

Western Society for Kinesiology and Wellness



60th
Annual Conference
October 7-9, 2015

*"We are today where the thoughts of yesterday have brought us and we will be tomorrow
where the thoughts of today take us." Blaise Pascal*

Harrah's Hotel Convention Center
219 North Center Street
Reno, NV 8950



Welcome From the President-Elect:

I would like to welcome the Western Society for Kinesiology and Wellness family to our 60th annual conference proceedings. Your elected officials invite you to disseminate research in the various umbrella disciplines of Kinesiology. We hope that you will enjoy the activities and sessions planned and remind you that we were elected to serve you.

As we look toward the future of WSKW and reflect upon our past, your elected officials will continue to address: 1) Visibility, 2) WSKW as an attractive outlet, and 3) Shared governance.

Addressing Visibility: This year marked the longest open submission process in the history of WSKW (4.5 months: Dec. 15th – April 30th). Further, Call for Papers was diligently advertised to approximately 388 Kinesiology faculty members located in the Western United States, for a total of eight times. We are grateful to have attracted several new faculty. Call for Papers occurred (less Winter Holidays) over a time period in which students and faculty from both Semester and Quarter Schools were in session providing a time period for faculty and students to conduct work without the interruption of summer travel.

A new website (wskw.webnode.com) was started in Aug. to communicate 2015 conference information in an efficient manner adding to our online/internet visibility. This program can be downloaded in full or alternatively viewed via this new website.

Your immediate Past-President (So) has successfully increased our international visibility through diligently recruiting non-U.S. members. The Journal of Kinesiology and Wellness editorial board (Shimon, et. al.) and your President (Van Mullem) stimulated visibility of the journal by uploading an online format and have opened a submission process to the general population.

Addressing Attractiveness: Networking occurred with members and non-members to ascertain what could make WSKW a more attractive outlet. In particular, former members were approached as to the reasoning why they abandoned WSKW. Unfortunately, answers included the above mentioned visibility issues, location of conference, low academic rigor, time occurrence of conference, and “not seen as a valuable tenure/promotion endeavor.”

In order to address value, two outstanding and highly visible Kinesiology Professionals (Drs. Buschner and Bruya) have accepted our invitation to speak at this year’s conference. You are encouraged to attend their presentations.

Tenured faculty members reviewed all academic abstracts, in order to accommodate rigor. All Peavy Papers were reviewed (for the first time) by peers at multiple institutions and the

Peavy Paper Coordinator (Johnson) will be offering a training session for students interested in becoming more involved in the Peavy Paper Process.

Addressing Governance: Your elected body have come to the following conclusions: 1) We were elected by the membership and thereby serve at the will of the membership (not a volunteer committee), 2) The Central Committee will be charged with the task of reforming to their initial purpose within the boundaries of a membership invested society, and 3) the meetings this year have been streamlined into a functional process of proposal submission -> proposal review/action by appropriate committee -> proposal vote by membership (pending open to membership). As a reward, breakfast will be provided for members of all service committees and all committees will be provided time to conduct their business.

Your newly elected Treasurer (Yoo) has advanced WSKW in to the 21st century of banking with a new purchase card and Internet banking availability while your Executive Director (Ostarello) has attentively kept us grounded in WSKW tradition. Finally, your elected officers would like to encourage members to volunteer for openings on one of several committees so that you may share in the future of WSKW.

Returning and first time members: we are thrilled that you are here! Enjoy!

Sincerely,
Brett J. Holt, Ed.D.
Associate Professor
Professional Physical Education
University of Vermont

WSKW 2015 Keynote Speaker

Dr. Craig Buschner
Professor: California State University - Chico



Professor Buschner has been teaching at CSU, Chico since 1989 and has spent 40 years in the profession. His areas of expertise include elementary physical education, research on teaching and learning, online physical education, curriculum theory and design, and teacher education. Originally from Washington, DC, Craig was assistant and associate professor at the University of Southern Mississippi and completed visiting professorships at the University of Texas-Austin and the University of Denver.

His professional service includes numerous presentations at state, district, national and international conferences and the publication of book chapters and articles to include *Journal of Teaching Physical Education*, *Quest*, *Journal of Classroom Interaction*, *Contemporary Education*, and the *Journal of Physical Education, Recreation and Dance (JOPERD)*, among others. He has served on the editorial boards of *JOPERD*, *The Physical Educator* and the *Journal of Teaching in Physical Education*. He authored the book, *Teaching Children Movement Concepts and Skills: Becoming a Master Teacher* (1994) Human Kinetics. Buschner is a former national instructor for the “American Master Teacher Program”. Additionally, Buschner was instrumental in the writing of the NASPE (National Association for Sport & Physical Education) *Guidelines for Advanced Programs*. Craig served from 2003-2009 on the NASPE (now SHAPE) Board of Directors and served as the President, and national spokesperson from 2007-2008. Craig spoke to numerous organizations and groups in the United States about the need for quality physical education for all.

WSKW 2015 E. C. Davis Lecture

Dr. Lawrence D. Bruya
Professor Emeritus: Washington State University



As department chair (1988-1994), Dr. Bruya was best known for faculty governance meetings to yield a system of evaluation for tenure-promotion, and for funding of merit travel allocations. After six years, he assumed a position as Associate Dean for the College of Education. Working with Dean B. Oliver, Dr. Bruya helped formulate two initiatives: 1) a system of support for minority faculty and students (with M. Lang), and 2) the first college on-line system for communication (with N. Peterson). As a student advocate, Dr. Bruya works with PEK/NWSPN student professional organizations, with the G.S. Wood Foundational Conference, and with the Inter Pacific Research Symposium for Under Graduate Students (with G.S. Wood). Dr. Bruya co-founded the R.D. Peavy Student Professional papers for the Western Society of Kinesiology and Wellness (with W.M. Silvers). As an author of books, papers, and grants, he devoted his career to developing professional writing skills in Kinesiology students (400+ student papers published).

Ph.D. in Motor Development Purdue University, 1976; Meadows Honor Professor, University of North Texas, 1986; National Association for Sport and Physical Education, 2000 NASPE Presidential Award; Senior Fellow-American Leisure Academy; Outstanding Professor Award – 2008; WSU-COE Mentoring Award, 2009; Board of Directors, Boundless Playgrounds.

WEDNESDAY OCT. 7

4:00 – 7:00

Lobby: Registration

4:00 – 5:00

Douglas: Future Direction Proposals

All members are invited to attend (“No one member is less equal than any other member”) and make a proposal. The appropriate committee will consider proposals submitted during the WSKW Committee’s Breakfast.

5:00 – 5:15

DEF: Presidential Welcome

5:15 – 6:00

DEF: Reflecting on 60 years of WSKW (Special Opening Presentation)

Sugar, Judith
(University of Nevada – Reno)

This session will include a short presentation on the founding of WSKW and some significant historic events. The short presentation will be followed by an active session in which historic archived artifacts will be displayed for participants to view.

6:00 – 6:50

A: The Master Teacher: Striving to Help Others Achieve Success

Van Mullem, Pete
(Lewis-Clark State College)

A master teacher is often defined as someone who has developed a certain level of expertise (Chi, 2006) and is effective in passing this knowledge along to his or her students (Kreber, 2002). In coaching, being effective as a coach over a specific time-period indicates expertise (Cote & Gilbert, 2009) and sustained teaching success indicates the work of a master teacher (Kreber, 2002).

To assist coaches in pursuing teaching mastery, coaching educators developed the Pyramid of Teaching Success (PoTSS). Each of the 15 blocks of the pyramid serves

as a benchmark for reaching the apex of the pyramid and developing the characteristics of a master teacher (Gilbert, Nater, Siwik, & Gallimore, 2010). Nestled in the foundation of the PoTSS is the block loyalty, which is described as one's responsibility to others (Gilbert et al, 2010). The coach can demonstrate loyalty by taking personal responsibility in striving to help their student-athletes achieve success (Schempp, McCullick, & Mason 2006).

Therefore the purpose of this presentation is to 1) discuss how the framework of the PoTSS leads to teaching mastery, 2) discuss a strategy for helping others to achieve success in demonstrating loyalty as a coach, and 3) provide learning outcomes to assess the coach's progress in reaching the loyalty block benchmark of the PoTSS.

References:

Chi, M. T. (2006). Two approaches to the study of experts' characteristics. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.) *Expertise and Expert Performance* (21-30).

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Kreber, C. (2002). Teaching excellence, teaching expertise, and the scholarship of teaching. *Innovative Higher Education*, 27(1), p. 5-23.

Gilbert, W., Nater, S., Siwik, M., & Gallimore, R. (2010). The pyramid of teaching success in sport: Lessons from applied science and effective coaches. *Journal of Sport Psychology in Action* 1, 86-94.

Schempp, P. G., McCullick, B., & Mason, I. S. (2006). The development of expert coaching. In R. L. Jones (Ed.). *The sports coach as educator: Re-conceptualising sports coaching* (145-161). New York, NY: Routledge

BC: TURN ON STUDENT PROFESSIONALISM WITH CLASS-REQUIRED PRESENTATION

Bruya, L.¹ & Wood, G.²

(¹Washington State University, ²Rosmini College)

Teachers struggle to find that which excites students to production of professional level work in classes. What makes students do more to achieve at a higher quality level?

