



70th Annual Conference

*“Integration & Collaboration: Research &
Action Across Kinesiology Disciplines”*

October 8-10, 2025

Boise State University
Boise, ID

*“Where the conferee is the program, and mentoring and
networking are the foundation”*



Table of Contents

Conference Welcome	2
Featured Speakers	3
Keynote: <i>Dr. Lynda Ransdell</i>	3
E.C. Davis Lecturer: <i>Dr. Sharon K. Stoll</i>	4
Broten Young Scholar Award Winner: <i>Dr. Winston Kennedy</i>	5
Conference Partner	6
Conference Sponsors	6
WSKW Leadership Team	7
History of WSKW	8
WSKW Past Presidents	10
Past WSKW Honored Speakers	11
Past WSKW Conference Keynote Speakers	14
Past WSKW Conference E.C. Davis Lecture Speakers	15
Conference Schedule: Wednesday, October 8	16
Faculty/Professional Oral Presentation Abstracts: Wednesday, October 8	16
Conference Schedule: Thursday, October 9	22
Faculty/Professional Oral Presentation Abstracts: Thursday, October 9	23
Conference Schedule: Friday, October 10	26
Faculty/Professional Oral Presentation Abstracts: Friday, October 10	26
Faculty/Professional Poster Session Schedule	32
Faculty/Professional Poster Abstracts	32
Student Poster Session Schedule	37
Student Poster Abstracts	38
Facility Map	46
KinesioU Information	47

Welcome from the Executive Director



Welcome to the 70th Annual Western Society of Kinesiology and Wellness (WSKW) Conference in Boise, ID. As the Executive Director of WSKW, I join the WSKW Executive Committee in extending a warm welcome to the 2025 conference.

We hope you enjoy the opportunity to learn from professionals in the field, network with colleagues from around North America, and mentor the next generation of health, wellness, and kinesiology professionals. A variety of sessions are available for you to enjoy including academic oral presentations covering a wide variety of topics, academic poster sessions intended to share results of new research, and undergraduate and graduate research presentations through the annual R. D. Peavy Paper student competition. In addition, WSKW is excited that Dr. Lynda Ransdell will deliver the Keynote Presentation and that Dr. Sharon Stoll will deliver the E.C. Davis Lecture. Renowned professionals in our field, Dr. Ransdell and Dr. Stoll are highly respected for their contributions to the fields of health, wellness, physical education, and sport.

Enjoy the opportunity to immerse yourself in the sharing of information relative to our profession. We hope you leave energized and excited to return to your roles as researchers, teachers, or students.

Respectfully,

A handwritten signature in blue ink that reads "Heather Van Mullem". The script is fluid and cursive.

Heather Van Mullem, PhD, JD
2025 WSKW Executive Director



2025 Featured Speaker



Keynote Speaker

Lynda Ransdell, PhD, Boise State University

Lynda Ransdell was on the faculty at Boise State from 2004-2012. She returned to Boise State in the Fall of 2022 as Chair of the Department of Kinesiology, after serving as a Dean at Montana State University and Northern Arizona University, and an Associate Dean at Arizona State University. Dr. Ransdell received her Ph.D. from Arizona State University, her M.S. from Smith College, and her B.S. from Eastern Kentucky University. Her research is focused on sport performance in female athletes, physical activity and public health, and faculty development. To date, Dr. Ransdell has published over 120 peer-reviewed journal articles, chaired or served on 66 thesis or dissertation committees, and participated in sponsored projects totaling over \$5 million dollars. She is a Fellow in the National Academy of Kinesiology (#579), the National Association for Kinesiology in Higher Education (#46), and the American College of Sports Medicine, and she is the only two-time President of the National Association for Girls and Women in Sport (NAGWS). In her spare time, Dr. Ransdell enjoys playing ice hockey, mountain biking, throwing pottery and painting.

2025 Featured Speaker



E.C. Davis Lecturer

Sharon K. Stoll, PhD, University of Idaho

Sharon K. Stoll, the director of the Center for ETHICS* at the University of Idaho, is considered a leading authority in moral education intervention techniques for competitive adults and college aged students in America. Author of nine books including, *Practical Ethics in Sport Management* and *Sport Ethics: Applications for Fair Play*, with Lumpkin and Beller. She has been featured on US TV “Night Line”, “ESPN Sports Center”, “ESPN Chat Line”, and Fox Sports’ “Goin’ Deep”. In 2005, she was in over 50 major newspapers in US and abroad describing the Center’s project working with the Atlanta Braves, and in 2006 she was the front-page story for the *Chronicle of Higher Education*. In 2007 and 2013, she was featured in *Sports Illustrated*. In 2007 and again in 2013, she was one of the 100 Most Influential Sport Educators in the United States by the Institute for International Sport. From 2012, she has been a consultant for the USADA and Clean Competition.

2025 Featured Speaker



Broten Young Scholar Award Winner

Winston Kennedy, PhD, Northeastern University

Dr. Kennedy is currently an assistant professor of Physical Therapy Movement and Rehabilitation Sciences and Public Health and Health Sciences at Northeastern University, where he conducts research that supports the health and well-being of people with disabilities at their intersecting identities with a focus on physical activity promotion. He has been a licensed physical therapist since 2015, has a master's degree in public health and a PhD in Kinesiology with a concentration in adapted physical activity. He was funded by the Office of Special Education Programs, U.S. Department of Education to pursue his research training. Dr. Kennedy has published in numerous academic journals and presented internationally and nationally on topics related to rehabilitation, disability health advocacy, and physical activity promotion.

Thank you to our 2025 Conference Partner!



Boise State University

School of Kinesiology

Thank you to our 2025 Conference Sponsors!



Boise State University

School of Applied Health Sciences



KINESIO•U

KinesioU

A digital learning suite of **apps, videos, and simulations** designed to enhance student learning in kinesiology and allied health science programs. Built by educators, KinesioU delivers **interactive simulations and digital content** that engage, apply, and transform the learning experience.

KinesioU: Redefining health science education.

Jared Medeiros, Boise State University student

Western Society for Kinesiology & Wellness

Leadership Team 2025

President-Elect: Karen Hostetter (Northern Arizona University)

Past President: Gioella Chaparro (California State University, Dominguez Hills)

Treasurer: Jafra Thomas (California Polytechnic State University, San Luis Obispo)

Secretary: Vacant

Faculty-at-Large: Steven Miller (St. Mary's University California)

Web Administrator: Ovande Furtado (California State University, Northridge)

Archivist: Tina Twilliger (Colorado State University – Pueblo)

Editor-in-Chief, Journal of Kinesiology & Wellness (JKW): Ovande Furtado, Jr. (California State University, Northridge)

R. D. Peavy Paper Coordinator: Jeff Bernard (California State University, Stanislaus)

G. Arthur Broten “Young Scholars” Award Coordinator: Aubrey Shaw (University of Idaho)

Executive Director: Heather Van Mullem (Washington State University)



A Brief History of the Western Society for Kinesiology & Wellness

(Formerly the Western College Physical Education 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 made annually with time allotted in the conference program for presentation of these papers. Dr. Broten finances the program, and monetary awards are given to these young scholars to help defray travel costs to the conference.

In 1988, Sam Winningham from CSU Northridge commissioned a WCPES logo. John Ostarello from CSU East Bay modified the logo in 2005 to reflect the name change to WSKW and to provide a more modern appearance. Earlier in 1994, Jerry L. Ballew of the University of Nevada, Reno created a motto, "Where the conferee is the program and mentoring and networking are the foundation." The motto reflects the position of the Society and provides the basis for unique professional conferences.

In order to better represent the work of the Society and in recognition of the trend in the profession to include language that more adequately reflects the professional practice of the 21st century, 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.

Not only did the title of the organization evolve so did the intent and purpose of WSKW. In 2017, the organization supports a peer-reviewed journal, an online website that offers information on the profession as well as the practice of kinesiology and wellness, and a yearly convention. The convention itself has become more inclusive of various academic presentations including student research, faculty research, academic presentations, forums, and professional panels to address current issues. A highlight of the convention is the E.C. Davis Lecture, named after the acclaimed academic who was a founding member, in which noted professional academics within the field are invited to share current important and political topics with the attendees.

The Western Society for Kinesiology and Wellness has moved into the 21st century with vision, inclusiveness, and bold vision.



Past Presidents

2024/25 Gioella Chaparro, California State University, Dominguez Hills
2022/23 Heather Van Mullem, Lewis-Clark State College
2021 Jennifer Sherwood, California State University, East Bay
2020 Lee Ann Wiggin, Lewis-Clark State College
2019 Andrea Ednie; University of Wisconsin, Whitewater
2018 Cathy Inouye, California State University, East Bay
2017 Bethany Shifflett, San José State University
2016 Brett Holt, University of Vermont
2015 Heather Van Mullem, Lewis-Clark State College
2014 Hosung So, California State University, San Bernardino
2013 W. Mathew Silvers, Whitworth University
2012 Pete Van Mullem, Lewis-Clark State College
2011 Brian Sather, Eastern Oregon University
2010 Robert Thomas, La Sierra University
2009 Boyd Foster, Gonzaga University
2008 Sharon Stoll, University of Idaho
2007 R.R. Apache Goyakla, University of Nevada, Las Vegas
2006 Walt Hamerslough, La Sierra University
2005 John Z. Ostarello, California State University, East Bay
2004 Jerry L. Ballew, University of Nevada, Reno
2003 Ross Vaughn, Boise State University
2002 Carole Casten, California State University, Dominguez Hills
2001 Robert Pangrazi, Arizona State University
2000 Craig Johnson, St. Mary's College
1999 John Massengale, University of Nevada, Las Vegas
1998 L. Jay Silvester, Brigham Young University
1997 Glenn PoZer, Boise State University
1996 Ron Bailey, University of Nevada, Reno
1995 Rob Carlson, San Diego State University
1994 Keith Henschen, University of Utah
1993 Leon Griffin, University of New Mexico
1992 Jerry Wyness, San Francisco State University
1991 Bob Peavy, Washington State University
1990 Sherm BuZon, Boise State University
1989 Clair Jennett, San Jose State University
1988 Sam Winningham, California State University, Northridge
1987 Bob Ritson, Oregon State Department of Education
1986 Elmo Roundy, Brigham Young University
1985 Herb Schmalenberger, University of California, Davis
1984 Jim Ewers, University of Utah
1983 Fred Furikawa, California State University, Sacramento
1982 Ross CuZer, Whitworth College

