation programming and the researcher's Processes Model composed of 7 steps combining with four functions of management. The processes of further study are processing.

Poster Presentation [Session 318]

The Influence of Physical Activity Participation on Social Interaction and Psychological Well-Being in People with Physical Disabilities in South Korea

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The purpose of the present study was to investigate the influence of physical activity participation on social interaction and psychological wellbeing of people with disabilities. Three hundred twenty adults with physical disabilities who were members of physical activities clubs in Busan, Ulsan, Kyungnam areas, were selected using a purposeful sampling technique. A questionnaire was designed to determine four psychological dimensions: (a) personalization (Mittal & Lassar, 1996; Solomon & Czepiel, 1985); (b) social networking and support (Kim, 2004); (c) psychological wellbeing (Hwang, 2009); and (d) physical activity participation. Frequency analysis, exploratory factor analysis, and multiple regression analysis were conducted to analyze the data. Physical activity participation in adults with physical disabilities significantly influenced contact intensity, openness, and cooperation level (subcategories of social interaction). Further, physical activity participation was positively associated with past satisfaction, present satisfaction, and future satisfaction of physical activity participation (subcategories of psychological wellbeing). It was reported that physical activity participation had negative regress weights, indicating individuals who participate more in physical activity participation, were more likely to alleviate feeling of alienation, recover from social relationship break, and regain form role loss. Moreover, there was a significant relationship between social interaction, and positive and negative psychological wellbeing. Reflection: To enhance the overall quality of live in individuals with physical disabilities, it is critical to promote physical activity participation which positively influences social interaction and psychological wellbeing. Further, there is a need to promote development of various community based physical activity programs that anyone, regardless of disabilities, can participate.

ROUND TABLE

Round Table [Session 401]

Bringing Order to the Chaos in the Brick Yard

Bethany Shifflett (San Jose State University)

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In 1963 the Science Journal published a short commentary by Bernard Forscher that spoke volumes about the change in the quality of research over time. In the intervening time many graduate students exposed to the piece who went on to become professors took the cautionary tale to heart and saw to it that subsequent generations also read the piece and had a chance to discuss what it meant in their day and time. Today it's likely that Forscher would find the situation measurably worse. With the proliferation of new journals in print and online formats and the pressures to publish or perish undiminished, it is not surprising to find that the Chaos in the Brickyard remains a serious obstacle to good research and the public's confidence in published work. Over the years, scholars (as well as journalists in mainstream publications) have often pointed out examples of poorly designed research and/or analyses of dubious quality while urging all to do better. I would like to use the roundtable format to first present the original story, continue with examples from other researchers, and present data I've collected focused on analytical flaws and strengths in published research in Kinesiology. At that point, the discussion simply must turn to solutions. Over so many years we've focused on the problem. It is time to take concrete steps that address the chaos in the brickyard. I will lead off with actions for students, faculty, researchers, administrators, and publishers to take that I believe are both reasonable and substantive. From there I hope to lead a fruitful and interesting discussion with all in attendance.

Round Table [Session 402]

What Lance Wouldn't Give: Doping Drama in Cycling

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Topic: Professional cycling has been in turmoil for decades over drug use. The latest big casualty was the king of cycling, Lance Armstrong (VeloNews.com, 2013). After several years of increasing accusations of his doping coupled with a strong case by United States Anti Doping Agency (USADA), Armstrong finally admitted to doping in an interview by Oprah Winfrey ("Lance Armstrong doping case," 2013). **Presentation:** The presenters and moderators of this round table are avid followers of cycling with an intimate knowledge of the rise and fall of Armstrong. After sharing some facts about the saga, participants will be engaged in discussion on the ethical challenges of doping in cycling. **Subtopics:** The stories of other prominent fallen cyclists like Tyler Hamilton and Floyd Landis should enter the discussion. Other sport examples may be discussed, including similar cases of whistle-blowers like Jose Canseco. **Questions:** Were moral principles violated by Lance (Lumpkin, Stoll, & Beller, 2003)? Why does cycling have a history of doping? Were Lance's wins justified by the "everyone else was doing it" state of cycling?

HOT TOPIC

Hot Topic [Session 501]

How is Academic Freedom in the University Being Undermined?