Will to Perform

Many of us have been trained in techniques of motivation. We try grouping students differently. We use varying teaching methods based on student need: Command, Reciprocal, Small group, Problem Solving, Guided Discovery... We apply taught information in practical settings. Sometimes these ideas work – sometimes they do not. *Why not require it?* Reinforce students that are making the closest attempts at

professional work. This strategy yields a quality of work closer and closer to professional contribution. Reinforce approximations since learning is a sequence of small steps.

Performance Techniques

Keep requirements simple. Provide examples. Produce a project, paper, or abstract. Or trace a special issue in the profession. Build video-tapes, collect data, write poetry, or work on the internet. But, what happens outside or after the classroom turns the switch of professionalism (*so require it*). It's the contribution to the profession during presentation at a conference that turns on professionalism and increased quality. Hold a small locally based conference in your gymnasium. Help students submit work to the professional state organization. Participate in an online conference and access through social media or the internet.

Conclusion

Using Skype, a technique is demonstrated in which student-generated class-content is shared with others in the profession. Students from other institutions demonstrate a presentation format for WSKW.

DEF: University of New Mexico Adapted Sports Festival: Creating community Adapted Sports Opportunities

Tingstrom, Catherine, A.
(University of New Mexico)

The University of New Mexico Adapted Sports Festival is a yearly event for individuals with any type of disability. Creating adapted sports and recreation opportunities for underserved populations can be challenging without the proper support structures in place. This session will provide attendees an overview of the organization of the Festival, event and risk management, participant and volunteer recruitment, marketing, public relations and event sponsorship.

7:00 – 8:00

Douglas: Reception I

THURSDAY OCT. 8

7:00 – 8:00

Douglas: WSKW Committees Breakfast

The purpose of this breakfast is two fold: 1) reward all committee members that have served WSKW over the past year and 2) allow meeting time for each committee in which to conduct their necessary conversations. This breakfast is open to all who served this past year on WSKW Committees (listed on final page of program).

8:00 – 8:50

A: Common Core Standards & Physical Education: March toward the future

Schmidlein, Robert
(San Jose State University)

During this presentation the audience will be introduced to the national agenda and purpose of the Common Core State Standards. This overview will be used to frame how physical education content standards already have many of the concepts infused into their outcomes. Based on two years of data collection and analysis the findings yield the practical implications that physical educators are using in K-12 gymnasiums. Artifacts, quotes, and lessons will be shared to explain what physical education curriculum and assessments will be applicable to meet the common core standards.

BC: Overcoming My Fear of Water: A Personal Journey

Stillwell, Belinda
(California State University – Northridge)

This autoethnographic oral presentation documents my lived experience as an individual who was once afraid in the water. This journey highlights significant events that have shaped my skills and abilities as a swimmer, teacher, and researcher in order to overcome my own fear. Knowledge gained from these events has influenced my lifelong work to assist others in navigating their voyage through these rough waters.

DEF: Mechanical Analysis of Strength and Olympic Lifting: Correcting Common Errors and Teaching Progression

Savage, J., Robinson, C., Paisley, M., Gardner-Young, L., & Lee, Y.
(Lewis-Clark State College)

Strength and Olympic lifting exercises effectively recruit multiple muscle groups in a single movement, therefore improving motor unit recruitment, rate of force development, and neuromuscular junction pathways, as well as triggering transitions in fiber type, body composition, bone mineral density, and the force-velocity relationship. However, in many settings the focus of these lifting exercises is directed to the amount of load being lifted rather than the technique used to do so. Consequently, improper muscle activation patterns and joint mechanics are learned, increasing the risk of injury to joints (e.g. shoulders, back, hips, and knees), musculature, (e.g. rotator cuff, erector spinae, hamstring, and quadriceps) and other supporting connective tissue (e.g. tendons and ligaments). The purpose of this roundtable discussion is to conduct mechanical analyses on various forms of strength and Olympic lifting such as, back squat, front squat, overhead squat, lunges, power clean, and snatch. Determinants of common errors, conjugate action of the kinetic chain, and methods for teaching specific phases of lifts will be discussed. To facilitate a positive learning environment, we will be asking for participation of all who attend in assessment and in participation of the pattern movements that each lift requires.

9:00 – 9:50

A: A new pictorial instrument for assessing fundamental movement skill development: a pilot study

Furtado, O., Dobbs, I., & Kohli, D.
(California State University – Northridge)

Teachers and practitioners working with younger children must conduct regular assessments to gather evidence about the student's level of achievement in fundamental movement skill (FMS) development (e.g., skipping, throwing, etc.). However, assessment tools designed to test FMSs require teachers to videotape performances for later analysis. This practice poses a problem for the teacher, considering the time available for assessment and the number of students per class. Therefore, the purpose of this study was to pilot a new method for assessing the qualitative aspects of FMS competence in children. The method proposed in this study will allow teachers to conduct live assessments without the need to videotape students. Subjects were 30 undergraduate kinesiology students. Participants used validated developmental sequences to classify videos of children performing the

skills of hopping and striking with a bat. During training, participants relied on both the pictorial configurations and the written performance criteria to classify 8 videos per skill; while during testing, participants relied only on the pictorial configurations to classify 12 videos per each skill. Participants were tested 48 hours after the training session with no feedback given. The final results of this ongoing research will be disclosed during the presentation.

BC: Athletes as Social Activists or Marketing Magnates?: An Analysis of Athletes Responses to Social Justice Issues

Van Mullem, Heather
(Lewis-Clark State College)

Competitive sport supports and reinforces conservative social values through policed participant behavior and purposeful delivery of the sporting activities themselves. Athletes are taught from young ages by parents, guardians, and coaches that they are expected to engage in socially acceptable behaviors while engaged in sport (Woods, 2011). In addition, sport has long been argued to be an “opiate to the masses” (Woods, 2011, p. 298), as a way to “...divert attention away from social problems” (p. 299). With this structure heavily influencing the construction of sport, what happens when athletes challenge the conservative culture of competitive athletics and use their successful stature to bring light to social injustices and inequalities?

This presentation will: 1) explore social activism of athletes throughout history, 2) examine reasons that may encourage or discourage an athlete’s choice to engage in social activism, 3) identify recent efforts of athletes to bring attention to social injustices or inequalities, and 4) discuss the impact and role of social media on activism efforts.

DEF: Faster heart rate recovery negatively correlates with C-reactive protein levels in healthy, older adults

Webb, S., Sherwood, J., Inouye, C., Anderson, E., Camarse, C., Jordan, B., Medina, K., Mon, N., Spink, N., & Ritika, V.
(California State University – East Bay)

Quality of life for older adults depends on the ease of functioning to perform daily activities and maintain an independent lifestyle. Aerobic and muscular endurance are critical to performing activities of daily living. The 6-minute walk test (6-MWT) is a simple measure of aerobic endurance, distance walked being used to measure aerobic capacity in older adults.

Regular exercise training improves aerobic endurance and increases parasympathetic tone, as assessed by a faster post-exercise heart rate recovery (HRR). Research suggests that vagal stimulation to activate the parasympathetic

system inhibits pro-inflammatory protein production (e.g., C-reactive protein, CRP), persistent low-grade inflammation being linked to pathogenesis of diseases associated with age. Higher CRP levels correlate with lower levels of self-reported physical activity and higher adiposity in older participants.

For the older population, there is an emerging and continued interest in the benefits and mechanisms of exercise on brain health and cognitive function. Reports suggest that exercise improves cognition by reducing production of pro-inflammatory proteins.

Concept:

This student-driven research project is designed to assess the relationship between aerobic fitness and post-exercise HRR, cognition and CRP levels.

Position:

Based on the literature reviewed and pending findings, we believe that aerobic fitness plays a pivotal role in healthy aging.

Discussion:

Analyze our study results related to the role of aerobic fitness in healthy aging.

Reflection:

Based on their involvement in this project, our students will present how kinesiological research may be use to guide healthy aging.

10:00 – 10:50

A: Physical Activities, Fitness and Somatotypical Characteristics of a North Coast of California Firefighter Team

Kwon, Y., Hans, K., Wei, C., Hernandez, J., Hernandez, D., Lazar, A., Call, T., & Tran, N.
(Humboldt State University)

In the absence of national physical fitness standards of firefighters. These non-standard tests do not adequately measure components of physical fitness components and do not predict how well firefighters react and respond under job-related conditions. The purpose of this study was (1) to compare the physical challenges and activities reported by two fire departments located in the north coast of California, (2) to compare somatotypical characteristics of firefighters from each department to identify ideal somatotypical values, and (3) to observe fitness characteristics of firefighters. Means: Twenty-four participants from two fire departments were given a survey to compare differences in routine activities performed by wildland and structural firefighters' responsibilities. Participants

performed fitness tests, and the somatotypical values of participants were plotted. Descriptive data which included 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. Outcome: Results indicated significant differences ($p < 0.05$) between certain routine tasks. Fitness testing revealed that firefighters ranked high on tests of muscular strength, but lower on body composition. Reflection: Although there is an ideal range for each fire department, there are also important variations within each team. Based on these required tasks and more, a team needs a relatively wide range in somatotypes to be a safe and effective team. This study provided important information to identify physical activities, fitness and somatotypical characteristics of firefighter teams in order to develop training programs for the different firefighter departments.

Supported by a Humboldt State University College of Professional Studies faculty research fund.