1981 Bill Napier, Walla Walla College
1980 John NeZleton, Colorado State University
1979 John Woods, University of Wyoming
1978 Bill Gustafson, San Jose State University
1977 John Gilmore, University of Alaska, Fairbanks
1976 Robert Bergstrom, Oregon State University
1975 Glenn Arnez, California State University, Northridge
1974 Glenn Arnez, California State University, Northridge
1973 Ken Froman, Seattle Pacific College
1972 Alex Petersen, Southern Oregon College
1971 Fred Roby, University of Arizona
1970 Clair Anderson, Idaho State University
1969 Dave Bartelma, University of Colorado
1968 Wayne Brumbach, University of Oregon
1967 Fred Kasch, San Diego State University
1966 Fred Kasch, San Diego State University
1965 Ronald Thompson, Arizona State University
1964 G. A. Broten, University of Nevada, Reno
1963 Golden Romney, Washington State University
1962 Wynn Fredericks, University of Southern California
1961 N. P. Neilson, University of Utah
1960 C. V. Langton, Oregon State College
1959 E. C. Davis, University of Southern California
1958 E. C. Davis, University of Southern California
1957 E. C. Davis, University of Southern California
1956 Golden Romney & E.C. Davis

Honored Speakers

WSKW Young Scholar Award Winners

2025 Winston Kennedy, Northeastern University
2024 Aubrey Shaw, University of Idaho
2023 Jafra Thomas, California Polytechnic State University, San Luis Obispo
2022 Justin Nicoll, California State University, Northridge
2021 NA
2020 Gioella Chapparro, California State University, Dominguez Hills
2020 Zachary Zenko, California State University, Bakersfield
2019 Jason Becker, Montana State University
2019 Charmayne M.L. Hughes, San Francisco State University
2018 Jason Ng, California State University, San Bernardino
2017 Guillermo Escalante, California State University, San Bernardino
2017 Samuel W. Logan, Oregon State University

2016 Jeff Bernard, California State University, Stanislaus
 2016 Senlin Chen, Iowa State University
 2016 Julia Freedman-Silvernail, University of Nevada, Las Vegas
 2015 No recipient
 2014 No recipient
 2013 Christa Davis, Lewis-Clark State College
 2013 Lee Ann Wiggin, Lewis-Clark State College
 2012 Tyler Johnson, Boise State University
 2012 Mark Perez, Central Washington University
 2011 Stephen Ward, Central Washington University
 2010 Derek Marks, St. Mary's College (Calif.)
 2009 Pete Van Mullem, Lewis-Clark State College
 2008 Heather Van Mullem, Lewis-Clark State College
 2008 Algerian Hart, University of Nevada, Las Vegas
 2008 Kimberly M. Robertello, Washington State University
 2008 Jason A. Sievers, Washington State University
 2008 W. Matthew Silvers, Whitworth University
 2007 Nicole Jean MacDonald, California Baptist University
 2005 Brian A. Sather, Eastern Oregon University
 2005 Jason V. Slack, Utah Valley University
 2005 Robert K. Thomas, La Sierra University
 2003 R.R. Goyakla Apache, University of Nevada, Las Vegas
 2003 Susan S. Levy, San Diego State University
 2003 Sonja Lilienthal, San Jose State University
 2003 Todd R. Pennington, Brigham Young University
 2002 Boyd Foster, Gonzaga University
 2002 Leamor Kahanov, Misericordia University
 2002 Mack D. Rubley, South Florida University
 2002 Jin H. Yan, CSU California State University, East Bay
 2001 Michael P. Ernst, California State University, Dominguez Hills
 2001 Karen E. McConnell, Pacific Lutheran University
 2001 Jane M. Shimon, Boise State University
 2001 Susan G. Zieff, San Francisco State University
 2000 Ken Bell, Boise State University
 2000 Rita Liberti, California State University, East Bay
 2000 Mark S. Nagel, University of South Carolina
 1999 Dapeng Chen, California State University, Fullerton
 1999 Brett A. Christie, California State University, Dominguez Hills
 1999 Lynda M. Nilges, University of South Carolina
 1999 Larry Proctor, Premier Health Wellness
 1998 Ang Chen, University of North Carolina, Greensboro
 1998 Laura G. Dybdal, University of Montana
 1998 Bill Luke, Trinity Western University
 1998 Stephen C. Miller, St. Mary's College, California

1997 David I. Anderson, San Francisco State University
1997 Gordon A. Bloom, McGill University
1997 Deane A. Lamont, St. Mary's College, California
1997 Peggy A. Plato, San Jose State University
1996 Steven G. Aldana
1996 Paul A. Borsa, University of Florida
1996 Dwan M. Bridges, California State University, Los Angeles
1996 Wendy E.S. Repovich, Eastern Washington University
1995 Jiping Shih
1995 Linda J. Stonecipher, Western Oregon University
1995 Stephan Walk, California State University, Fullerton
1995 William C. Whiting, California State University, Northridge
1994 Gong Cheng, San Jose State University
1994 Nick E. Hubalik
1994 Danny Too
1993 Mark Bailey
1993 Stan Butler, San Jose State University
1993 Tim Dopp
1993 Vicki Ebbeck, Oregon State University
1992 Janet S. Dufek, University of Nevada, Las Vegas
1992 Steven G. Estes, Middle Tennessee State University
1992 Jon R. Poole
1992 Gary L. Stein
1991 Fred Baldini, Sacramento State University
1991 Sally Blank, Washington State University
1991 Russ Richardson, University of Utah
1991 Doug Young, California State University, Long Beach
1990 Brad Cardinal, Oregon State University
1990 Carole Casten, California State University, Dominguez Hills
1990 James Hesson, Black Hills State
1990 Maurie Luetkemeier, Alma College
1989 Gary R. Bordowicz
1989 Werner W.K. Hoeger, Boise State University
1989 Terry L. Rizzo, California State University, San Bernardino
1989 Paul G. Schempp, Georgia
1988 Grace Goc Karp, University of Idaho
1988 Rod Harter, Texas State University
1988 Bret Mangus, University of Nevada, Las Vegas
1988 Bethany Shifflett, San Jose State University
1987 Jerry Demers, California Polytechnic State University
1987 Stephen Jefferies, Central Washington University
1987 Stephen F. Loy, California State University, Northridge
1987 Shirley H.M. Reekie, San Jose State University
1987 Thomas G. Weidner, Ball State University

WSKW Conference Keynote Speakers

2025 Lynda Ransdell, Boise State University
2024 Rachel Hollingsworth, Arizona State University
2023 Carole Casten, California State University, Dominguez Hills
2022 Eric Martin, Boise State University
2021 Jenny O, California State University, East Bay
2020 Robert Pangrazi, Arizona State University
2019 Colin Fehr, Lewis-Clark State College
2018 Greg Payne, San José State University
2017 Penny McCullagh, California State University, East Bay
2016 Shirley H.M. Reekie, San Jose State University
2015 Craig Buschner, California State University, Chico
2014 Steve Jefferies, Central Washington University
2013 Thom McKenzie, San Diego State University
2012 Helen Higgs, Whitworth University
2011 Kathy Munoz, Humboldt State University
2010 Werner W.K. Hoeger, Boise State University
2009 Stacy Nelson
2008 Bonnie Burns
2007 John Massengale University of Nevada, Las Vegas
2006 Porter Lee Troutman, NYSP Director, University of Nevada, Las Vegas
2005 Don Hall, CEO of Wellspring, Inc.
2004 Greg Payne, San Jose State University
2003 Bonnie Mohsen
2002 Robert Pangrazi, Arizona State University
2001 John Dunn, University of Utah
2000 Don Zingale, San Francisco State University
1999 Amber Travsky, President's Council on Physical Fitness & Sport
1998 James Frey, University of Nevada, Las Vegas
1997 Bruce Oglivie
1996 Robert Barr, Boise State University
1995 Panel: Stan Sherer, Parks and Recreation, Sparks Nevada; Deno Paolini, Reno Athletic club;
Pat Cashill, Reno, Nevada
1994 James Sallis, San Diego State University
1993 Robert Dickens, University of Nevada
1992 Joe Crowley, University of Nevada-Reno
1991 Panel: John Gianotti, Harrah's Club; Bill Jager, CALMAT; Frank Schadrack, Redfield, Co,
Denver
1990 Samuel Smith, Washington State University
1989 Joel Meier, University of Montana
1988 N/A
1987 David Benson, Sonoma State University
1986 David Frohmeyer, Attorney General, Oregon

1981-1985 N/A
1980 Richard Davies, University of Nevada, Reno
1976-1979 N/A
1975 Emery Castle, Oregon State University

WSKW Conference E.C. Davis Lecture Speakers

2025 Sharon K. Stoll, University of Idaho
2024 Bethany Shifflett, San Jose State University
2023 Guillermo Escalante, California State University, San Bernardino
2022 W. Matthew Silvers, Whitworth University
2021 Pete Van Mullem, Washington State University
2020 NA
2019 Jason Slack, Utah Valley University
2018 Heather Van Mullem, Lewis-Clark State College
2017 Robert Carlson, California State University, San Bernardino
2016 Robert Thomas, La Sierra University
2015 Lawrence D. Bruya, Washington State University
2014 Sharon Stoll, University of Idaho
2013 Carole Casten, California State University, Dominguez Hills
2012 Robert D. Peavy, Washington State University
2011 Bill Napier, Walla Walla College
2010 Walter Hamerslough, La Sierra University
2009 John Massengale, University of Nevada, Las Vegas
2008 NA
2007 Steven Estes, Missouri Western State University
2006 Greg Payne, San Jose State University



2025 WSKW Annual Conference Schedule by Day

Wednesday, October 8, 2025

Time	Activity	Presenter(s)	Location
11:30am-5:00pm	Registration		Lobby
12:00pm-1:00pm	Healthy Active Lifestyles for People with Intellectual Disabilities: Model	Erik Luvaas, Olivia Lebens, Isabella Gilmore, Haley Sprague, & Emily Pearson	Incubator (202)
1:00pm-1:50pm	Streaming Success: Using Asynchronous Lecture Videos to Improve Equity, Engagement, and Outcomes in Large Enrollment A&P Courses	Van "DocDoc" Whaley	Incubator (202)
2:00pm-2:20pm	Athletes' Perception of Parental Influence	Fangyuan Li & Sharon K. Stoll	Incubator (202)
2:30pm-2:50pm	Student Wellness and the Student Teaching Experience: A Critical Examination of Theory and Practice	Daniel Balderson	Incubator (202)
3:00pm-3:50pm	I am the One: What Professionals with Physical Disabilities Can Teach You	Aubrey Shaw & Sharon K. Stoll	Incubator (202)
4:00pm-4:20pm	For the Love of the Run: Lessons Learned from the Mountain	Sam Lewis & Sharon K. Stoll	Incubator (202)
4:30pm-4:50pm	Teaching with AI: Strategies for Effective Integration into Teaching & Assessment	Heather Van Mullem	Incubator (202)
See you tomorrow!			