Robert D. Peavy (Washington State University)

Larry D. Bruya (Washington State University)

Brett J. Holt (University of Vermont)

W. Matthew Silvers (Whitworth University)

N. H. Lawton (Eastern Washington University)

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The university is under funding stress. Programs like the study of Kinesiology and its related fields are frequently considered to be 'step children' or the 'first to go' when the crunch of less funding becomes a reality. As a defense, faculty begin to argue for positive action to support fitness and the underlying infra-structure of physiology and biomechanics. One supportive action is to use a "White Paper" to initiate and determine supportive discussion and argument. When discussing the 'White Paper,' emotions may run high. Faculty may talk loudly to each other. Name-calling may be used to define differing opinions. Leaders are perplexed. They think, "Don't faculty understand the changing needs of the university? Don't faculty know the university is losing dollars." They think, "Class sizes must grow uncontrollably. Hiring rules must be bent to accommodate new schedules." Administrators serving the economic master think, "Faculty opinions must be held privately to allow quick administrative progress to adjust parameters to 'get it done.'" Speak freely they encourage, if you agree. For those who don't, we have quick exit if you are older. For the younger faculty, we have one year appointments to hold opinion in line. The storied affiliation with the American Association of University Professors and its core belief of 'Academic Freedom' to say what must be said is losing to the business model. That model is focused on quick profit and quick exit of students as molded product to fit the working needs of the public. Academic freedom to discuss and argue to reach best solution is moving aside for ready consensus and uniformity of opinion.

Hot Topic [Session 502]

The Need for Academic Freedom in a University Setting

Robert Peavy (Washington State University)

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Without departmental approval, upper administration instigated a surcharge of \$15.00 for all Physical Education Activity classes (PEACT). Undermining PEACT programming began when funding was re-allocated for other activities without due academic process. A "business model" was initiated. Generated monies went to the university administrative coffers instead of to the budget where generated. Students paid fees twice to support teaching. PEACT coordinator opinions were not heeded; salary increases were not forthcoming; input at meetings was discounted; discussion with faculty was curtailed. When the PEACT coordinator instigated a catch-up raise for PEACT instructors to match the value of the dollar, the request was ignored. Prior to the business model approach to PEACT funding, 4,500 students participated in PEACT classes per semester. Today, a PEACT class costs the student \$75 in extra fees. As a consequence, fewer than 2,200 participate per year.

Hot Topic [Session 503]

Little Decisions that Undermine Academic Freedom Slowly

Larry Bruya (Washington State University)

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First there was faculty governance. Then, a business model was used to increase efficiency during exigency budgets. Slowly at first, erosion of academic freedom began. Funding from storied programs was reallocated. Tenure, used to support free speech and expression of conflicting ideas was attacked. One year appointments became the norm. Kinesiology laboratory support was withdrawn. Faculty search rules were bent to eliminate friends resulting in biased results. Small decisions in isolation seemed innocuous. But, when all small decisions to concede a point about academic freedom were sum totaled, new policy resulted. Now, faculty have agreed to limitations in freedom to support program. Increased numbers and decreased student contact are the norm. Threat for loss of position or loss of program funding are used to shape new direction. What used to belong to faculty was usurped by the business model administrative team.

Hot Topic [Session 504]

Certification of Higher Education Programs: Control of Academic Freedom

Brett Holt (University of Vermont)

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Academic Freedom is threatened by "special interest groups" who repress thoughts to control the dissemination of information using a business model. Administrators engage faculty in the false belief that tuition dollars are raised if advertisement for programs includes "accreditation." Unfortunately, faculty don't recognize the dangers associated with government accreditation agencies. Administrators fail to gather accurate data as to the cost of engaging on program accreditation and the academic success of faculty/students. Frequently, faculty seen as "experts" in the field are forced to give up a line/s of inquiry, service, and experience in teaching to objectify instruction for an accreditation "choice." All accreditation organizations, in accordance with the Higher Education Act (1965) are reviewed every five years by 18 "appointed" members. The purpose is to quantify and compare programs. This action sends the message of conformity thereby defeating the purpose of "academic freedom."

Hot Topic [Session 505]

Academic Freedom: A Constraint Driven Model

W. Matthew Silvers (Whitworth University)

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Reality hits new faculty along-side-the-head. Freedom to do what is needed and what is necessary for students collides with the reality of need for funding. Explicit constraints on academic freedom are not presented by administrators. Instead, implicit constraints are felt by new faculty. Long standing university affiliation with the American Association of University Professors and its core belief of 'Academic Freedom' meets the 'Godzilla' of academic program funding. New directions and evolving nudges towards grantsmanship and other funding sources supersedes the emphasis on student achievement. New faculty are faced with

a conundrum. Where are time and efficient action best applied? The need to 'go. where the money is' for research and university support is offset by serving students for which responsibility is felt. Success is more difficult since freedom is redefined in this new setting.