BC: Exercise effects on the mobility of patients with schizophrenia

Vaporidi, I., Boulti, V., & Triantafyllou, D.
(Aristotelion University of Thessaloniki)

Schizophrenia is a mental disorder that affects 1-2% of the population and as it is a lifelong disease, the majority of the patients need lifelong treatment. Such individuals are usually isolated, show difficulty in cognitive processes, uncommon behaviour, reduced physical activity, irrational fears and great confusion. The suggested treatment is usually pharmaceutical medication and psychosocial rehabilitation. According to published studies, a program of physical activity could be adopted as a supplementary treatment improving their physical condition and socialization. The aim of this study is to evaluate the effect of physical activity on their mobility. In this study 45 out hospital patients participated and their age ranged from 30 to 60 years old. The research was held at Aiginitio Hospital and the patients were divided in 2 groups. Group A participated in the exercise program and group B was the control group. The exercise program was of low and medium intensity focused on strengthening, flexibility, development and improvement of various skills. The duration was 8 months and the patients attended the program 2 times per week for 50 minutes each time. The results showed statistically significant differences of ROM in comparison to their prior status and the control group. In conclusion a low and medium intensity exercise program can be used to improve the mobility of patients with schizophrenia.

DEF: Direction of K-12 Physical Education

Shimon, J.¹, Casten, C.², Van Mullem, H.³, McClain, Z.⁴, Davis, C.³, & Buschner, C.⁵
(¹Boise State University, ²California State University – Dominguez Hills, ³Lewis-Clark State College, ⁴California State University – East Bay, ⁵California State University – Chico)

This interactive session will address current trends in K-12 physical education occurring across various western states. Faculty from various universities will discuss their positions on the following issues: The Curriculum: Has skill development lost its way? Just keep 'em active? Fitness conditioning: The new PE? Its back to fitness: History of fitness trends in Physical education. The Profession: Are less people going into teaching? What is the viability of K-12 PE undergraduate programs in colleges and universities? Are there going to be unfilled positions in PETE programs? Audience contribution to the dialogue is anticipated.

11:00 – 11:50

DEF: Keynote Presentation: Mindful Teaching & Leadership

Buschner, Craig
(California State University – Chico)

Don't bother just to be better than your contemporaries or predecessors. Try to be better than yourself. - William Faulkner

It's a significant time, maybe the best time ever, to be a professional in the field of kinesiology. Ralph Waldo Emerson's words can serve to guide us:
This time, like all times, is a very good one, if we but know what to do with it.

Following four decades of teaching and leadership I want to share my thoughts about becoming a mindful kinesiology professional. I believe that mindfulness is a journey, not a goal or resolution, requiring personal growth and change. I'll share examples from my pathway and the lessons learned (both positive and negative) from my roles as a childhood/adult mover, student, teacher, writer/researcher, and leader. I have learned that personal reflection is at the heart of mindfulness.

Bikram Choudhury (yoga teacher) reminds us:
Never too old, never too bad, never too late, and never too sick to start from scratch once again.

Mindfulness is simply an ability to be in the moment. Mindfulness is not only a Buddhist or spiritual practice, it's a social and psychological tool applied in many fields to include kinesiology. We all know that being in the present moment is easier

said than done. It requires allocation of time to pause and think. Mindful teaching and leadership requires looking inside and a focus on the process versus the product.

Mindful reflection might pose the following questions: What are the characteristics of authentic kinesiology professionals? What can I/we do to be engaged, fulfilled, satisfied and trusted in our educational institutions? How do we share our skills, talents, and energy to serve others? How do we “unplug” but remain connected in the “age of distraction”? Several contemporary cultural critics (Bauerlein, 2011; Carr, 2011; Keen, 2007; Powers, 2010) suggest the need to balance our human and digital thoughts and communications. How might we reclaim our interior lives? Elgin (2010) suggests the notion of voluntary simplicity to help us look inward.

Henry David Thoreau suggested that things *do not change, we change*. Ultimately, personal change can lead to group change followed by cultural shifts. Gladwell's (2002) *law of the few* states “social epidemics (including kinesiology's growth and value as a profession) are often driven by the knowledge, skills, energy, and influence of a small group of professionals”.

I'll do my best to stimulate thought come October. Let's reflect upon our teaching and leadership both during, and after, the 2015 WSKW Annual Conference. It's up to you!

References:

Bauerlein, M. (Ed.). (2011). *The digital divide: Arguments for and against Facebook, Google, texting, and the age of social networking*. New York: Penguin.

Carr, N. (2011). *The shallows: What the Internet is doing to our brains*. New York: W.W. Norton.

Elgin, D. (2010). *Voluntary simplicity: Toward a way of life that is outwardly simple and inwardly rich*. (2nd ed.) New York: Harper.

Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. New York: Little, Brown & Co.

Keen, A. (2007). *The cult of the amateur*. New York: Doubleday.

Powers, W. (2010). *Hamlet's blackberry: Building a good life in the digital age*. New York: Harper.

12:00 – 2:00

Douglas: Lunch

12:15 – 1:05:

E. C. Davis Lecture: Finding the E. C. Davis Niche

Bruya, Lawrence
(Washington State University)

There are four parts to this presentation. These parts are not new information to anyone that has been a part of Western Society for Kinesiology and Wellness (WSKW) these past years. But, it is information that needs attention. So, you will hear it again. We as a membership must act. The time to act is now.

Part 1 is about our ability to compete. It is impossible for us to compete with American College of Sports Medicine, the Association for Sports Psychology, or the AAHPERD conferences for presentation material (already achieving exercise physiologists and sports psychologists attend specialized conferences instead of WSKW). All of the current organizations serving our profession are so specialized as to warrant our WSKW Conference redundant. Yet we do have special offerings. Amazingly priced professional presentation is one benefit. Discussion about unusual presentations with wit and quips is another. But, probably the largest single contribution is the role that students play upon joining the profession at a WSKW conference.

Goal #1: Play to our uniqueness's when providing professionals with choices for conferencing.

Part 2 includes our unusual mentoring of young professionals towards excellence. We do not assume already existing excellence but serve to facilitate movement towards excellence. Our mission statement needs to be updated. The focus must be on the mentoring nature of the processes of presentation and publication in the profession. Where else can a new faculty find reviewers that will help correct difficulties and repair writing styles of the fledgling professional? Movement towards excellence is a path, not something that exists right out of school. Only a few reach the excellence goal immediately following graduation. So how does a young faculty do it? One hundred percent presented and published of those that come to us should be our goal.

Goal #2: Supply mentors to assist in clarity of thought and writing style for new faculty.

Part 3 includes the concept of inclusion of intellectual diversity. Send us your huddled masses of not accepted papers, *Oh Profession* that isn't interested in topics of diverse nature. Send us dissertations or developing ideas that reflect issues occurring in the profession at this point in time. We will help develop discussion topics and expand ideas into workable data based papers. Then, developing faculty, send your finished papers to us for presentation and for publication.

Goal #3: Invite intellectually diverse topics for discussion and development.

Part 4 provides the last link for young professionals who do not have the resources to attend in Reno. Our organization must provide an online format for presentation without the expense of travel. Conference registration and presentation are a part of this provision but without the plane ticket or the hotel bill. In this way, young faculty can be a part without the expensive down side of the issue.

Goal #4: Develop and offer an online conference schedule to increase membership.

Of course none of these ideas are likely to be achieved if we ignore our web site and the purchase of ISBN numbers for the WSKW publication. We must have a competitive web site with a journal that serves the profession in a recognizable way. In this manner, we can help newcomers achieve vita entries that provide movement toward tenure - i.e., longevity.

E.C. Davis, with his vision of the future back when the organization was conceptualized would probably see the logic in these suggestions. E.C. Davis would likely set up working committees to accomplish each goal. Will you?

1:05 – 1:40: Awards and Announcements

1:40 – 2:00: Break

2:00 – 2:50

A: Trends in Health and Fitness Programming

Wiggin, L. A.
(Lewis-Clark State College)

This presentation will attempt to highlight trends in health and fitness programming for youth, adult and the elderly.

The American College of Sport Medicine (ACSM) recently published their annual fitness trend forecast for 2015 (ACSM. 2014). The top 10 predicted trends, based on responses from over 3,400 fitness professionals worldwide were, 1) body weight training, 2) High-Intensity interval training (HITT), 3) educated, certified and experienced fitness professionals, 4) strength training, 5) personal training, 6) exercise and weight loss programming, 7) yoga, 8) fitness programs for older adults, 9) functional fitness, and 10) group personal training.

Another professional organization, the American Council on Exercise (ACE) recently published an article titled *10 Fitness Trends to Look Out For in 2015*. The trends include growth in, 1) the use of wearable technology, 2) video-on-demand

workouts, 3) online personal training, 4) loaded movement training, 5) personalized group fitness training, 6) small group personal training, 7) HIT type workouts with proper recovery programming, 8) biomarkers to track progress, 9) competitive racing that include extreme bodyweight training, and 10) the comeback of full-service health clubs.

The increase in the older population has also lead to the need for safe and effective programming among this population. The use of motivational and compliance research to guide program development among the older population is needed. This type of research highlights a need for function-based, rather than age based approaches to programming.

Industry professionals can use this information to help remain up-to-date and to develop new programs that are more “on trend” with what their clients and customers want.