Faculty/Professional Oral Presentation Abstracts

Healthy Active Lifestyles for People with Intellectual Disabilities: Model Demonstration Development and Implementation in Rural Communities

Erik Luvaas, *University of Idaho Center on Disabilities and Human Development*

Olivia Lebens, *University of Idaho Center on Disabilities and Human Development*

Isabella Gilmore, *University of Idaho Center on Disabilities and Human Development*

Haley Sprague, *University of Idaho Center on Disabilities and Human Development*

Emily Pearson, *University of Idaho Center on Disabilities and Human Development*

PURPOSE: The University of Idaho Center on Disabilities and Human Development (CDHD) is Idaho's University Center for Excellence in Developmental Disabilities (UCEDD). With a federal mandate to provide disability training, services, and technical assistance, one model demonstration service called the Healthy Active Lifestyles (HAL) Project addresses the health and wellbeing of people with disabilities in rural communities. **CURRENT KNOWLEDGE & UPDATES:** It is not uncommon for adults with disabilities to experience chronic health conditions and mental health issues because of limited physical activity of sedentary lifestyles (Graham et al., 2008). People with intellectual and developmental disabilities (I/DD) are more susceptible to both physical and mental distress due to a lack of opportunities in their

communities (Fox et al., 2014). Data collected by the Centers for Disease Control and Prevention, as shown in Table 1, support this current trend (Centers for Disease Control and Prevention, 2022). The Healthy Active Lifestyle (HAL) Project at the CDHD applies faculty expertise from Movement Sciences and Nutrition Sciences to increase the health and wellbeing of adults with I/DD living in rural Idaho through three community-based programs. HAL Movement in the Park provides weekly inclusive fitness opportunities, Healthy Cooking Series offers cooking skill and nutrition education, and NatureFit Adventures leverages the mental health benefits of nature engagement to combine physical activity, socialization, and independent living skills. Led by student trainees in the CDHD's Interdisciplinary Training Program, HAL program participants engage in their community, develop friendships, and build skills for healthy living. **FUTURE FORECASTS:** This presentation will discuss the development and implementation of the HAL programs model as a unique interdisciplinary and multi-sector model for community health. With volatility in the current and future projected federal funding landscape, programs that address the health equity of people with disabilities may become scarcer and necessitate creative partnerships to prevent public health decline. **IMPLICATIONS:** Key partnerships in the HAL program model's success will be highlighted along with strategies for program sustainability and community impact. Recommendations for similar implementations in rural communities across the state of Idaho will be addressed in an audience-engaged discussion. Educators and practitioners in the wellness and kinesiology fields, and the community connections they hold, will be integral to this effort. **CONCLUSIONS:** Recent challenges to the traditionally supportive rhetoric about and services for people with disabilities poses significant barriers to health service provision. It may become incumbent upon disciplines not traditionally serving people with disabilities to work together to support the health and wellbeing of this population.

References:

Centers for Disease Control and Prevention. (2022). *Disability and health data system*.

<https://dhds.cdc.gov>

Fox, M. H., Witten, M. H., & Lullo, C. 2014. "Reducing Obesity Among People with Disabilities." *Journal of Disability Policy Studies* 25 (3): 175-185.

Graham, Rodger, John Kremer, and Garry Wheeler. 2008. "Physical exercise and psychological well-being among people with chronic illness and disability: a grounded approach." *Journal of Health Psychology* 447-458.

Table(s); Figure(s):

Table 1

Health Concerns for People Without and With Disabilities in the U.S.

Characteristic	Adults without Disabilities	Adults with Disabilities
Inactive	24%	41.2%
High blood pressure	26.2%	39.8%
Obesity	30.3%	40.5%
Diabetes	16.6%	7.9%

Note: From Centers for Disease Control and Prevention (2022)

Streaming Success: Using Asynchronous Lecture Videos to Improve Equity, Engagement, and Outcomes in Large Enrollment A&P Courses

Van "DocDoc" Whaley, *University of Nevada, Las Vegas*

ABSTRACT: Large-enrollment service courses in kinesiology, such as Human Anatomy & Physiology I & II, often challenge students due to the complexity of content and diverse learning needs. This presentation

explores how asynchronous, manually corrected captioned lecture videos—strategically embedded within Canvas—can improve access, equity, and learning outcomes for over 2,500 students annually. By replacing outdated videos with more engaging, accessible, and updated content, we supported greater student success and met the needs of working, first-generation, and neurodiverse learners. This teaching strategy addresses current trends in hybrid learning and technological equity, especially in post-pandemic higher education. Fall 2024 saw a 160,000-minute increase in video engagement compared to the previous year, with students praising the clarity, humor, and usefulness of the new content. These outcomes align with UNLV's Top Tier 2.0 goals of improving retention and closing graduation gaps. The purpose of this presentation is to share scalable, inclusive strategies for developing digital instructional materials. Attendees will learn how to balance accessibility, student engagement, and academic rigor, while avoiding common pitfalls in video design. The presentation concludes with a look ahead at AI-enhanced tools, evolving accessibility standards, and continued student feedback as the key to iteration.

PURPOSE, BACKGROUND & RATIONALE: Asynchronous learning has emerged as a powerful tool in higher education, particularly in large-enrollment foundational science courses. The rationale behind this work is grounded in the need to improve accessibility, engagement, and knowledge retention for diverse student populations. Given the intense rigor of A&P and the large student volume at UNLV, the integration of high-quality, instructor-produced video content addresses disparities in student preparation and study practices. These changes support the mission of fostering student success in health-related programs.

CURRENT KNOWLEDGE BASE: Data collected through Panopto analytics (532,100 minutes in Fall 2024) show high engagement with the new video resources. Student feedback collected from emails and evaluations confirms improved clarity and connection to the material. The videos use updated pedagogy, captioning, and presentation tools such as iPad annotations and publisher-based imagery to enhance clarity and accuracy. The content is aligned with accessibility guidelines and reviewed by the Disability Resource Center.

FUTURE FORECASTS: The next evolution in asynchronous video learning includes real-time AI-driven closed captioning, learning analytics, and personalized learning modules. As institutions continue to embrace hybrid models, the demand for polished asynchronous content will increase. Maintaining academic rigor while increasing flexibility will remain a challenge but is essential to long-term success.

IMPLICATIONS: Without continual updates, instructional videos risk becoming obsolete or misaligned with course materials and learning outcomes. If high-quality asynchronous learning resources continue to be prioritized, we can increase retention and comprehension, especially in STEM gateway courses. This impacts the WSKW audience by offering scalable models that can be adopted across departments or institutions, advancing student-centered teaching.

CONCLUSIONS: Barriers: Time-intensive video production and editing; Need for ongoing training in accessibility standards and tech tools; Resistance to change from faculty unfamiliar with asynchronous design.

TAKEAWAYS: Asynchronous tools support diverse learners when designed with intention; High engagement and positive student feedback validate the approach; Videos should be reviewed and updated regularly to ensure relevance.

References:

- Panopto. (2024). UNLV instructor analytics. [Internal data set].
- UNLV. (2024). Top Tier 2.0: Student achievement. <https://www.unlv.edu/toptier/about/sta>
- Whaley, V. (2024). 2025 SIHS Summer Teaching Fellowship Proposal. [Unpublished manuscript].
University of Nevada, Las Vegas.

Athletes' Perception of Parental Influence

Fangyuan Li, *University of Idaho*

Sharon K. Stoll, *University of Idaho*

INTRODUCTION: Existing sport literature emphasizes parental support can foster motivation and resilience, but over-involvement contributes to stress and burnout. Most studies focus on childhood and adolescence; while collegiate athletes offer more mature and comprehensive reflections. This gap may provide insight into parental involvement, which is missed in youth-focused studies. **PURPOSE:** The purpose of this study is to address how athletes perceive their parents' coaching behaviors and the influence these behaviors have on wellness and sports development. **METHOD:** The Parental Coaching Behavior Scale was developed a 26-item questionnaire piloted with 44 current and former athletes (41% female) in different team/individual sports at a Division I university. The instrument assesses perceived parental behaviors across competition, training, and everyday life contexts. Cronbach Alpha is 0.761. **RESULTS:** Preliminary data indicate that fathers' coaching is more beneficial than their mothers' across all settings—in practice and everyday life. While only 6.8% of participants rated maternal coaching beneficial, 34.1% found paternal coaching helpful. However, fathers were also more frequently associated with harm. In practice, 36.4% of participants reported some level of harm from paternal coaching versus only 18.2% for maternal coaching. This reveals that although athletes perceive greater benefits from fathers' involvement, they also associate it with increased harm. U of I: IRB # 25-095. **DISCUSSION:** While fathers tend to take a more active or directive role leading to greater perceived benefits, their role has a higher risk of perceived pressure or harm. Mothers' coaching was generally seen as less influential, both positively and negatively, indicating a more neutral or less intensive role.

Student Wellness and the Student-Teaching Experience: A Critical Examination of Theory and Practice

Daniel Balderson, *University of Lethbridge*

PURPOSE: This presentation will examine the theory and practice related to student wellness and the student teaching experience. It will highlight current literature associated with student wellness during this critical time and provide a review of wellness practices at post-secondary institutions. **CURRENT KNOWLEDGE BASE & UPDATES:** Student wellness at the post-secondary level in Canada and the United States shows alarming trends (Linden et al., 2022). The stressful environment students face can lead to many mental and other health challenges that can have lifelong or even life-threatening consequences. For pre-service teachers these stressors are multiplied during the student teaching process, especially when the student is experiencing challenges, and the likelihood of a withdrawal is evident. This research is grounded in the theory of wellness as an important aspect of student success (Lipson & Eisenberg, 2018). **FUTURE FORECASTS:** Results vary in the way programs who support student teachers (or other professional practica) provide wellness related initiatives and assistance. While some have formal procedures and policies to support students, others defer to broader, university wide wellness programs. The reality is that virtually all health organizations and post-secondary institutions (Lindsay et al., 2022) acknowledge this critical time and advocate for programs, policy, and scholarship that can address these challenges. **IMPLICATIONS:** Enhanced knowledge of this issue has the potential to provide awareness, best practices, and policy changes to ultimately help our students have greater opportunity for success. **CONCLUSIONS:** This presentation will provide an opportunity for participants to consider their institutions own practice and examine if change is warranted and how they might best support post-secondary students at this critical time.

References:

- Linden, B., Stuart, H., & Ecclestone, A. (2022). Trends in post-secondary student stress: A pan-Canadian study. *The Canadian Journal of Psychiatry*, 68 (7), 521-530.
<https://doi.org/10.1177/07067437221111365>
- Lindsay, B., Bernier, B., Boman, J., & Boyce, M. (2022). Understanding the connection between student wellbeing and teaching and learning at a Canadian research university: A qualitative student perspective. *Pedagogy in Health Promotion*, 9 (1). 5-16.
DOI:10.1177/23733799221089578
- Lipson, S. K., & Eisenberg, D. (2018). Mental health and academic attitudes and expectations in university populations: Results from the healthy minds study. *Journal of Mental Health*, 27(3), 205–213. <https://doi.org/10.1080/09638237.2017.1417567>

I am the One: What Professionals with Physical Disabilities Can Teach You

Aubrey Shaw, *University of Idaho*

Sharon K. Stoll, *University of Idaho*

BACKGROUND/PURPOSE: Most scholars/teachers within adapted physical education are able-bodied individuals. Those who do have physical disabilities argue the able-bodied, though well-meaning, have little personal understanding of a physical disability. In this presentation, we offer a different perspective of adapted PE from a person with a physical disability and how that perspective could increase participation and scholarship in the field. **CURRENT KNOWLEDGE BASE AND UPDATES:** Michael Oliver, a disabilities scholar, argues that able-bodied people do not know the lived bodily experience of having a physical disability. He states the lived experience of disability offers insight and perspective that broadens research and teaching knowledge. Able-bodied individuals, though kind and well-meaning, are highly limited even if well-trained. His writings are flush with personal experiences of able-bodied individuals erroring in their interpretation of what it means to be disabled and how and what it means to move, play, and compete. We believe Oliver is correct since, within physical education, research is clear students with physical disabilities are not physically literate, though they may be included. The upshot is few researchers and teachers with disabilities. **FUTURE FORECASTS AND IMPLICATIONS:** People with physical disabilities need to become scholars and teachers to role-model that physical disability is not a limitation to a full life of participation, play, and even competition. **CONCLUSIONS:** Adapted physical education and kinesiology need professionals with physical disabilities as scholars and teachers, as they provide a healthier perspective about the field through their own bodily experiences.