Hot Topic [Session 506]

Academic Freedom as Quality Control in Higher Education

N.H. Lawton (Eastern Washington University)

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The product of higher education is a quality student able to excel in the professional world. However, the new business model suggests otherwise. It would appear that, from an administrative standpoint, the quantity of graduates represents quality in the classroom. To some, numbers alone represent program success. This results in larger class sizes, more sections, and less freedom to conduct courses that facilitate the creation of outstanding professionals. The administrative need to increase course offerings rarely includes additional resources. Faculty members are expected to do more with less. Workloads are assigned by availability rather than expertise. This wastes talent and ultimately lowers the quality of the program. Some compromise is needed in the current climate, but quality should not be sacrificed. Academic freedom is the control mechanism that drives successful programs, and equips educators to identify and meet outcome objectives.

PANEL DISCUSSION

Panel Discussion [601]

Healthy Eating and Active Living at Harder and Park Elementary

Cathy Inouye (California State University East Bay)

Jose-Luis Rayas (California State University East Bay)

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Topic/History: This project is the result of a Kaiser Healthy Eating Active Living (HEAL) grant that was awarded in 2011. The HEAL grant proposed the Coordinated School Health Model recommended by the CDC as a framework in which to implement a sustainable model to improve health and wellness of schools (CDC, 2013). This model is also referred to in Roadmap to Healthy Schools, The Colorado Model a document reflecting collaborative work amongst a number of health promotion agencies in Colorado (RMC Health, 2012). Initially a School Wellness Team along with principal/administrative support was established, the team was then educated about evidence-based best practices to improve school wellness focusing primarily on increasing physical activity and good nutrition. A detailed action plan was developed using SMART goals (specific, measurable, attainable, realistic, and timely). Rationale: Harder and Park are two schools that serve the majority of elementary aged children in the Jackson Triangle in Hayward, CA. 78-79% of students are low-income, 51-52% English learners, and academic performance is 13% below the California average for elementary schools. The district has the highest incidence of overweight children in Alameda County (45%), and 18 and 56% meet 6 of 6 fitness standards, 28 and 16% meet 5 of 6, and 18 and 16% meet 4 of 6 standards as assessed by the California Fitnessgram given

once a year to all 5th graders for Harder and Park respectively. Goals to promote HEAL initiatives were developed by the Wellness Teams and implemented, they included improving physical activity/fitness levels and healthy eating habits of students, teachers, staff, and families by removing barriers and increasing education. Focus was placed on change to school environment and policies as well as activities and programs that would encourage sustainability. Subtopics: Inouye and Malavasi will discuss our primary efforts to assist the Wellness Teams in purchasing equipment and promotional items and how such items helped them achieve their stated action goals. We utilized the Roadmap to Healthy Schools, The Colorado Model and used numerous materials and ideas from the School Wellness Resource Kit developed by Coalition for Activity and Nutrition to Defeat Obesity (CanDo, 2006). Rayas, a graduate intern, will discuss his role in working with the Wellness Teams and how this experience will fold into his future professional plans. Reflection: We plan to discuss the placement of this Kaiser Grant under the auspices of the Hayward Promise Neighborhood Grant and the work completed thus far. We have encountered numerous challenges but some of these have clarified for us what still needs to be done. This grant was originally scheduled to end in September but will continue until December since funds still remain. When schools resume in the fall, it is our plan to focus on gathering additional outcome measures, continue with events that will further established action goals, and affect policy changes to allow us to better utilize undergraduate and graduate interns.

Panel Discussion [Session 602]

Undergraduate Research: A Student's Perspective

Clay Robinson (Lewis-Clark State College)

Pete Van Mullem (Lewis-Clark State College)

Panelists (Lewis-Clark State College Students)

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Undergraduate students in the Health and Kinesiology Program at Lewis-Clark State College are required to participate in senior research to fulfill degree requirements. During this session, students recently or currently enrolled in senior research will share their perspective of engaging in research from getting started, to overcoming obstacles, and keys to success. Audience questions and participation are encouraged to assist in facilitating the discussion.

Panel Discussion [Session 603]

Culture of Fear: The Internal Threat to Academic Freedom

Brett Holt (University of Vermont)

John Osterello (California State University, East Bay)

Larry Bruya (Washington State University)

Sharon Stoll (University of Idaho)

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In prior years, there have been WSKW discussions on threats to academic freedom which include five identified external threats (Advocacy, Accreditation, Budget, Media, and "For-Profit" colleges). The sixth identified threat to academic freedom is, however, internal: Culture of Fear. Concept: As the WSKW topic for 2013 is "Global Perspectives on Kinesiology and Wellness," it is important to revisit threats to professional Kinesologists' Intellectual Freedoms. Specifically, since it can be argued that