BC: Hot Topic Presentation: A Revisionist Model for Leading and Serving in Kinesiology: Catalyst for the Advancement of Kinesiology

Stoll, S.K.¹, Beller, J.M.² & Barnes, J.¹
(¹University of Idaho, ²Washington State University)

A catalyst – a person or thing that precipitates an event – thus implying that there needs to be someone who precipitates and inspires the advancement of kinesiology. This paper is a catalyst for change in revisiting the loss of leading and serving presently existing in US research institutions that directly affects climate and culture of new faculty members. Research institutions are run like pseudo-corporations in which the present tenure and promotion model educates new hires not to serve, not to lead, and not to teach. Instead, new hires are indoctrinated into a “me” environment where the goal is publication and grant writing, and grant dollars for the pseudo-corporation. The result are young hires who are disengaged from the professoriate, literally not present, and focused only on their own “research”. They choose not to serve. They choose not to lead. They bristle when asked to teach and mentor students. We, the authors, will discuss the effect of pseudo-corporation on climate and culture and offer steps to improve or break the barriers of the pseudo-corporation for both a unit and its faculty, including developing: (1) a functional philosophy of teaching, (2) an effective assessment methodology, (3) a teaching personality, (4) methods to breakdown silos, (5) a serving and leading community, (6) servant leaders, (7) and professional duty and obligation. We shall also offer the comments of a new hire and his perspective on the tenure promotion process and what a new faculty member should do to be a catalyst for change.

DEF: Poster Presentations Group A

1. Hazing in Middle School, High School and College Sports

Cho, W.¹, Kim, S.², Yoon, D.³, Kim, Minjung⁴, Kim, Minhyun⁴, Lee, K.³, & Kim, Y.³
(¹Korea Ocean and Maritime University, ²University of Florida, ³New Mexico Highlands University, ⁴University of New Mexico)

Research shows that 17.4–36.2% of middle school, high school, and college athletes experience hazing, but most student-athletes tend not to report these incidents (Waldron & Kowalski, 2009). The purpose of this presentation is twofold: a) to examine the common types of hazing that student-athletes experience and b) to determine why hazing is prevalent in sports. This presentation will also discuss how hazing practices can be prevented through the use of prime moral values (e.g., honesty, justice, responsibility, beneficence).

Method: A review of the relevant literature was conducted to examine the types of hazing and the reasons for hazing. This review also explored both non-student athletes' and student-athletes' attitudes toward hazing practices and the relationship between hazing and team cohesion.

Results: Many student-athletes believe that hazing enhances team cohesion and adheres to team traditions. However, this belief demonstrates an extreme bias toward social values (e.g., loyalty, commitment, dedication, sacrifice, hard work, determination) with little influence by prime moral values. While social values generate positive results when they operate in harmony with prime moral values, they can be detrimental when moral values are absent. Therefore, middle schools, high schools and colleges must infuse these prime moral values into their programs, targeting the veteran or upper-class student-athletes who may initiate hazing practices.

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2. Transformational Leadership: Implications for Physical Education Teachers

Kim, M.¹, Hushman, G.¹, So, H.², Cho, W.³, & Lee, K.¹

(¹University of New Mexico, ²California State University – San Bernardino,

³Korea Maritime and Ocean University)

Physical education teachers provide leadership in class, and their leadership plays a critical role in enhancing students' learning. Each physical education teacher leadership style implies a critical meaning how a class reach its goals and objectives effectively and the teacher's leadership is considered one of the education efficiency features. Thus, acquiring effective leadership in physical education class is important in many ways, such as making a class enjoyable, building positive relationships with students and accomplishing goals. Effective leadership eventually helps to improve the quality of physical education classes. One of the recognizing leadership styles is a "transformational leadership". Transformational leadership offered positive motivational, affective and behavioral responses to students in physical education. Since leadership is a set of skills and practices that is available to all physical education teachers, understanding the concept of transformational leadership is important to being able to apply them into practice. This poster will describe specific characteristics of a transformational leadership and provide how physical education teachers can apply the transformational leadership in the class.

3. Predictors of Human Performance in Recreationally Trained Athletes

Morones, G., Jarczewski, J., Malapira, K., & Escalante, G.

(California State University – San Bernardino)

Utilizing the results of testing measures may allow athletes to improve their sports performance in a more efficient manner because certain testing measures are strongly related to specific sports performance variables. This study examined the relationships between a 10-second Wingate, Leg Press 1-RM; Body Composition (%BF), Thigh Muscle Mass (TMM); Vertical Jump (VJ), and Pro

Agility Shuttle (PAS) in a random sample of recreationally strength trained athletes. Thirty-eight student volunteers from California State University, San Bernardino signed an informed consent approved by the Institutional Review Board of the university. All variables were compared using a linear regression analysis with SPSS (Version 22). The results were as follows: a) Very strong positive relationship - TMM and Wingate [$r = 0.803, p < 0.05$], TMM and Leg Press 1-RM [$r = 0.715, p < 0.05$], %BF and PAS time [$r = 0.732, p < 0.05$], b) Strong positive relationship - Wingate and VJ [$r = 0.575, p < 0.05$], Leg Press 1-RM and VJ [$r = 0.633, p < 0.05$], TMM and VJ [$r = 0.54, p < 0.05$], and c) Strong negative relationship - %BF and VJ [$r = -0.605, p < 0.05$], and VJ and PAS [$r = -0.687, p < 0.05$]. These results suggest that athletes whose sports heavily rely on vertical jumping ability and agility (i.e. basketball), should focus on maintaining a lean body composition to help their performance. Furthermore, developing thigh muscle mass and leg press strength can lead to better improvements in lower extremity strength as well vertical jump performance and agility. Finally, vertical jump training may help agility and agility training may help vertical jump.

4. Is It About Time to Change Golf's 19-Hole Principle? What about Korean Male Golfers' Perspective?

Han, S.¹, Kim, Y.¹, Cho, J.¹, Won, S.¹, & So, H.²

(¹Chung-Ang University, ²California State University – San Bernardino)

With recent declines in the number of golfers worldwide, many golf facilities are struggling to make ends meet. It has commonly been identified that a game of golf takes too long and costs too much. Golf has been a sport that more Koreans aspire to. As Korea becomes more affluent, leisure spending has certainly increased. However, golf's 18-hole current principle may no longer be relevant to people's available leisure time in Korea. This phenomenon has led the result of the fast-growing popularity of screen golf. The emergence of screen golf facilities has seen a sharp increase in Korea. The purpose of this study was to investigate Korean male golfers' perception on the ideal number of holes and playing time in a game of golf. A total of 180 Korean male golfers completed online self-reporting survey questions by Social Networking Service (i.e., Facebook): (a) how many holes do you think most ideal to play in one day? and (b) what is your ideal time (hours) commitment for playing golf?. Data were collected and analyzed using Chi-square analysis. Results showed that 87 (47%) golfers reported 12-hole would be the ideal in a play of golf, followed by 45 (26%) for 18-hole, 31 (17%) for 15-hole, and 17 (9%) for 27-hole. In addition, 96 (52%) golfers reported 2-4 hours would be ideal time for playing golf in one day, followed by 54 (29%) for 3-4 hours and 29 (16%) for 4-5 hours. A chi-square test of independence to examine the relationship between the ideal number of holes and time showed a statistical significance, $\chi^2 = 152.24, p < .05$. This study could unlock its true potential to entertain and contribute, and ultimately change how golf can be more appealing to be played.

5. Effects of Sports Activities on Aggressiveness and Self-Esteem for Korean Middle School Students with Internet Gaming Addiction

Chong, H.¹, Cha, Y.¹, Won, S.¹, Kim, W.¹, Kim, Y.¹, Kim, K.¹, Park, J.², & Kim, J.²
(¹Chung-Ang University, ²Soongsil University)

The purpose of this study was to examine the effects of participation in team sports activities (i.e., soccer and baseball) for 12 weeks on aggressiveness and self-esteem for Korean middle school students with internet gaming addiction. The Game Addiction Surveys (Sin, Oh, & Yang, 2011) were distributed to 996 9th grade male students in Gyeonggi province in Korea to screen students at high risk for internet gaming addiction. 20 students at high risk of internet gaming addiction were selected and randomly assigned to the experimental group (n=10) for the 12-week sports activities and control (n=10) group. Students completed the aggressiveness (Seo & Gwon, 2002) and self-esteem (Han & Jung, 2007) questionnaires during pre- and post-test. Soccer and baseball programs, consisting of 90-min for twice a week for soccer and once a week for baseball were delivered to the experimental group only. A two-way repeated measures ANOVA was used to examine the effect of sports activities on aggressiveness and self-esteem between groups at pre- and post-test. Results showed that sports activities (soccer and baseball) developed students' self-esteem and decreased the level of aggressiveness (e.g., hostility) in the experimental group. This study supported to the claim that participation in sports activities can increase self-esteem and decrease aggressiveness of middle school aged students.