For the Love of the Run: Lessons Learned from the Mountain

Sam Lewis, *University of Idaho*

Sharon K. Stoll, *University of Idaho*

PURPOSE: The NCAA has verified that athlete mental health is presently in jeopardy. Their response is paid mental health professionals. We believe that love of movement may be a solution. This oral presentation will discuss the lessons learned from a professional runner and coach who chased the objective outcome, suffered a career ending injury, found a place to heal, and learned to fall deeply in love with running. **CURRENT KNOWLEDGE BASE & UPDATES:** In athletics' shifting landscape (NIL and the Transfer Portal), why should coaches and athletic departments invest in athlete holistic development when athletes transfer yearly chasing financial deals? We believe the answer is imperative – wellbeing is more important than money. Teaching a love of movement is difficult to accomplish in the current “win-at-all-costs” sport culture. A passion for sport is secondary and generally disregarded for the objective experience: the results, statistics, and numbers. Research from the Center for ETHICS* (2022-2025) at the

University of Idaho has demonstrated that fostering a passion for movement requires an investment in the holistic, which is time-intensive. **FUTURE FORECASTS & IMPLICATIONS:** Coaching must be focused on the subjective experience in which athletes dialogue with their coaches about the joy of sport. We offer curriculum examples; podcast links, and coaching materials to give directions for success. **CONCLUSION:** Participants will leave with understanding why it's imperative to help their communities find meaning in movement, how to navigate and balance the objective and lived experiences in sport, and ensure joy is the foundation of these relationships.

References:

- Lewis, S., & Stoll, S.K. (2025, March 25). *"The coaches' dilemma: What will you do to win?"* Podcast: *Using innovative technology as curriculum tools* [Presentation]. 2025 Women's Leadership Conference, Pullman, WA, United States.
- Sowa, M. (2022). *Existential coaching education: A pedagogical pathway to alleviate anxiety and increase coping skills of collegiate female swimmers* [Unpublished dissertation]. Center for ETHICS*, University of Idaho.
- Stark, N., Lewis, S., & Stoll, S.K. (2023, April 1). The secret to falling in love...with running [International presentation]. 2023 SHAPE America International Convention, Seattle, WA, United States.

Teaching with AI: Strategies for Effective Integration into Teaching & Assessment

Heather Van Mullem, *Washington State University*

PURPOSE: Generative AI is transforming teaching and learning. AI tools have altered how students learn, have impacted how faculty teach, and have resulted in necessary modification of assessment strategies (Brown & Watson, 2024). **CURRENT KNOWLEDGE BASE & UPDATES:** Along with AI's ever-increasing presence, concerns about academic integrity and cheating persist. While AI detection software is plentiful, it is inconsistent and can be inaccurate, resulting in harm to students who are mistakenly accused of using AI to cheat (Brown & Watson, 2024). **FUTURE FORECASTS:** While concerns about AI, ethics, and integrity remain, businesses expect new graduates to understand how to use AI efficiently and effectively (Brown & Watson, 2024). **IMPLICATIONS:** Generative AI will continue to influence and impact education and other aspects of our lives. Employers expect graduates to understand how to use Generative AI from day one in their job (Brown & Watson, 2024). Faculty must consider the role of AI in their classes and how they will help students understand how to use it ethically and with integrity as they prepare to complete advanced education and develop work-ready skills. **CONCLUSIONS:** The purpose of this presentation is four-fold: 1) to explore strategies for how to create a clear and effective AI course policy, 2) to share examples of AI course policies, 3) to explore strategies to engage students in meaningful conversations about using AI ethically and with integrity, and 4) to explore different ways that AI can be meaningfully used by faculty to enhance assignment design and assessment.

References:

- Bowen, J. A. & Watson, C.E. (2024). *Teaching with AI: A practical guide to a new era of human learning*. Johns Hopkins University Press.

Thursday, October 9, 2025

Time	Activity	Presenter(s)	Location
8:00am-5:00pm	Registration		Lobby
8:00am-8:50am	The Role, Impact, and Value of Kinesiology	Jafra Thomas, Aubrey Shaw, Sharon Stoll & Heather Van Mullem	Incubator (202)
9:00am-9:25am	<i>Broten Young Scholars Lecture</i> Facilitators of and Barriers to Physical Activity Promotion among Physical Therapists who Treat Clients with Neurological Conditions: A Qualitative Study Informed by the Theoretical Domains Framework	Winston Kennedy	Incubator (202)
9:30am-10:50am	Faculty Poster Presentations		Residence (201A)
11:00am-11:20am	Hecka Movement: An Afrocentric Approach to Emodied Wellness	Unique Shaw-Dismuke	Incubator (202)
11:30am-11:50am	Assessment in Action: Program Assessment Through Student Poster Presentations	Karen M. Appleby, Elaine Foster, Maren Hunter & Tayler Elizondo	Incubator (202)
12:00pm-1:00pm	Lunch <i>Sponsored by the Boise State University School of Allied Health Sciences</i>		
12:30pm-1:25pm	<i>Keynote</i> Teamwork Makes the Dream Work: Strategies for Successful Interdisciplinary Collaboration in Kinesiology <i>Sponsored by the Boise State University School of Allied Health Sciences</i>	Lynda Ransdell	Incubator (202)
1:30pm-2:20pm	Reflections on Higher Education: Building a Career in Academia Today	WSKW Past-President Panel	Incubator (202)
2:30pm-2:55pm	Hecka Movement	Unique Shaw-Dismuke	Incubator (202)
3:00pm-3:25pm	<i>E.C. Davis Lecture</i> E.C. Davis: Why Character Matters	Sharon K. Stoll	Incubator (202)
3:30pm-4:50pm	Peavy Student Poster Presentations		Residence (201A)
6:00pm-8:00pm	<i>Social</i> The James Kitchen & Bar 1030 S. Broadway Ave., Boise, ID		
<i>See you tomorrow!</i>			

Faculty/Professional Oral Presentation Abstracts

The Role, Impact & Value of Kinesiology

Jafra D. Thomas, *California Polytechnic University, San Luis Obispo*

Aubrey Shaw, *University of Idaho*

Sharon K. Stoll, *University of Idaho*

Heather Van Mullem, *Washington State University*

Presenters will examine strengths and shortcomings of Kinesiology research throughout history and explore challenges facing the field of Kinesiology as it moves into the future. Areas of focus are socio-cultural issues, disability, philosophy, and ethics.

Facilitators of and Barriers to Physical Activity Promotion among Physical Therapists who Treat Clients with Neurological Conditions: A Qualitative Study Informed by the Theoretical Domains Framework

Winston Kennedy, *Northeastern University*

Healthcare provider communications about physical activity (PA) leads to meaningful and sustained increases, but physical therapists (PTs) do not consistently promote PA for clients with neurological conditions (NC). To understand what factors could support implementation strategies related to PTs promoting PA for clients with NC, a qualitative study based on the Theoretical Domains Framework (TDF) was performed. One-on-one, online interviews were conducted in 2022 with 10 physical therapists licensed to work in the United States whose caseload includes clients with NC. Responses about facilitators corresponded to Personal, Professional, and Client-related factors. Barriers corresponded to Professional, and Client-related factors. The findings from this study begin to suggest that the PT profession may benefit from including health promotion and community engagement curricular content, both in student training and in post professional education.

Hecka Movement: An Afrocentric Approach to Embodied Wellness

Unique Shaw-Dismuke, *California Polytechnic University, San Luis Obispo*

PURPOSE: Kinesiology and wellness disciplines continue to advance powerful understandings of physical health and performance. Hecka Movement complements these insights by introducing an Afrocentric framework that centers ancestral wisdom, intuitive knowing, and spiritual alignment as essential components of holistic wellbeing, particularly for Black communities. In many wellness paradigms, the emphasis on measurable output can unintentionally overlook the cultural, spiritual, and energetic dimensions of health. This presentation offers a model that bridges these gaps by honoring the body as its own form of medicine. **METHODS:** Grounded in the Afrocentric criteria developed by Mazama (2003) 1, this approach affirms the African experience as central to all inquiry and emphasizes that not everything that matters is measurable. It values the body and its intuition as a source of knowledge, offering a decolonizing lens through which to reimagine wellness. **RESULTS:** This presentation will explore my work as a holistic movement practitioner, particularly how incorporating ancestral frameworks can enrich kinesiology by honoring the body not just as a physical site, but as a spiritual and cultural one. By inviting participants to experience movement as both a source and a channel for healing, this approach supports a growing commitment to culturally grounded, multidimensional wellness practices. **CONCLUSION:** Reclaiming movement as a sacred, Afrocentric act fosters both individual healing and wellness, as well as collective liberation.

Assessment in Action: Program Assessment Through Student Poster Presentations

Karen M. Appleby, *Idaho State University*

Elaine Foster, *Idaho State University*

Maren Hunter, *Idaho State University*

Taylor Elizonda, *Idaho State University*

Program-level assessment (PLA) is a critical component of effective teaching (Laird et al., 2015; Martin & Vale, 2005). PLA helps establish a program's teaching effectiveness, facilitate students' learning and practice of professional skills, and assists faculty in creating important program improvements (Appleby et al., 2015; Balmer et al., 2020). **PURPOSE:** In this presentation, we present a unique (and fun!) PLA model implemented at Idaho State University where students in the Human Performance and Sport Studies (HPSS) Department major in one of three areas - Sport and Exercise Science, Outdoor Education, or Sport Management. **CURRENT KNOWLEDGE BASE & UPDATES:** The PLA used by the HPSS department is aligned with current best practices and continues to evolve to elicit meaningful program data. In this presentation, examples of program-level student learning outcomes, information on the diverse signature assignments that align with these outcomes, and strategies to help facilitate the assessment process will be shared. **IMPLICATIONS:** This PLA model engages students in meaningful course-level signature assignments followed by the opportunity to share these assignments at a department-level professional poster presentation. Students in lower division and upper division courses present, giving the faculty an opportunity to assess student learning both formatively and summatively. **FUTURE FORECASTS:** PLA will continue to evolve as student and industry needs change and both internal and external stakeholders require data about program effectiveness. It is, therefore, imperative for faculty to improve their understanding of PLA and identify useful methods to engage students in meaningful assignments that lead to program-level assessments.