Kinesiologists have the least control over the five external threats, that there should be an in depth discussion surrounding "Culture of Fear" as the common threat that Kinesiologists can exert the most just influence upon. "Culture" can be determined by the groups that best identify with said culture. Therefore, in order to discuss both threats and solutions to an academy that frequently disregards "culture of fear" as a threat to academic/intellectual freedoms, we need to identify what creates a culture of fear. Since this perspective should be "global," it will be an open invitation to members of other academies. Academies frequently create a "Culture of Fear" by not addressing topics including but not limited to Hiring process, Retainment/Promotion, Faculty Distrust, Divisive Administrative Decisions, and Socialized Conformity of the faculty. Reflection: The panel will reflect on the past but look toward the future of working within intellectual rights.

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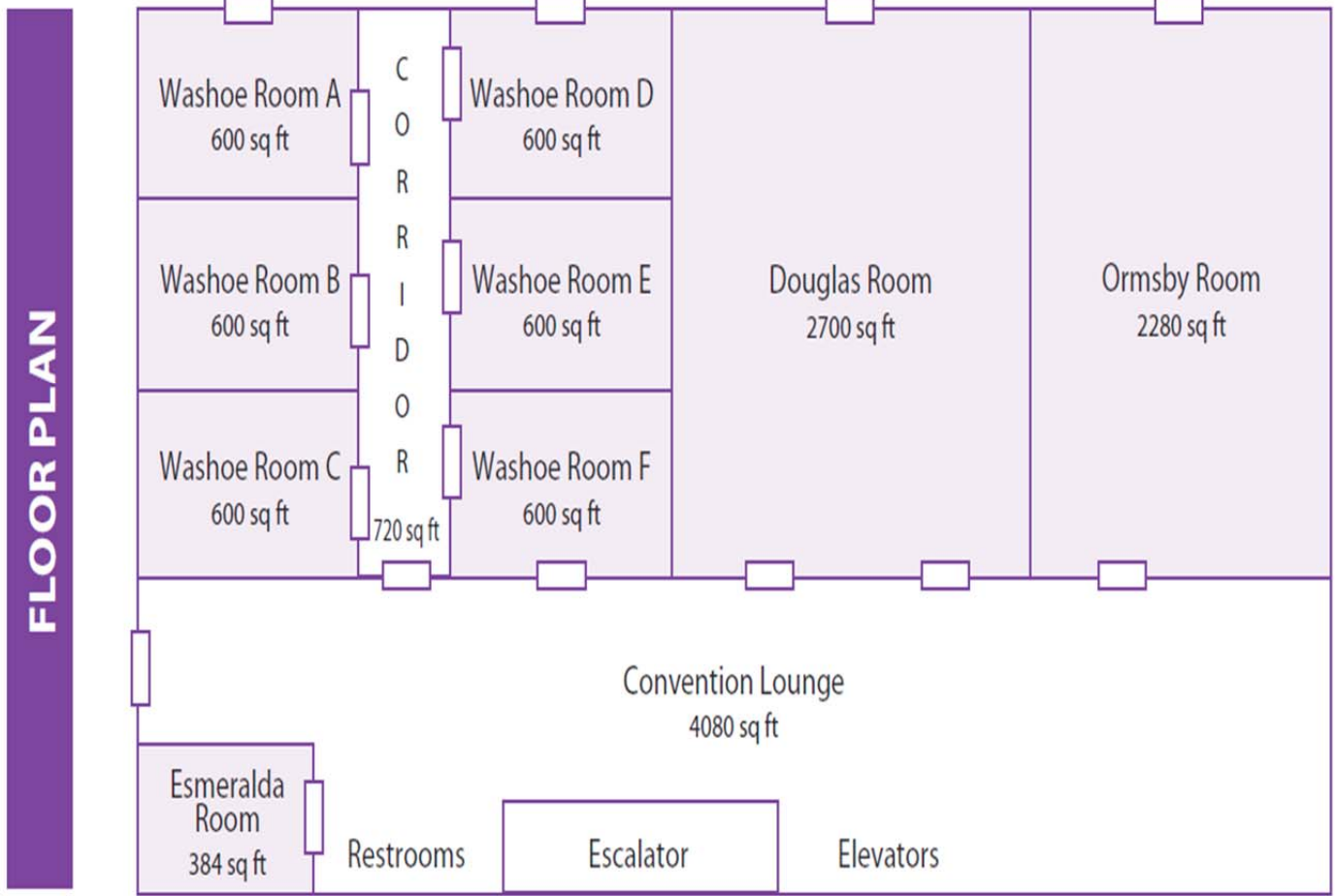
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