6. TROPHEES: A TPACK-based Personality Education Program for Korean PE Class

Kim, Y.¹, Cha, E.¹, So, H.², Oh, H.², Kang, B.³, Park, J.⁴, & Kim, J.⁴
(¹Chung-Ang University, ²California State University – San Bernardino, ³Coastal Carolina University, ⁴Soongsil University)

This study aimed to develop “*The Reform of the Physical Humanistic Education School (TROPHEES) model*”, which is a *Technological Pedagogical Content Knowledge (TPACK)*-based character education program in physical education. To develop the TROPHEES, a panel of experts was formed and conducted seven in-depth interviews and 39 Delphi surveys with elementary and middle school physical education teachers. From the analysis of the interviews and Delphi surveys, primary characters and topics for physical education lessons were identified. A preliminary TROPHEES model was introduced at the workshop to 51 PE teachers randomly selected from 17 cities, providences and local education offices across the country. Finally, a Two-leveled TROPHEES model, including four characters (sense of community, positive attitude, self-sacrifice and confidence) was developed. Level 1 focuses teachers' practice of classroom management, while Level 2 emphasizes teacher-student and student-student interactions, based on instructional content. TROPHEES encompasses the

content requiring intentional efforts from the basic character education in PE and is designed to be applicable for instructional plans in the form of a TPACK-based character education for PE.

7. Relationships between Physical Activity and Self-reported Food Intake Among College Majors.

So, H.¹, Miyazawa, T.², Lim, S.³, Kim, Y.¹, Kwon, Y.⁴, Yoo, S.⁵, Cha, E.⁶, Kim, M.⁷, Cha, Y.⁶, & Cho, J.⁶

(¹California State University – San Bernardino, ²Matsumoto University, ³Dongshin University, ⁴Humboldt State University, ⁵University of Texas – Rio Grande Valley, ⁶Chung-Ang University, ⁷University of New Mexico)

It is a commonly held belief that exercise causes compensation in energy intake to match the exercise-induced energy expenditure. However, there is no compelling evidence to suggest that exercise drives hunger and energy intake to cause compensation in food intake (Blundell & King, 1999). Understanding the effects of exercise on food intake is complicated by limitations of methodology and potential factors influencing food intake response to exercise, including exercise protocols, subject characteristics, and types and amounts of food available for consumption. This study examined the relationship between physical activity and food intake by college student majors (440 Kinesiology, 81 Health-related, 629 non-Health-related). The study comprised a total of 1,150 college students (594 females and 556 males). Physical activity and food intake were assessed using self-reported questionnaire, including patterns of physical activity (i.e., frequency, intensity, and time) and average number of food intake per day. ANOVAs were used to compare the food intake and patterns of PA. The analysis revealed significant differences that Kinesiology majors reported healthier exercise behaviors with regard to the frequency, intensity, and duration of PA, and higher food intake than both health-related and non-health-related majors. There were no differences found between health-related and non-health-related majors in the patterns of PA and food intake. Kinesiology is a major that is primarily health and fitness based where healthy nutrition and exercise habits are highly valued by students. This study extends previous research by identifying differences in patterns of PA and food intake among college student majors. Further understanding awaits additional research to clarify confounding variables.

8. Anxiety Relief Through Coloring Therapy

Holt, Brett¹ & the Kinesiology Kritters²

(¹University of Vermont, ²Woodland Society for Kinesiology and Wellness)

With particular regard to anxiety, this poster will indicate psychological and physiological benefits to coloring. Adult coloring has become a popular method of stress and anxiety relief with bestsellers frequently being adult coloring

books. After viewing all the posters for this session, participants will be invited to take part in an active pre-post test of stress indicators by coloring a picture starring the Kinesiology Kritters (Created by Dan Biddlecom).

3:00 – 3:50

A: An Adapted Physical Education Program for Homeschool Students

Tingstrom, Catherine, A.
(University of New Mexico)

Increasing numbers of parents are choosing to homeschool their children with disabilities. Finding appropriate, standards-based adapted physical education programs are extremely hard to find. This session will provide details of a successful program at the University of New Mexico that utilizes pre-service physical educators as adapted physical education teachers for students with disabilities. This session will cover how to identify and recruit potential participants, program curriculum, instructional strategies, risk management, program organization and management.

BC: Gender Bias in Sport Analytics

Shifflett, B., Murphy, D., Ghiasvand, F., McKillop, M., & Cuevas, M.
(San Jose State University)

A detailed content analysis of web-based ESPN Sports Science videos was conducted for this project. These videos are designed to analyze sport performance using the principles of biomechanics. Of particular interest were differences in the time devoted to analyses focused on male versus female athletes.

The internet, as with television, conveys societal characteristics and potentially reinforces or changes the beliefs and behaviors of individuals as well as organizations within a society. Where systematic bias in the media is present the impact can be particularly damaging.

Research focused on media coverage, both print and televised, suggests that the bias present is indeed systematic. Both the extent of the coverage of male and female sports differs and the nature of the coverage too often highlights stereotypical representations of men and women.

As the internet increasingly serves as a source of information, analysis of the content becomes critical. Of particular importance is the analysis of content from high profile and widely followed organizations (e.g., news agencies).

Based on analyses completed to date (25% of videos analyzed), the bias in the sport science videos with respect to time devoted to analysis of male versus female athletes is considerable. Out of 71.45 minutes of video coded, 60.6 minutes were devoted to analysis of male athletes and 10.85 minutes to female athletes. On a positive note, when the performance of women was analyzed its focus was on the athleticism of the athlete as it was for videos of male athletes.

DEF: Poster Presentations Group B

1. The Influence of the Sport Education Model on an Adapted Physical Education Teacher's Conceptions

Lee, H.¹, Oh, J.², Baek, S.³, & Kim, Y.⁴

(¹University of New Mexico, ²University of Texas - Rio Grande Valley, ³Changwon National University, ⁴Korea National University)

A number of successful contemporary physical education programs employ model-based instruction as their foundational framework (Metzler, 2005). Among those, the Sport Education model with its goals of producing competent, literate, and enthusiastic players is becoming widely accepted (Siedentop et al., 2004). Responses by both teachers and students to Sport Education have been mostly positive (Wallhead & O'Sullivan, 2005). However, there is very limited evidence on the effects of using Sport Education on the experience of students with disabilities, and there is a lack of research on teachers' perspectives of using this model. Therefore, the purpose of this study was to examine the perceptions of a physical education teacher about teaching students with disabilities using the Sport Education model. The participant in this study was a physical education teacher with six years of teaching experience. Data were collected using video records of all lessons, field notes, lesson plans, and two formal and 16 informal interviews. Data were analyzed using analytic induction and constant comparison. Findings of the current study showed that the physical education teacher changed his teaching style and spent more time preparing for his lessons. In addition, students showed more enthusiasm and social interaction. Moreover, team affiliation was the most challenging aspect of the Sport Education model. The results of the study supported some of the previous research on sport education (Kinchin, 2001) and also underscored the unique challenges for the teacher when using Sport Education with students with disabilities

2. A Gamefully Designed Intervention to Improve Sedentary Adults' Motivation for Physical Activity and Physical Activity Levels

Wakefield, D.¹, Stathi, A.¹, Medina, E.², & Derterding, S.³
(¹University of Bath, ²Loma Linda University, ³Northeastern University)

PURPOSE: To apply a rigorous theory-informed approach in developing an intervention protocol to examine whether a gamefully designed PA intervention can increase motivation for PA and PA levels in sedentary adults between the ages of 25 – 44. **METHODS:** *Study 1* applied Intervention Mapping (IM) methodology to determine criteria and identify the most appropriate gamefully designed PA application for the proposed intervention. *Study 2* entailed the implementation and evaluation of an intervention designed as a result of a strategic three-stage approach based on IM methodology. Participants were recruited in the Inland Empire of Southern California and randomized to a six-week intervention to include a web- based/app-based gamefully designed PA application. Data collection includes biometric data, objective measurement of moderate to vigorous PA and a detailed PA motivation inventory based on the principles of Self Determination Theory at baseline, six weeks, three months and six months. *Study 3* will be a feasibility and acceptability trial of the gamefully designed PA intervention including a systematic mixed-methods process evaluation. **RESULTS:** *Studies 1* and *2* led to the creation of a new taxonomy of 14 Situated Motivational Affordances (SMAs) in gamification, establishment of nine criteria for health-related gamified applications/interventions, the selection of a commercial application (Fitocracy) for trial and the refinement of the implementation protocol. *Study 3* is currently underway. **CONCLUSION:** Gamification presents a unique and unexplored opportunity to increase PA and motivation for a more active lifestyle. SMAs provide a pathway to understand how game design supports psychological outcomes and in return behavioral outcomes.

3. Relationship of Heart Rate Recovery to Cardiovascular Fitness Measures in Highly Endurance-Trained Young Men and Women

Brizendine, E., Yang, D., Sherwood, J., Webb, S., & Inouye, C.
(California State University – East Bay)

Studies reveal that high training loads experienced by student-athletes do not translate into improved health-related quality-of-life later in life. Fitness training and training load have been correlated with better autonomic control and lower mortality. Heart rate recovery (HRR), decrease in heart rate following exercise, has been inversely related to exercise capacity and determined to be a valid and easily measured predictive marker of mortality. Age and gender affect autonomic function but studies have been equivocal on the relationship between HRR and fitness. Faster HRR has been reported in healthy male adults undergoing maximal exercise, but no relationship has been found between HRR

and VO_{2max} or ventilatory threshold (VT). Here, we propose to assess HRR correlates to VO_{2max} , VT, and training load in endurance trained males and females. Female ($n=7$, $VO_{2max}= 49 \pm 4.96$) and male ($n=10$, $VO_{2max} = 60.9 \pm 5.77$) collegiate cross-country athletes performed a maximal graded exercise test using a protocol designed to elicit VT using V-slope method. Polar monitors were used to record heart rate. HRR was recorded every 30 sec for first 2 min post-exercise while participants stood, then seated and monitored until min 5 recovery. HRR was calculated by subtracting HRR at min. 1 (HRR-1) and 3 (HRR-3) from maximal HR. HRR-3 was significantly correlated to $\%VO_{2max}$ @ VT but not VO_{2max} . No differences were noted for sex or training load. Ease of measuring HRR makes its use appealing as a training gauge in the conditioning of collegiate athletes and beyond.