References:

- Appleby, K. M., Foster, E., & Kumusoko, S. (2016). Full speed ahead: Using a Senior Capstone course to facilitate students' professional transition. *Journal of Physical Education, Recreation, and Dance*, 87(3), 16-21.
- Balmer, D. F., Riddle, J. M., & Simpson, D. (2020). Program evaluation: Getting started and standards. *Journal of Graduate Medical Education*, 12(3), 245-346. doi: 10.4300/JGME-D-20-00265.1
- Laird, C., Johnson, D. A., & Alderman, H. (2015). Aligning assessments for COSMA accreditation. *Journal of Physical Education, Recreation, and Dance*, 86(8), 27-33.
- Martin, M., & Vale, D. (2005). Developing a program-assessment plan. *Athletic Therapy Today*, 10(5), 40-42.

Teamwork Makes the Dream Work: Strategies for Successful Interdisciplinary Collaboration in Kinesiology

Lynda Ransdell, *Boise State University*

The field of Kinesiology has evolved in many ways: from preparing physical educators, to preparing pre-rehabilitation sciences students (e.g., physical and occupational therapy, chiropractic, physician assistant studies, etc.). Throughout our evolution, we have led the charges in developing interdisciplinary departments that engage professors in a wide variety of academic disciplines. Given the need to continue to grow interdisciplinary collaborations and prestige and respect for the field of kinesiology, it is important to develop interdisciplinary and interprofessional collaborations. Therefore, the purpose of this presentation is to: (a) define terms; (b) propose 4 dimensions for collaboration in Kinesiology and provide

examples of each (e.g., Health & Medicine, Technology & Data Science, Education & Community Engagement, and Business & Industry); (c) highlight challenges and successful aspects of interdisciplinary collaboration; (d) and suggest some areas for future research.

Reflections on Higher Education: Building a Career in Academia Today (WSKW Past-Presidents Panel)

Pete Van Mullem, *Washington State University*

Heather Van Mullem, *Washington State University*

PROPOSAL: Higher education is facing numerous challenges today, including declining enrollment, funding pressure from federal and state governments, societal probing on the value of a college degree, and the implementation of AI. Faculty continue to navigate these challenges while striving to find their professional footing in the classroom and scholarly pursuits. **PURPOSE:** In this session, WSKW Past-Presidents will reflect on their experiences in higher education and offer insight on how to navigate the challenges of today, while building a career in academic, specifically Kinesiology and Wellness. **CURRENT KNOWLEDGE BASE & UPDATES:** Reflective practice informs current practice and guides future decision-making (Tan et al., 2023). Through reflection, one can evaluate past decision-making and behavior and make sense of their experience for others to learn from (Moon et al., 2022). **IMPLICATIONS:** WSKW Past-Presidents are leaders in kinesiology and wellness, with experiences in higher education including teaching, research, administration, mentorship, and service. Each has a perspective to share and insight to assist others in meeting the challenges of higher education today. **CONCLUSIONS:** Using established prompts, panelists will provide a three-minute response for three questions related to their experience in higher education, how to navigate challenges today, and what they envision for the future of kinesiology and wellness. A question-and-answer session will follow the panel discussion.

References:

- Moon, J., & Lee, D. (2022). Bridging reflection theory and practices in physical education: a scoping review of teacher education. *Journal of Physical Education and Sport*, 22(3), 635-644.
- Tan, L., Kocsis, A., & Burry, J. (2023). Advancing Donald Schön's Reflective Practitioner: Where to Next?. *Design Issues*, 39(3), 3-18.

Hecka Movement

Unique Shaw-Dismuke, *California Polytechnic University, San Luis Obispo*

Hecka Movement is a heart-centered practice that combines breathwork, guided visualization, and meditative movement to align the body and energy. Inspired by yoga asana but rooted in an Afrocentric framework, this class honors the body as a spiritual and cultural site. It invites participants, especially from Black communities, to connect with the magic and medicine of the body and move intentionally to embody healing. With attention to mind, body, and spirit, Hecka Movement offers a holistic approach to wellness, grounded in cultural truth and collective care.

E.C. Davis: Why Character Matters

Sharon K. Stoll, *University of Idaho*

The purpose of this keynote is to review EC Davis's professional life, including his service to his country, his profession (teaching and research) and his discipline (physical education) in which character mattered and directly affected all of us who study, teach, research, and learn. Selected early historical figures will be reviewed and how they directly affected Davis as well as us. The focus is clear: character does matter.

Friday, October 10, 2025

Time	Activity	Presenter(s)	Location
8:00am-3:00pm	Registration		Lobby
8:00am-8:50am	Executive Committee Meeting		Residence (201A)
9:00am-9:25am	Readings from the National Baseball Poetry Festival (NBPF)	David Lott, Rex Arrasmith & Matthew Lawrence	Incubator (202)
9:30am-9:50am	Body Fat Percentages in Cal Poly San Luis Obispo Students: A Comparative Analysis with NHANES Data	Melissa Cline, Andres Rocha Jayasinha, Andie Franco, Ava Emmerling, Lexi Yaghoubi & Eric Benson	Incubator (202)
10:00am-10:50am	Coach Retention: Implications for the Student-Athlete Experience	Pete Van Mullem	Incubator (202)
11:00am-11:50am	The Rate of Academic Clustering Among U Sports Athletes at Canadian Universities	Steve Miller & Chris Chard	Incubator (202)
12:00pm-12:50pm	Lunch & Business Meeting <i>Lunch sponsored by KinesioU</i>		Incubator (202)
1:00pm-1:20pm	Program Leader Perspectives on the Inclusion of Students with Physical Disabilities in Campus Physical Activity Programs: A Case Study	Elaine Foster & Tanslee Kirkham	Incubator (202)
1:30pm-1:50pm	Enhancing Mobility in Older Adults: A Pilot Home-Based tDCS and Motor Imagery Intervention	Clayton W. Swanson, Todd M. Manini, Kimberly T. Sibille, & David J. Clark	Incubator (202)
2:00pm-2:50pm	Stay in the Game: Building Support Systems in Coaching	Pete Van Mullem	Incubator (202)
3:00pm-3:50pm	Little Ideas Can Make a Big Difference in the Field	Aubrey Shaw & Sharon K. Stoll	Incubator (202)
4:00pm	Conference Concludes – See you next year!		

Faculty/Professional Oral Presentation Abstracts

Readings from the National Baseball Poetry Festival (NBPF)

David Lott, Poetry Editor, *Sligo Journal*, *Montgomery College*

Rex Arrasmith, Co-Founder, *Cambridge Common Writers*, *Lesley University*

Matthew Lawrence, *Warren Wilson College*

A series of baseball-related poems will be read.

Body Fat Percentages in Cal Poly San Luis Obispo Students: A Comparative Analysis with NHANES Data

Melissa Cline, *California Polytechnic State University, San Luis Obispo*

Andres Rocha Jayasinha, *California Polytechnic State University, San Luis Obispo*

Andie Franco, *California Polytechnic State University, San Luis Obispo*

Ava Emmerling, *California Polytechnic State University, San Luis Obispo*

Lexi Yaghoubi, *California Polytechnic State University, San Luis Obispo*

Eric Benson, *California Polytechnic State University, San Luis Obispo*

BACKGROUND: The Body Mass Index (BMI) is widely used as a health indicator; however, it cannot differentiate between fat mass and fat-free mass. In young adults, especially those with active lifestyles, BMI may inaccurately reflect true body composition. This study examined whether Cal Poly San Luis Obispo (SLO) students exhibit fat mass levels consistent with national data, despite having body mass indices (BMIs) in the normal range. **PURPOSE:** To compare DXA-derived fat mass percentages of healthy Cal Poly SLO students aged 18–25 with national reference values from NHANES, and to assess the impact of COVID-19 on body composition. **METHODS:** Dual-Energy X-ray Absorptiometry (DXA) scans were used to assess body fat percentages in Cal Poly students. Data were compared to NHANES reference values for the same age group. Pre-and post-COVID data were analyzed to evaluate changes in fat mass. **RESULTS:** Pre-COVID, female Cal Poly students averaged 30.08% body fat, while males averaged 19.00%. NHANES data for similarly aged individuals report averages of 37.75% for females and 25.32% for males—approximately one standard deviation higher. Although Cal Poly students experienced a 3% increase in fat mass post-COVID, they still exhibited significantly lower fat mass than national averages. **CONCLUSION:** Despite having BMIs within the normal range, Cal Poly students exhibit lower fat mass than national norms, likely due to the university's fitness-oriented culture. This study reinforces the need to move beyond BMI and incorporate direct measures of body composition in preventive care practices targeting young adults.

Coach Retention: Implications for the Student-Athlete Experience

Pete Van Mullem, *Washington State University*

PURPOSE: Due to stress, costs, and conflicts, the average tenure of a K-12 coach is estimated to be 3 to 5 years. Coach turnover affects athletes' experiences and has a long-term impact on the success of athletic programs. **CURRENT KNOWLEDGE BASE:** When youth participate in positive sport experiences, they gain confidence and develop life skills such as teamwork, leadership, communication, social skills, emotional skills, and work ethic. (Sackett & Gano-Overway, 2017). The coach's ability and behavior will determine the athlete's experience under their guidance (Fry et al., 2019). Thus, the coach needs to be prepared to work with youth. **FUTURE FORECASTS:** Coach retention is often due to a lack of experience or training. Thus, an administrator needs to be able to evaluate qualified coaches on established standards during the hiring process and have a plan in place to develop coaches based on their readiness to teach and lead. **IMPLICATIONS:** A coach who feels more confident in their ability to teach sports skills, plan practices, and connect with youth has a greater chance of producing positive youth sport experiences (Feltz et al., 2009). Thus, the preparedness of a coach increases their confidence and potential longevity as a coach (Hedlund et al., 2018). **CONCLUSION:** To advance the discussion on this topic, this presentation will discuss the role of the administrator in evaluating coach readiness and providing coach development activities, outline the development of a coach readiness tool, and discuss the development of a pilot study through a community-engaged research grant.

References:

- Feltz, D. L., Hepler, T. J., Roman, N., & Paiement, C. (2009). Coaching efficacy and volunteer youth sport coaches. *The Sport Psychologist*, 23(1), 24-41.
- Fry, M., Gano-Overway, L., Guivernau, M., Kim, M. S., & Newton, M. (2019). *A coach's guide to maximizing the youth sport experience: Work hard, be kind*. Routledge.
- Hedlund, D. P., Fletcher, C. A., Pack, S. M., & Dahlin, S. (2018). The education of sport coaches: What should they learn and when should they learn it? *International Sport Coaching Journal*, 5(2), 192-199.
- Sackett, S. C., & Gano-Overway, L. A. (2017). Coaching life skills development: Best practices and high school tennis coach exemplar. *International Sport Coaching Journal*, 4(2), 206-219.

The Rate of Academic Clustering Among U SPORTS Athletes at Canadian Universities

Steve Miller, *Saint Mary's College of California*

Chris Chard, *Brock University (Canada)*

BACKGROUND: Based on previous work in this area (Miller, 2021a and Miller, 2021b) and many other studies that show that athletes in US colleges and universities, especially those in high profile programs, tend to choose academic majors, not because of interest but instead, choosing ones that don't interfere with their athletic pursuits. The purpose of the study is to a) examine the rate of academic clustering (the rate at which athletes on a college team choose the same academic major) exists among U SPORTS teams at Canadian universities, and b) examine the reasons why athletes choose to cluster. **METHODS:** Phase I was an investigation into the academic majors of male and female athletes from U SPORTS programs in 59 universities in 10 different sports. Data was taken directly from each school's athletic department website. The rate of academic clustering was determined using the standard criteria established by Case, Greer, & Brown, 1987) who defined clustering as having 25% or more of the team members choosing the same academic major. Phase II of the study involved in-depth interviews with members of the team that had the highest rate of clustering in Phase I of the study to determine why the major was chosen, any outside influences on the athlete's academic choices, and career goals. **RESULTS:** Considering the results of previous investigations conducted in the U.S., the rates of academic clustering were relatively low among athletes competing in U SPORTS programs. Results of the in-depth interviews suggested that participation in intercollegiate athletics does not interfere with or undermine academic pursuits. **CONCLUSION:** Despite the growing popularity and attention paid to U SPORTS in Canada, academic clustering does not appear to be a problem, because participation in athletics does not appear to undermine the academic choices made by athletes at universities competing at Canada's highest level of intercollegiate athletics.

Program Leader Perspectives on the Inclusion of Students with Physical Disabilities in Campus Physical Activity Programs: A Case Study

Elaine Foster, *Idaho State University*

Tanslee Kirkham, *Idaho State University*

INTRODUCTION/PURPOSE: Campus physical activity (PA) spaces and activities are a central component to most universities. For students with physical disabilities (PD), accessing these PA spaces and activities can be challenging for many reasons. Few universities offer adapted sport programs (Challenged Athletes Foundation, 2019) and exercise spaces and activities are often inaccessible (Sharon-David et al., 2019). Although some current research has examined this issue (e.g., McNamara et al., 2024), each university and its students are unique and can benefit from evaluation. Therefore, this case study is an examination of the inclusion of students with PD in PA on one university campus from the perspectives of those who

oversee PA programs. **SUBJECTS & METHODS:** Semi-structured interviews were held with leaders for four different PA programs offered on campus in their offices. The interviews were recorded for the researchers to transcribe at a later time. **RESULTS:** Each leader had unique ideas and perspectives on how accessible their programs are. Three of the leaders indicated that they would make accommodations if requested, while the fourth leader was actively trying to recruit students with PD to their program. **DISCUSSION/CONCLUSIONS:** The results of this case study demonstrate the unique perspectives and attitudes PA leaders have regarding inclusion of students with PD. Further investigation into the case at this university will include discussions with the director of Disability Services, and with students who have PD.

References:

- Challenged Athletes Foundation. (2019). *Collegiate adapted sports*.
<https://www.challengedathletes.org/collegiate-adaptive-sports/>
- McNamara, S., Pitchford, A., & Case, L. (2024). Familiarity of adapted physical activity among undergraduate students: Personal connection matters. *Journal of Disability Policy Studies*, 35(3), 175-184.
- Sharon-David, H., Siekanska, M., & Tenenbaum, G. (2019). Are gyms fit for all? A scoping review of the barriers and facilitators to gym-based exercise participation experienced by people with physical disabilities. *Performance Enhancement & Health*.
<https://doi.org/10.1016/j.peh.2020.100170>

Enhancing Mobility in Older Adults: A Pilot Home-Based tDCS and Motor Imagery Intervention

Clayton W. Swanson, *Boise State University; University of Florida*

Todd M. Manini, *University of Florida*

Kimberly T. Sibille, *University of Florida*

David J. Clark, *University of Florida; Brain Rehabilitation Research Center, Malcom Randall VA Medical Center*

BACKGROUND: Falls are a leading cause of injury and mortality in older adults, highlighting the need for accessible interventions to enhance mobility and reduce fall risk. Mobility performance, particularly dynamic balance and dual-task walking, is a critical predictor of fall risk and functional independence. This pilot study evaluated the feasibility, acceptability, and preliminary efficacy of a novel home-based pre-rehabilitation program combining motor imagery (i.e., mental rehearsal of movement) with transcranial direct current stimulation (tDCS), a non-invasive brain stimulation technique. **METHODS:** Thirty-two fall-prone older adults (mean age: 79) were randomly assigned to receive active (real; 2.0mA for 20 minutes) or sham (fake; 30 seconds) frontal tDCS during six 40-minute self-administered motor imagery sessions over two weeks. Feasibility and acceptability were assessed via recruitment, retention, adherence, and post-session ratings. Mobility outcomes included the mini-Balance Evaluation Systems Test (mBEST) and Timed Up and Go (TUG) tests under single- and dual-task conditions (walking while subtracting by 7s). **RESULTS:** The intervention demonstrated strong feasibility and acceptability, with anticipated enrollment, high protocol adherence, and positive user feedback. Significant improvement in mBEST scores was observed (FDR-adjusted $p = 0.039$, $\eta^2p = 0.09$). While single-task TUG was unchanged, the active tDCS group showed moderate improvement in the dual-task TUG ($d = -0.77$), compared to a slight decline in the sham group ($d = 0.38$). **CONCLUSION:** This home-based motor imagery + tDCS program is feasible, well-tolerated, and shows promise for improving mobility under cognitively demanding conditions. Findings support further study as a scalable fall-risk reduction strategy.

Stay in the Game: Building Support Systems in Coaching

Pete Van Mullem, *Washington State University*

PURPOSE: To achieve longevity in coaching requires the coach must build support systems. Coaches face numerous challenges that limit their tenure, including burnout, pressure to win, a lack of opportunities for advancement, and the misalignment of organizational values (Norris et al., 2017). **CURRENT KNOWLEDGE BASE:** Due to stress, costs, and conflicts, the average tenure of a K-12 coach is 3 to 5 years (Tucker, 2025). The Maine Soccer Coaches Association reported in 2022 that they had 67 new varsity boys' and girls' soccer coaches among the 130 schools that field soccer teams in the state (Mahoney, 2022). Coach turnover impacts the student-athlete experience (Shipherd, et al., 2019) and the sustainability of athletic programs (Lee et al., 2022). Researchers have examined how building relationships with all stakeholders (i.e., athletes, coaching peers, administrators, parents, community, etc.) can improve coaching practice and coach longevity (Muir & Lyle, 2025); strategies include nurturing coach-athlete relationships (Fry et al, 2019), engaging in professional learning networks (Van Mullem, 2021), seeking mentorship (Van Mullem & Croft, 2018), and participating in collaborative learning environments (Bowles & O'Dwyer, 2022). **FUTURE FORECASTS:** The challenges coaches face to stay in coaching are not going away. Thus, coaching educators and scholars are now working to help coaches manage the challenges through support systems that enhance resilience, well-being, and overall effectiveness in teaching and leading a sport team or program. **IMPLICATIONS:** Developing a foundation of support is an actionable step the coach can take to garner support from athletes, coaching peers, their organization, and the broader community (e.g., parents, donors). **CONCLUSIONS:** Using evidence-informed practices in coach development, Kinesiology and Wellness professionals will learn how they serve as coach developers to help coaches develop support systems with all stakeholders to overcome the barriers coaches face in achieving longevity in coaching.

References:

- Bowles, R., & O'Dwyer, A. (2022). Identifying learning in a coaching community of practice: A collaborative self-study. *European Journal for Sport and Society*, 19(3), 214-231.
- Fry, M., Gano-Overway, L., Guivernau, M., Kim, M. S., & Newton, M. (2019). *A coach's guide to maximizing the youth sport experience: Work hard, be kind*. Routledge.
- Lee, Y., Hums, M., & Kang, M. (2022). Sustainable management of high school athletics: A comparative study of the US and south korea. *Sustainability*, 14(7), 4150.
- Mahoney, L. (2022, August 29). *Maine high school sports are struggling to retain coaches*. Bangor Daily News. <https://observer-me.com/2022/08/29/sports/maine-high-school-sports-are-struggling-to-retain-coaches/>
- Muir, B., & Lyle, J. (2025). *Sport Coach Learning and Professional Development: Supporting Coaches in Performance Sport*. Routledge, New York, NY.
- Norris, L. A., Didymus, F. F., & Kaiseler, M. (2017). Stressors, coping, and well-being among sports coaches: A systematic review. *Psychology of Sport and Exercise*, 33, 93-112.
- Shipherd, A. M., Wakefield, J. C., Stokowski, S., & Filho, E. (2019). The influence of coach turnover on student-athletes' affective states and team dynamics: An exploratory study in collegiate sports. *International Journal of Sports Science & Coaching*, 14(1), 97-106.
- Tucker, G. (2025). *Exploring the Decline in Numbers of High School Track and Field Coaches in Washington State* (Doctoral dissertation, Wilmington University (Delaware))
- Van Mullem, P. (2021, April 14). Snow Valley: A Learning Environment for Coaches (4-part series). Sport Coach America. Retrieved: <https://sportcoachamerica.org/snow-valley-a-learning-environment-for-coaches/>

Van Mullem, P., & Croft, C. (2018). Developing under the guidance of a mentor: Five strategies for coaches. *Strategies: A Journal for Physical and Sport Educators*, 31(6).
<https://doi.org/10.1080/08924562.2018.1515680>

Little Ideas Can Make a Big Difference in the Field

Aubrey Shaw, *University of Idaho*

Sharon K. Stoll, *University of Idaho*

Students and faculty generate research to support the profession/discipline and improve humanity. Complex methods and inferential statistical applications drive research, but descriptive research is also powerful. **PURPOSE:** The purpose of this presentation is to discuss how little ideas can change practice and promote research. **CURRENT KNOWLEDGE BASE & UPDATES:** All research begins with an idea. Twenty percent of the US population is physically disabled. SHAPE America, the largest professional organization for teaching physical education, has 2 magazines. SHAPE America's diversity statement, "emphasizes the need for a stronger community where everyone feels valued and respected." We wondered: words have meaning, do pictures have meaning also? In SHAPE America's two research magazines: Are 20% of people with physical disabilities pictorially represented? The authors developed a rubric to measure the pictorial incidence of people of color and people with physical disabilities (gender, both children and adults) in a random sample over a 5-year period. **FUTURE FORECASTS/IMPLICATIONS:** Gender/race were represented. People with physical disabilities were not. A research abstract was submitted, accepted for an oral presentation, and published in Research Quarterly. **CONCLUSION:** We will discuss why this research matters, including: 1. SHAPE's editor was motivated to not accept the limited picture choice of the agency that provided copyrighted pictures, and 2. SHAPE America's leadership also changed their picture policy. Research need not be driven by grand ideas and complex research design. Little ideas and descriptive statistics are meaningful. This study led to changes about how people with physical disabilities are perceived in movement settings.