4. Consumer and skill-based product matching: Developing a scale for measuring golf skills

Shin, S.¹, Kim, J.², & Bum, C.³

(¹Belmont University, ²Wingate University, ³Kyung Hee University)

Needs and desires may determine many product choices, but the choice of some products, such as sport-related goods and technological devices, is also influenced by the skill level necessary to use them (Burson, 2007). When consumers can estimate their skill level accurately, matching may help them in choosing an appropriate skill-based product (Burson, 2007). However, for consumers who use inaccurate estimates of their skill level, matching may not serve them so well; they may choose a product inappropriate for their skill level (Ratneshwar, Shocker, & Stewart 1987; Simonson 1993).

In the case of golf, to accurately match golf skill level and product choice, consumers need a measurable and objective scale to determine their own skill level. According to the data of golf specialty website, eyespygolf.com, only about 21 percent of amateur golfers consistently utilize a golf handicap; most others may rely on inaccurate relative self-assessments determined by comparison with others. Faulty self-assessments can cause consumers to make unintended and inconsistent product choices (Burson, 2007).

Since no research to date has attempted to create a scale for measuring golfers' abilities, a brief Golf Skill Levels (GSL) scale was created to measure golf skills. After conducting a self-administered questionnaire consisting of multiple-choices, the data will be validated and analyzed by factor analysis, and then classified into different skill levels with golf experts' consultations. Then, the results and implications will be presented for further suggestions.

5. A comprehensive study on raping students by teachers and student self-defense in Chinese schools

Chen, G.¹ & Liu, L.²

(¹San Jose State University, ²Shenyang Sport University)

The purpose of this research was to investigate school teachers and staff molesting and raping students in k-12 schools in China, and student self-defense patterns and effectiveness. It was expected that this comprehensive study on all reported cases will provide detailed information on all relevant aspects on these crimes and victimization, and assist development of prevention and handling strategies for education officials, school administrators, parents, and school students. This study analyzed all 1007 reported cases since 2000 and summarized the results on four different aspects. The first parts included geographical distribution and years where these crimes occurred. The second part included the position, age, and gender of these criminals; pattern of the sexual attacks, duration of the crimes, places of crimes, level of schools, tricks that criminals used, and threats to students. The third part included number, age, grade, frequency of attacks, and the consequence of victimization. Part four included responses of school administrators, how these crimes were found, punishment from school and law enforcement system, chance and patterns of students who reported cases, how student victims reacted to attacks and the effectiveness of their self-defense. The study suggested that Chinese government adopt the new California law that makes self-defense education as a required subject in all Chinese schools k-12.

6. A comprehensive study on all reported violent crimes to Chinese university women and their self-defense actions

Chen, G.¹, Liu, L.², Zhao, Y.³, Zou, J.⁴, & Xie, F.⁴

(¹San Jose State University, ²Shenyang Sport University, ³Qufu Normal University, ⁴Shandong University)

The purpose of the study was to investigate violent crimes targeted at female university students in China. The research analyzed all reported 816 from all sources of media during 2000-2015 years, based on six categories: murder, rape, aggravated assault, robbery, kidnapping, and bully. The results were reported based the following two aspects. The first aspect clearly identified the gender of attackers, relationship with victims, triggering factors and causes of attacks, time and locations of attacks, the numbers of attackers during actual attacks, the attacking patterns and weapons, and tricks used. The second aspect clearly showed the number of victims in each case, ages and academic statuses, consequences of attacks, and their self-defense actions and the effectiveness of these defenses. The results found that the most commonly used weapons by attackers on college women were short knife, chokes and strangulation, and punches and kicks. The most used attacking pattern was sudden attacks. The

most commonly used tricks included providing jobs, offering tutoring opportunities, and making friends. It was expected that this research will get attention of Chinese college students, their parents, and university administrators on the real danger of violent crimes to college students and start self-defense education in all Chinese universities. It was also expected to serve as a solid based for designing self-defense curricula for universities in China since this research provided clear information on what college students actually need to learn in self-defense classes.

7. Knowledge and Readiness of Inter-Professional Education in Liberal Arts Undergraduate Students

Edmisten, Jan & MacDonald, Nicole
(California Baptist University)

The objective was to compare the students' knowledge and readiness for IPE in two sections of a nutrition course taken by all majors. Using a group, community-based project as the basis for this study, one section of the course participated in Inter-Professional Education (IPE) activities prior to and during the assignment. The other section of the course did not participate in IPE activities at any time during the assignment. The students in both classes were randomly assigned to multidisciplinary groups and were given two sessions of class time to complete the assignment. Once the assignment was completed, all students were given a questionnaire adapted from the Readiness for Inter-professional Learning Scale (RIPLS) to complete. A one-way, between subjects ANOVA was conducted to compare the effect of IPE activities on the RIPLS questionnaire. There was no significant effect of the IPE activities on the RIPLS between the two course sections ($p=0.162$). In order to further analyze the data, students were classified by major into three groups: Kinesiology (2 majors) Health Professions (7 majors) and all other majors (13 different majors). The Kinesiology/Health Professions students' scores in the non-IPE course were significantly different from all other majors ($p=0.002$). However, in the IPE course there was no significant difference between the majors ($p=0.500$) showing that incorporating IPE activities better prepared students for an interdisciplinary-based assignment. The lack of significance between the two course sections could be due to the larger number of Kinesiology/Health Profession majors who may be accustomed to working more interdisciplinary.

8. Adapted Aquatic Skills Program for Autistic and Autistic Related Spectrum Children

Malsbary, Walter & Kinnunen, David
(Fresno State University)

Drowning is among the leading causes of death of in persons with autism spectrum disorder (ASD). According to the National Autism Association, these

drowning's accounted for approximately 91 percent of total U.S. deaths reported in children with autism ages 14 and younger subsequent to wandering/elopement in 2009 to 2011. Furthermore, research indicates that roughly half, or nearly 50 percent of children with ASD attempt to retreat from a safe environment, a rate nearly four times higher than children without autism. The purpose of this project is to develop a specialized swimming program that can be utilized by local public and private settings and schools (K-12), colleges, and universities to help insure that individuals with autism or ARS are capable of surviving in aquatic environments. Swimming offers autistic individuals the ability to learn 'life lessons' (activities of daily living), improve their speech, social skills, self-esteem, cognitive processing as well as overall fitness components which provide health benefits across a lifetime. The Centers for Disease Control and Prevention's Autism and Developmental Disabilities Monitoring Network 2014, reported the advent of autism and ARS is on the rise and growing every year. This means the requirement for adapted aquatic programs for this special population is needed more than ever in the mainstream of society and this program fulfills that need.

4:00 – 4:50

A: Exercise Patterns, Barriers, and Fitness Among College Students

Ednie, Andrea & Stibor, Mike
(University of Wisconsin-Whitewater)

This study's purpose was to examine the relationships between participant-reported exercise patterns, barriers to exercise, and levels of fitness. Study participants were recruited from a college course about wellness and fitness. Participants (172) completed an online survey (10-15 minutes, included questions about student demographics, current exercise patterns, and exercise motivations), and a 1.5hr fitness assessment (sub-max tests including muscular strength, muscular endurance, aerobic capacity, flexibility, and anthropometric measures). Fitness assessment ratings were selected based on validity and appropriateness for our study sample. An overall fitness rating was calculated accounting for all fitness components, and subgroupings of the most and least fit were identified.

The mean overall fitness rating score was 3.12, which describes the study sample as "average". Many of the self-reported patterns were consistent with fitness ratings with some exceptions. For example, male students self-reported higher levels of exercise as compared to female students, although their fitness levels were similar. Participants who scored lowest in the fitness tests felt most strongly that they need to exercise more than they currently do ($\chi^2 = 44.22$, 18 df, $P=0.001$), however, they were most impacted by several of the exercise barriers. The most significant barriers to exercise across the study sample were lack of time, influence from

others, and lack of willpower. Participants who were most fit rated all three of these barriers as less important than those who were least fit. Other barriers, such as lack of energy and lack of skill were rated as less important with no differences based on level of fitness. Study findings should help college wellness departments with outreach efforts and program developments geared toward exercise commitment and health improvement.

BC: Exploring Pre-service Taekwondo Masters' Occupational Socialization process and Professional Development through International Internship Program

Kang, Boungh Jin¹ & Yoo, Soojin²

(¹Elizabeth City State University, ²University of Texas – Rio Grande Valley)

The internship program (IP) is a crucial stage where core competencies of pre-service Taekwondo (TKD) masters' future instruction are developed. The process of socialization (Lawson, 1983a; Stroot & Williamson, 1993; Templin & Schempp, 1989) into the role of teacher may influence the way in which pre-service TKD masters perceives the characteristics important for successful instruction or professional development. The purpose of this study was to exploring the 11 pre-service TKD masters' socialization process, empirically experiences and professional development and how they changed the beliefs of instruction through international IP.