Faculty Poster Session Schedule

Poster Number	Poster Title	Author(s)
1	"It's Love & Hate Relationship": Undergraduate Student Experiences with Online Learning	Heather Van Mullem
2	Convenient Inclusivity: Examining the Social Media of a Disc Golf Pro Tour (DGPT) LGBTQ+ Athlete	Heather Van Mullem & Kirby Boehm
3	Kinesiology Students' Perspectives on Sports-Based Disability Simulations: A Quantitative Exploration	Min Kim, Yeonhak Jung, Dalhyun Moon, & Boung-Jin Kang
4	Motivation in Motion: Impact of Heart Rate Monitors on Motivation in Movement Class	Erik Luvaas, Maya Hamilton, Isabella Gilmore, & Abril Correa
5	Turning Performance in Older Adults: The Role of Cognitive Function and Cortical Thickness	Clayton W. Swanson, Anthony Gruber II, Adam J. Woods, Dorian K. Rose, Rachael D. Seidler & David J. Clark
6	Kids and Kinesiology: Service Learning in Motor Development	Laura Petranek
7	Volunteer Coaches' and Team Parents' Reasons for Not Returning to a Sports-Based Youth Development Program	Nicole Bolter
8	Physical Fitness and Social Maturity in Adolescents: The Mediating Role of Athlete Identity	Yeonhak Jung & Minhyun Kim

Faculty/Professional Poster Abstracts

Undergraduate Student Experiences with Online Learning

Heather Van Mullem, *Washington State University*

PURPOSE: Online instruction has become more prevalent since the COVID pandemic. Course offerings are plentiful and offered across degree pathways in colleges and universities across the United States. Anecdotally, students request classes to be delivered in person, but online course enrollments seem consistently higher (EdScoop Staff, 2023). The purpose of this study was to better understand undergraduate student experiences with online learning. **METHOD:** To better understand undergraduate student perceptions of online learning, undergraduate students ($N=265$) across majors enrolled in General Education and program specific courses participated in a survey about their online learning experiences. Students were asked five Likert-scale questions and one open-ended question about their perceived experiences with online learning. **RESULTS:** Students experiences with online classes were not correlated with academic year in school or with college generation status. Additionally, cumulative grade point

average did not predict students' experiences with online courses ($F(5, 259) = 1.49$, $R^2 = 0.03$). Analysis of student comments about perceptions of online learning experiences revealed four themes, including convenience of online coursework, lack of effort to learn online course material, frustration with disorganized online course design and its impact on ease of learning, and feeling disconnected from classmates and faculty which made it more challenging to learn. **DISCUSSION:** Improved understanding of student experiences with online learning can help faculty to identify and implement strategies to better engage students and attempt to improve their learning experience.

References:

EdScoop Staff. (2023, June 21). *Students prefer online learning, survey finds*. EdScoop.
<https://edscoop.com/students-prefer-online-learning-survey-finds/>.

Convenient Inclusivity: Examining the Social Media of a Disc Golf Pro Tour (DGPT) LGBTQ+ Athlete

Heather Van Mullem, *Washington State University*

Kirby Boehm, *Lewis-Clark State College*

PURPOSE: Social media plays a crucial role in shaping how sports fans engage with athletes. While fans can access real-time data and create their own content, these virtual spaces also harbor hate, especially toward marginalized groups like transgender athletes. The ethos of the disc golf community supports the health and well-being of its participants (Crompton & Lee, 2000; Kahn et al., 2002; Woods, 2021). However, the community has recently become a site of controversy regarding inclusion. This study examined how the disc golf community interacted with a transgender professional disc golf athlete, Natalie Ryan, on the Instagram page of her former sponsor, Neptune Disc. **METHOD:** To explore the prevalence of cyberbullying, 1,240 comments across 200 posts on Neptune Discs' Instagram page were analyzed. Cyberbullying was defined as content that is transphobic, homophobic, threatened physical harm, made a death threat, was sexist, sexually explicit, or expressed a lack of support. **RESULTS:** Across posts, Ryan was featured 234 times. Cyberbullying was present, with 17.95% ($N = 42$) of comments identified as transphobic and 20.51% ($N = 48$) expressing a lack of support. However, the most common sentiment was encouragement with 50% ($N = 117$) of the comments showing support for Ryan. **DISCUSSION:** Despite the broader climate of social and political hostility toward transgender athletes, Neptune Discs created a space that showcased support for Ryan and other members of the LGBTQ+ community. Neptune Disc's efforts serve as a model for how sport brands can create marketing campaigns that champion inclusivity.

References:

Crompton, J. L., & Lee, S. (2000). The economic impact of 30 sports tournaments, festivals, and spectator events in seven US cities. *Journal of Park and Recreation Administration*, 18(2). 107-126.

Kahn, E. B., Ramsey, L. T., Brownson, R. C., Heath, G. W., Howze, E. H., Powell, K. E., ... & Corso, P. (2002). The effectiveness of interventions to increase physical activity: a systematic review. *American Journal of Preventive Medicine*, 22(4), 73-107.

Woods, J. (2021). *Emerging sports as social movements: Disc golf and the rise of an unknown sport*. Cham: Palgrave Macmillan.

Kinesiology Students' Perspectives on Sports-Based Disability Simulations: A Qualitative Exploration

Min Kim, *Sam Houston State University*

Yeonhak Jung, *California State University, Northridge*

Dalhyun Moon, *California State University, East Bay*

Boung-Jin Kang, *Elizabeth City State University*

PURPOSE: Disability simulations, a form of experiential education, have been employed in kinesiology programs to provide students with experiences they may not encounter in their daily lives. Framed in experiential learning theory, this study examined kinesiology undergraduate students' experiences in sport-based disability simulations (SBDS). The SBDS included three disability sports: wheelchair basketball, sitting volleyball, and goalball. **METHODS:** Participants were 33 undergraduate kinesiology students (13 females, 20 males) enrolled in an adapted physical activity course at a university in the southern United States. Data were collected via focus-group interviews, reflection papers, and field notes. Open and axial coding guided thematic analysis. **RESULTS:** Four themes emerged: (a) "I thought it would be just easy and boring, but I was wrong," (b) eye-opening realizations and emerging curiosity about people with disabilities, (c) it changed my outlook on how I view people with disabilities, (d) increased self-awareness and gratitude, and (e) professional growth. **DISCUSSION:** Findings indicate SBDS fostered transformative learning experiences that challenged initial expectations, altered attitudes toward people with disabilities, and enhanced empathy. This aligns with Fink's taxonomy of significant learning, reflecting changes in human dimension, caring, and application. Implications extend beyond physical education to kinesiology subfields such as sport coaching, athletic training, exercise science, and recreation management where understanding disability sport can improve service delivery, inclusivity, and professional competence.

Motivation in Motion: Impact of Heart Rate Monitors on Motivation in Movement Cases

Maya Hamilton, *University of Idaho Center on Disabilities and Human Development*

Isabella Gilmore, *University of Idaho Center on Disabilities and Human Development*

Abril Correa, *University of Idaho Center on Disabilities and Human Development*

Erik Luvaas, *University of Idaho Center on Disabilities and Human Development*

INTRODUCTION: The Center for Disease Control and Prevention recommends 150 minutes of moderate intensity physical activity per week for health maintenance. However, compared to people without, people with disabilities engage in disproportionately less physical activity and have more weight related comorbidities. Community-based inclusive physical activity programs can provide structured opportunities for physical activity and socialization in the community. **METHOD:** Movement in the Park is a free 25-minute inclusive group fitness class offered by the UI Center on Disabilities and Human Development's Healthy Active Lifestyles Initiative. The class is facilitated three days per week at central locations in Moscow, Idaho and targets the physical, mental, and social wellbeing of participants with and without disabilities. The current study investigated the impact on physical activity intensity from introducing fitness watches to track heartrate and heartrate zones. During a five-week period, the heart rate monitor wristbands were systematically introduced, and participants' heartrates were tracked during each Movement in the Park session. **RESULTS & DISCUSSION:** An increase of moderate-vigorous exercise was observed as measured by heartrate zones calculated from age-based maximum heart rate. This suggests heart rate biofeedback may be a contributor to increased motivation and effort during group exercise participation. Movement in the Park instructors observed an increase in participant encouragement and interaction after introduction of the heartrate monitors. Individuals expressed enjoyment tracking their physical activity and the heart rate monitors appeared to have provided a focal point for increased social engagement. Implications for school- and community-based inclusive physical activity programming will be discussed.

Turning Performance in Older Adults: The Role of Cognitive Function and Cortical Thickness

Clayton W. Swanson, *Boise State University; University of Florida*

Anthony Gruber II, *Brain Rehabilitation Research Center, Malcom Randall VA Medical Center*

Adam J. Woods, *The University of Texas at Dallas*

Dorian K. Rose, *Brain Rehabilitation Research Center, Malcom Randall VA Research Center; University of Florida*

Rachael D. Seidler, *University of Florida*

David J. Clark, *University of Florida; Brain Rehabilitation Research Center, Malcom Randall VA Medical Center*

BACKGROUND: Neurodegenerative aging affects cognition, brain structure, and mobility, including walking. While straight walking is well-studied, turning while walking is a frequent and neuromechanically complex motor task that has received less attention, despite its relevance to daily functioning and fall risk. Prior research links cognitive dysfunction and cortical atrophy to gait impairments, but their roles in turning remain unclear. **PURPOSE:** This study investigated whether turning performance, defined as turn duration and peak velocity, in older adults was associated with cognitive function and cortical thickness, and whether cortical thickness mediates this relationship. **METHODS:** Forty-one older adults (mean age: 74; range: 65-96) completed 180° and 360° turns at their self-selected natural and fast paces while wearing wireless inertial sensors. Turn duration (s) and peak velocity (°/s) quantified performance. Executive cognitive function (attention, response inhibition) was assessed using a computerized battery. Cortical thickness in the rostral and caudal middle frontal gyri and precentral gyrus was measured via structural MRI (Freesurfer 7.1). **RESULTS:** Poorer cognitive performance was significantly associated with longer 360° turn durations and slower fast-pace turn velocities ($R\text{-squared} \geq 0.37$, $p \leq 0.04$). Thinner frontal gyri correlated with slower and longer turns, particularly for 180° fast and 360° self-selected natural pace conditions ($R\text{-squared} \geq 0.31$, $p \leq 0.02$). Precentral gyrus thickness was not related to turning. Bayesian mediation analyses showed no indirect effects; cognitive function directly predicted turning. **CONCLUSION:** Cognitive performance and frontal cortical thinning are independently linked to poorer turning in older adults. Interventions enhancing executive function may help support mobility.