Through 8-month international IP, 11 pre-service TKD Masters (6 females and 5 males) participated in socialization process, and professional development that focused on experiential learning (Ferrari, 2006) and implementing practical instructions through international IP. Qualitative data were collected through field observations, journals, and interviews to assess pre-service TKD masters' receptivity and perceptions of the internship as well as pre-service TKD master's socialization process and professional development toward practical instruction. Inductive analysis and trustworthiness (Lincoln and Guba, 1985) was supported through member checks and triangulation of various data sources.

Even though all of the pre-service TKD masters confirmed that they improved instructional skills, leadership, decision making, and confidence of the instructions through the IP, they reported that internship program did not provide specifically how they improve their socializations (i.e. language, culture, and interventions) through the IP.

Overall, IP seems to be a practicable and motivating curriculum option for pre-service TKD masters (i.e. the increased levels of confidences, improved social behavior and leadership, and enjoyment of the international IP). Male pre-service TKD masters recognized that the lack of their preparation of the IP and it led to spent the implementation time at the beginning of the international IP because the university curriculum did not guide and inform international IP. Nonetheless, all of the pre-service TKD masters did see the greater experiences of the international IP

for leadership improvement and decision making opportunities- the shift from passive attitude to active/positive attitude of instruction as pre-service TKD masters took on various stages of the socializations during the international IP.

DEF: Peavey Papers A

Key: 1: Original Research; 2-6: Research critique

1. Distraction Control in Experienced Cyclists

Ramirez, D. (California State University – Fresno)

2. Representations of Female Athletes

Cuevas, M. M. (San Jose State University)

3. Benefits of Physical Activity for Children with Cerebral Palsy

Kim, R. & Madhani, S. (La Sierra University)

4. MLB Performance: Pre-Post UCL Surgery

Gonzalez, L. (La Sierra University)

5. Using Yoga to Manage Anxiety

Castro, A. (La Sierra University)

6. Effects of exam stress on drug use and sleep

Alinsod, N. (La Sierra University)

5:00 – 5:50

A: Effects of Frequency, Intensity and Duration of Physical Activity on Self-Esteem

So, H.¹, Kim, S.², Kim, Y.³, Kwon, Y.⁴, Cha, E.³, Yoo, S.⁵, & Cha, Y.³

(¹California State University – San Bernardino, ²Gwangju National University of Education, ³Chung-Ang University, ⁴Humboldt State University, ⁵University of Texas – Rio Grande Valley)

Exercise is well known to bring benefits to a sense of competence, both physical and mental, and thus to enhance self-esteem. The ACSM (2012) recommends that most adults engage in moderate-intensity cardiorespiratory exercise training for ≥ 30 min·d⁻¹ on ≥ 5 d·wk⁻¹ for a total of ≥ 150 min·wk⁻¹, vigorous-intensity cardiorespiratory exercise training for ≥ 20 min·d⁻¹ on ≥ 3 d·wk⁻¹ (≥ 75 min·wk⁻¹), or a combination of moderate- and vigorous-intensity exercise to achieve a total energy expenditure of ≥ 500 -1000 MET·min·wk⁻¹. However, it has yet to be found there is proven formula for how much or how often to exercise to affect self-esteem. The purpose of this study was to investigate how frequency, intensity, and time of

physical activity affect self-esteem among college students and by their majors (i.e., Kinesiology, Health-related, and non-Health-related). A total of 1,160 college students (604 females and 556 males) in a comprehensive university located in Southern California completed questionnaires, including age, height and weight for BMI, frequency, intensity, and time for physical activity, and Rosenberg's 10-item self-esteem scale. The findings from this study using multiple regression analysis indicate that *frequency* of physical activity was a significant predictor for self-esteem. There were statistically significant differences on frequency, time, intensity, and self-esteem by majors. Kinesiology majors showed significant higher responses and scores on frequency, time, intensity, and self-esteem than non-Kinesiology majors and health-related majors (e.g., biology, nursing, pre-medicine, health education, and nutrition). Physical activity and exercise behaviors among Kinesiology majors may be indirectly related to enhanced self-esteem by taking more activity classes, which should be further investigated in the future.

BC: Coaching and Character: Managing the High Risk Student-Athlete

Stoll, Sharon¹, & Van Mullem, Pete²
(¹University of Idaho, ²Lewis-Clark State College)

Recently, colleges and universities have been criticized for off the field incidents involving student-athletes including sexual assaults, theft, cheating, drug use, and alcohol abuse. Although, incidents involving student-athletes is nothing new in intercollegiate athletics, due to social media and the public's appetite for sport, issues involving student-athletes quickly become national news (McCarthy, 2013). This reality places pressure on athletic directors and collegiate administrators to act in protecting the best interests of the institution.

The collegiate coach, a key public figure in the community, is often the first contact point for student-athletes when seeking a place to continue their athletic career. Charged with developing a winning program, the coach will seek the most talented student-athletes, often ignoring past behavior or even a criminal conviction (Kingkade, 2015). In addition, arguably coaches believe they have a responsibility to help student-athletes (Schlabach, 2015). This mindset is further reinforced when the coach feels they have created a culture within their program that can assist high-risk student-athletes in overcoming previous actions and poor decision-making that questions the make up of their character.

However, changing the character displayed by high-risk student-athletes will likely require more than a strong leader and established team culture. Therefore, the purpose of this session is to 1) define and identify the characteristics of high-risk student-athletes, 2) provide insight into recent discoveries in neuro-science and the research's impact on character development, and 3) provide strategies to assist the coach in managing the high-risk student-athlete.

References:

Kingkade, T. (2015, January 1). Oregon basketball coach sued by alleged rape victim for ignoring player's sexual assault record.

McCarthy, M. (2013, August 13). Sports, crime and money: Athletes gone wrong.

Schlabach, M. (2015, January 7). Lawyers: FSU a 'hostile environment'. ESPN.

DEF: Peavy Papers B

Key: 1-6: Literature reviews

- 1. Vegetarian Diets and Nutritional Deficiency**
Kim, B. & Kim, J. (La Sierra University)
- 2. Potential Harmful Effects of Glyphosate**
Malandi, P. & Castillo, N. (La Sierra University)
- 3. Dental Challenges Related to Bulimia**
Seo, B. & Kwon, O. (La Sierra University)
- 4. The Effects of Processed Meat on Mortality**
Choo, J. & Lee, N. (La Sierra University)
- 5. Type II Diabetes Reversal: Surgery vs Lifestyle.**
Bailey, M. & Ricketts, R. (La Sierra University)
- 6. Soy Infant Formula in Infant Development**
Avellona, V. (La Sierra University)

6:00 – 6:50

A: Enabling False Expertise: An Assault on Academic Freedom and a Removable Roadblock in Advancing Kinesiology

Holt, Brett
(University of Vermont)

What is an “expert” kinesiologist? What are the credentials an “expert” should possess in the kinesiology fields? What is the difference between “enabling” and “empowering”? “This presentation will take a look at common practices used by school/college administrators, elected officials, organizations, and other non-professionals to enable false expertise of persons to be viewed as professionals. In the digital/instant gratification world in which we live, it has become easy to bestow false expertise upon someone without validation. Unfortunately, even if the intent were dignified, the damage to the kinesiology fields may be irreparable. Due to this

false expertise, many true kinesiology experts suffer the poor exposure, lack of true expert influence, and most importantly academic restrictions. After discussion and provided examples, participants will be invited to share their experiences.

BC: KRUMP: Move, have fun, release stress and promote physical activity

Davis, C. A.
(Lewis – Clark State College)

Everyone can KRUMP! Straight from South-central Los Angeles, this active workshop offers basic material directly from Thomas Johnson (the creator of KRUMP), Noel Rios (aka “J-Bad”), Spencer Abrom (aka “J-Doom”), and Fudd Hodge (aka “Doomsday”), (Research Quarterly of Exercise and Sport, pre-conference supplement, 2015). This session will provide foundational instruction based on skills learned from those on the cutting-edge of today’s KRUMP development. Participants will be introduced to high-impact teaching methods and conceptual tools that focus on having fun!

At-risk youth are currently involved in a 2015 research study at LCSC, which seeks to compare KRUMP and Cross-fit regarding impact on behavior, mood, perceived competence, peer acceptance and physical activity level. This study, along with its practical application will be presented.

Learning Objectives/Outcomes:

1. Participants will gain a deeper understanding on how to utilize KRUMP techniques in after-school activities, teambuilding environments, and the classroom setting to: encourage personal expression, promote the healthy processing of emotions, and build individual confidence. Real-world examples of youth outreach will be shared with the group while encouraging participant insights.
2. Participants will expand confidence in their personal expression. The use of movement problems and imagery, utilizing the BLISS Instructional Model (Research Quarterly of Exercise and Sport, volume 85, Supp 1, 2014), will endeavor to teach effective problem solving and apply existing muscle memory to KRUMP movement. Students of all ages are consistently asking to learn more; while youth outreach is growing, to effectively provide a healthy alternative to stifled emotion and gang involvement!

DEF: Peavy Papers C

Key: 1-4: Original Research, 5-6: Literature Review

1. Choice of Footwear for Wild land Firefighters

Lustig, M., Browning, D., Savage, J., & Robinson, C. (Lewis-Clark State College)

2. **Workout Regiments and the effects on Body Composition**
Gardner-Young, L., Randall, T., Staton, T., Barrett, T., & Robinson, C. (Lewis-Clark State College)
3. **Does Caffeine intake significantly affect the prediction of VO_{2max} and other performance variables of elite cross country runners?**
Lee, Y., Webb, T., Vinson, L., & Robinson, C. (Lewis-Clark State College)
4. **The Effects of Hyberbaric Oxygen Therapy on People with Autism**
Pena, T. (Whitworth University)
5. **Therapeutic Effects of Hippotherapy**
Choi, Y. & Shin, Y. (La Sierra University)
6. **Exercise and GPA Among College Students**
Choi, C. & Huerta, J. (La Sierra University)

7:00 – 8:00

Douglas: Reception II

FRIDAY OCT. 9

7:00 – 8:00

Douglas: Business Meeting and Breakfast

The purpose of this meeting is to allow the entire membership voting privileges on proposals that will be put forth to the membership by the elected officers. All members are welcome to attend.

8:00 – 8:50

A: PhysicalGenesis: Reporting Fitness Levels and Health Behaviors for children in grades 5-11 from across the United States

Thomas, Robert¹ & Rizzo, Nico²
(¹La Sierra University, ²Loma Linda University)

This session will present the initial results of PhysicalGenesis, a national study

conducted in spring 2015 examining fitness levels and health behaviors of students in grades 5-11 from across the United States. This will be the first national study of fitness levels of students since 1987. The presentation will briefly review the study's rationale, methods, assessment tools, outcomes, and implications from this study. This presentation may inspire attendees to become more intentionally strive to transform others within their sphere of influence and to continually grow as a professional.

BC: The Effects of Acute Fatigue on Bilateral Symmetry of Muscle Activation Onset During a Landing Task

Savage, Jessica¹ & McNeal, Jeni²
(¹Lewis-Clark State College, ²Eastern Washington University)

A foundational assumption used in many biomechanical analyses of bilateral movements such as jumping, is that symmetry exists in how the body executes such movements. However, humans have been shown to demonstrate functional asymmetries that have been suggested to contribute to injury risk. The purpose of this study was to determine if asymmetry exists in muscle activation onset of lower extremity muscles during a landing task, and to examine if there is an effect of fatigue on asymmetry. Sixteen subjects completed 3 trials of drop landings before and after a fatiguing protocol. Surface electromyography recorded muscle activity bilaterally from vastus lateralis, gastrocnemius, and biceps femoris. Results indicated there was significant ($p < 0.05$) asymmetry in muscle activation onset; however, fatigue had no significant ($p > 0.05$) impact on the symmetry of muscle activation onset. The degree of asymmetry was not different across muscle. Further studies should explore the origin of onset asymmetry and whether such asymmetry could contribute to injuries associated with landing tasks.

DEF: Collecting inter and intra-rater reliability for the Furtado-Gallagher Computerized Observational Movement Pattern Assessment System

Furtado, O., Cunningham, T., Kuchuryan, H., & Ho, L.
(California State University – Northridge)

Fundamental movement skills (FMS) are considered the foundation for the performance of specialized skills (e.g., basketball layup). Mastery of FMSs has been linked to decreased levels of obesity, increased levels of physical activity and sport participation. To be active, children need to acquire fundamental motor skills, and therefore, FMS assessment is crucial. The FG-COMPASS is a process-oriented and criterion-referenced instrument that evaluates gross motor ability in children ages 5 to 10 years. Previous studies (Furtado, 2004; Furtado & Gallagher, 2012; Bolin & Furtado, 2013) have provided some evidence of validity and reliability for the FG-COMPASS. The purpose of this study was to collect inter and intra-rater reliability for the FG-COMPASS. Independent ratings from three observers were used to examine inter-rater reliability. Observers classified 162 video-clips, which depicted

children performing 8 motor skills. In addition, intra-rater reliability was examined by comparing the ratings from two time occasions, one week apart. The proportions of overall agreement and weighted kappa were used as indexes of agreement. This study is underway and the final results will be disclosed during the presentation.

9:00 – 9:50

A: The Horse Left the Barn: Secondary Online Physical Education

Daum, David¹ & Buschner, Craig²
(¹San Jose State University, ²California State University - Chico)

This session introduces the audience to the philosophical questions, current practices, and evidence base regarding secondary online and blended physical education (OLPE) programs. We will begin with a brief history followed by the prevalence of this curricular trend. At least 30 states now approve credit to be earned via online physical education (Shape of the Nation Report, 2012). However, OLPE is primarily a USA phenomena and uncommon across the world at the K-12 level.

We will share implications for policy, practice, and future research (Daum & Buschner, 2014). In fact, SHAPE is planning to revise the 2007 OLPE Guidelines in the coming academic year. Some questions to ponder: How do we insure that OLPE “guides youth in the process of being physically active for life”? How do we insure that OLPE meets “standards” for student learning (SHAPE 2014)? Are inservice and preservice teachers prepared to deliver quality OLPE? Daum & Buschner (2012) surmised that the horse has left the barn and only carefully designed research, and thoughtful experimentation, will determine the worth of this educational approach to increase student learning.

BC: The Workplace Walk-Off Challenge: A Low-Cost, Collaborative Model for Improving University Employee Health

Leininger, Lisa & Adams, Kent
(California State University – Monterey Bay)

There are numerous documented individual and organizational benefits to worksite health promotion programs (WHPPs). However, many universities are unable to support (both financially and staffing) a comprehensive WHPP. Therefore, at California State University, Monterey Bay, the Kinesiology and Human Resources Department have implemented the Workplace Walk-Off Challenge (WWC). The WWC is an annual six-week walking competition open to all employees. The purpose of the WWC is to increase physical activity and decrease sedentary behavior in an effort to improve health indicators. The program is planned and

implemented by one Kinesiology professor, the university's Benefits Analyst, and 14 Kinesiology undergraduate students who have successfully completed the department's Worksite Health Promotion course. Employees track activity with use of pedometers, and report weekly step totals on the WWC website. A Kick-Off Event, bi-weekly Lunch and Learns, and an Awards Ceremony are held, with prizes donated from local businesses. Human Resources provides one lunch at the Kick-Off Event, handles liability waivers and makes room reservations. The entire program is accomplished with a budget of \$500 (lunch). Over the past three years, the WWC has increased physical activity and decreased stress levels among employees. In addition to individual health benefits, the WWC has elicited goodwill and collaboration between departments across campus that would not normally have worked together. Perhaps most importantly, the WWC is a valuable professional experience for Kinesiology students looking towards careers in health promotion. The purpose of this presentation is to provide a model for those who wish to implement a WHPP with limited resources.

DEF: Preparing for the Beginning and the Ending of a Professional Career

Carlson, R.
(California State University – San Bernardino)

Given that having a professional career as a college faculty member is a desired career, this presentation will focus on successfully securing your first position, engaging in those activities that assure advancement, positioning yourself financially for retirement, and then enjoying the “golden years”. A checklist of steps to take to maximize potential for success will be directed towards current students and professionals with the ultimate goal being a successful career and retirement.

10:00 – 10:50

A: Peavy Paper Training Session (Student WSKW Members Only)

Johnson, Kelly
(University of New Mexico)

This session is intended to provide a one-hour training to students who are interested in reviewing and mentoring future Peavy paper submissions (2016 conference). An in depth presentation on the reviewing and selection process for Peavy papers will be provided. Attendees can expect sample documents and guidelines provided. This is intended to mentor student members to become efficient peer reviewers for Peavy papers.

BC: From Double Dare to Wipeout: The Value of Including Obstacle Racing in Your Physical Education Classroom

Holt, Brett
(University of Vermont)

An “obstacle” is defined by Merriam-Webster as, “an object that hinders progress”. Obstacle Racing has been a staple in the United States Military training (Army Ranger Challenge); And, has for decades been a source of televised sporting entertainment (*Double Dare, American Gladiators, Wipeout, American Ninja Warrior, etc.*). However, in recent years more formal competitions such as Spartan racing, Warrior Dash, and Tough Guy have been appearing in local communities as a competitive form of sport/recreation involvement. Not only do obstacle courses for your physical education students involve students in desired physical activity time, but can be applied to help students explore and apply various skill themes and movement concepts for movement education units such as Educational Gymnastics. Similar to Child Designed Games, students can design their own obstacle course thereby including obstacles that they find more meaningful to their daily movement activities. Participants can expect to be involved in a conversation about history of OCR, types of obstacles appropriate and safe for students, types of obstacles for exploring different movements, and the equipment that can be used to create obstacles. At the end of the session participants will be invited to create an OCR.

DEF: Functional Fitness Training in High School Physical Education Curriculum

Schmidlein, Robert
(San Jose State University)

Functional fitness training has exploded with CrossFit, TRX, P90X, and a variety of other training approaches. The ideas and concepts used are not new to strength & conditioning coaches but are very new to most K-12 physical educators. Ten physical education teachers that are currently using functional fitness units in their high school P.E. classes were interviewed and artifacts were collected. This presentation will focus on the findings and showcase the limitations, successes, and overall experience of physical educators with a new model of P.E.

11:00 – 11:50

A: Open

BC: Original Research A: Body Composition Differences by Assessment Methods Such as DEXA, Hydrostatic, Bio-Impedance, and Skinfold

Marks, P., Van Meel, M., Robinson, J., & Robinson, C.
(Lewis-Clark State College)

DEF: Original Research B: Relationship of taste status and food environment on BMI

Ruiz, H. & Curiel, K.
(La Sierra University)

11:50 - 12:00

DEF: Closing Comments

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