Kids and Kinesiology: Service Learning in Motor Development

Laura Petranek, *Boise State University*

PURPOSE: Service learning (SL) can have a great impact on student engagement in learning course content, through hands-on experiences and reflection. Additionally, SL can offer a unique opportunity that provides a service, fulfills a need, and benefits members of the community. This presentation will share a SL experience created in a Kinesiology undergraduate motor development course. **CASE:** Working closely with the SL Program and the early child care center on a university campus an intentional and meaningful experience was developed. Through this experience undergraduate students gained exposure to concepts and assessment tools discussed in a motor development course, and the children who participated in this experience gained additional practice in learning fundamental motor skills (e.g., throwing, kicking, skipping, jumping). Meeting once a week, for eight weeks, Kinesiology students learned how to administer the TGMD-3 (Total Gross Motor Development) and planned developmentally appropriate activities that followed the SKIP program (Successful Kinesthetic Instruction for Preschoolers) for ten Kindergarteners. **SIGNIFICANCE:** Through a reflective process, students were able to make connections with course content and real-life. They produced deliverables (e.g. practice activities, reports, slideshows) that were informative for the parents, teachers, and children who participated in this experience. It was observed through reflections and course assignments that student's understanding and confidence in course content improved throughout the semester. **CONCLUSIONS:** This experience was

unique for these Kinesiology undergraduate students; they were able to work in an authentic environment with young children and apply concepts learned in class in real time.

Volunteer Coaches' and Team Parents' Reasons for Not Returning to a Sports-Based Youth Development Program

Nicole Bolter, *San Francisco State University*

Junior Giants (<https://www.mlb.com/giants/community/junior-giants-leagues>) is a free, non-competitive sport-based youth development program that offers co-ed baseball and softball to boys and girls ages 5-14 during an 8-week summer session. The program's social emotional curriculum focuses on fostering confidence, integrity, teamwork, and respect for others, with a recent study illustrating that parents perceive the program is having a positive impact on their child. The program relies heavily on parent volunteers as (a) coaches who teach baseball/softball skills and life skills lesson, and (b) team parents who help with communication, logistics, and organizing the team. This study qualitatively explored reasons why coaches and team parents may choose not to return to Junior Giants. Participants included a subset of 135 coaches and 81 team parents from a larger sample of coaches ($n = 1541$) and team parents ($n = 861$) who had participated in the Junior Giants summer. In an online survey, this sub-sample of coaches and team parents responded they did not intend to return to the program the following year. Although most in the larger sample (91.3% of coaches, 90.6% of team parents) intended on returning, we asked the 135 coaches and 81 team parents to elaborate on reasons for not returning in an open-ended follow-up question. Thematic analysis was used to create several themes across participants, including Prefer to Be a Spectator; Child Not Returning; More Support Needed; Lack of Organization and Communication; among others. Results provide opportunities for reflection and potential changes to future programming.

Physical Fitness and Social Maturity in Adolescents: The Mediating Role of Athlete Identity

Yeonhak Jung, *California State University, Northridge*

Minhyun Kim, *Sam Houston State University*

Adolescence is a pivotal stage of human development characterized by rapid physical, emotional, and social changes. Despite being in the same age group, adolescents exhibit diverse behavioral and developmental patterns. This pilot study explores the relationship between physical fitness and social maturity among adolescents, with particular attention to the role of athletic self-identification. A sample of 187 adolescents aged 11 to 17, who self-identified as athletes or non-athletes, participated in this study. Participants completed physical fitness assessments (push-ups, curl-ups, and 1-mile run) using the FitnessGram, along with a standardized social maturity scale. Self-identification athleticism questionnaires were completed at the beginning of the study. Pearson correlation found a positive relationship between fitness components and social maturity levels (curl-up $r=0.401$, push-up $r=0.315$, one-mile run $r=0.496$, all $p<0.001$), which indicates physical fitness may contribute to adolescents' ability to function responsibly and navigate social norms effectively. Spearman's correlation also provided a significant positive correlation between Fitnessgram components and self-identified athleticism (curl-up $\rho=0.505$, push-up $\rho=0.409$, one-mile run $\rho=0.559$, all $p<0.001$). A mediation analysis using the PROCESS macro in SPSS (Model 4) (Hayes, 2022) showed that athletic identity partially mediated the relationship between one-mile run performance and social maturity ($\beta = 0.2730$, 95% bootstrap CI [-0.3573, -0.1961]), but not push-ups and curl-ups. This finding suggests that self-identified athleticism accounts for part of the link between cardiovascular fitness and social development. These results offer several important implications. First, schools should recognize the dual benefits of physical fitness and social growth by integrating both into physical education curricula. Programs that simultaneously enhance physical competence and cultivate athletic identity may contribute to greater social maturity among students.

Second, policymakers should promote early engagement in structured physical activities as such initiatives can support the development of both fitness and essential social skills during key developmental periods.

Student Poster Presentation Schedule

Poster Number	Poster Title	Author(s)
1	<i>Literature Review</i> From Risk to Resilience: How Youth Mentoring Improves Outcomes and Its Implications for Kinesiology-Based Wellness Programs	Joshua Eng
2	<i>Literature Review</i> Role of Physical Activity in Managing Mental Health Disorders	Aastha Gurung
3	<i>Literature Review</i> Addressing Caregiver Occupational Stress: A Rapid Literature Review of Mindfulness-based Wellness Interventions Strategies and Assessment Tools	Sherry Lin
4	<i>Literature Review</i> Self- and Other-efficacy Changes in New Personal Training Relationships over the Course of a Twelve-week Training Program	Jared Medeiros
5	<i>Original Research</i> Improving Minor Burn Knowledge: A Randomized Pilot Trial of Teach-to-Goal Versus Brochure-based Education	Laura Byrne
6	<i>Original Research</i> A Brain-level Investigation of the Benefits of Physical Activity for Older Adults Experiencing Depression Symptoms	Bella Grant, Spencer Petticrew, Jet Taylor & C.J. Brush
7	<i>Original Research</i> Creatine Supplementation to Increase Exercise Performance at Simulated Altitude	Duncan Hawe, Brooke Fujioka, Victoria Rodriguez, Joey Hodge, Logan Foster, Sura Sohi, Mylene Vachon, Zoe Maude, Clara McMahon, Isaiah Martinez, Kelly Schackel, Emma

		Osterink, Harry O'Connor, Zachary Mayor, Ethan Urbach, Cory Greever & Todd Hagobian
8	<i>Original Research</i> Participation and Performance Variables During Standardized Versus High-autonomy Motor Skill Assessment Conditions for Autistic Children	Drew Jones
9	<i>Original Research</i> Development of Cloze Tests in Spanish: A Pilot Tool for Strengthening Wellness Through Patient Education Materials	Giselle Martinez, Kaitlyn I. Kuan & Emily Rodriguez
10	<i>Original Research</i> Motor & Soft Skill Development in 4 to 6-year-old Krav Maga Students	Abaigael Richards
11	<i>Original Research</i> Mental Health in the Aging Population: An Investigation of the Interplay Between Depression Symptoms, Reward Processing, and Physical Activity in Older Adults	Jet Taylor, C.J. Brush & Lynda Ransdell
12	<i>Original Project</i> "If It's 'Unnatural,' Why is it Normal?": Investigating the Role of Media and Sport in Normalizing Conformity to Orthodox Gender Roles	Shira J. Hirschel

Student Poster Abstracts

From Risk to Resilience: How Youth Mentoring Improves Outcomes and Its Implications for Kinesiology-Based Wellness Programs

Joshua Eng, *California Polytechnic State University, San Luis Obispo*

Jafra D. Thomas, Faculty Sponsor, *California Polytechnic State University, San Luis Obispo*

INTRODUCTION: This brief literature review of five recent articles examines the impact of mentorship on at-risk youth populations, particularly those affected by socioeconomic hardship, single-parent households, or adverse social environments. Grounded in resiliency theory, it explores how mentorship can benefit from kinesiology-based programs that focus on supporting youth in advancing academic, emotional, and behavioral resilience. **PURPOSE:** Peer-reviewed articles published between 2015 and 2025 were identified through searches of online academic databases, including JAMA, Sage Journals, ResearchGate, and PMC, using keywords such as “youth mentoring,” “resilience,” and “physical activity.” Studies were selected for their empirical focus on either structured educational interventions or

mentoring programs and their relevance to physical activity as an approach to foster youth development. **METHODS:** Methodologies included longitudinal cohort studies, meta-analyses, and national evaluations. Participants ranged from preschool-aged children to adolescents involved in school-based and informal mentoring programs. Measured outcomes included high school graduation, behavioral health “indicators”, academic performance, and “measures of” psychosocial well-being. **RESULTS:** Three key findings emerged: (1) mentorship that emphasizes relational attunement and goal setting consistently improves resiliency outcomes; (2) structured, theory-based interventions yield lasting academic and behavioral benefits; (3) integrating physical activity into mentorship programs enhances coping mechanisms and improves overall well-being. **CONCLUSION:** To maximize the impact of sport and physical activity programs for at-risk youth, evidence-informed, theory-based mentoring strategies that build relational attunement and resilience should be integrated into programs. Future research should explore how well kinesiology-based school and community initiatives engage vulnerable youth, using theory-based, evidence-informed practices for promoting wellness and resiliency.

Role of Physical Activity in Managing Mental Health Disorders

Aastha Gurung, *California State University, San Bernardino*

Sang Ouk Wee, Faculty Sponsor, *California State University, San Bernardino*

INTRODUCTION: It is well-known knowledge that physical activity (PA) is an important lifestyle factor for a healthy life in both physiological and mental aspects. Despite growing interest in the relationship between PA and mental health, particularly anxiety, depression, and stress, the evidence remains inconclusive, which requires the necessity of a comprehensive literature review. **PURPOSE:** To review the current literature regarding the effects of PA on mental health. **METHODS:** Electronic searches were conducted using *PubMed* and *JSTOR* with keywords “physical activity, mental health, depression, stress, and anxiety.” **RESULTS:** Brown et al. (2014) showed a dose-response relationship between PA and health-related quality of life (HRQOL) among adults with and without activity time limitations. Eide et al. (1982) demonstrated the effects of physical activity on emotional reactions, stress reactions, and related physiological responses. Additionally, An et al. (2020) also exhibited the relationship between PA, mental well-being, and symptoms of mental health disorders. This study exhibits the positive relationship between PA and life satisfaction and happiness in young, middle-aged, and older adults. Furthermore, a study of the impact of physical exercise on depression and anxiety has been used as an add-on treatment with structured physical exercise in the clinical adolescent population who have been hospitalized for depression and anxiety (Philippot et al, 2022). **CONCLUSION:** As a conclusion, PA plays a big role in a person’s mental health in all populations. It is clear that there is a positive correlation between PA and one's mental health in different aspects. However, more research is needed to provide in-depth information.

Addressing Caregiver Occupational Stress: A Rapid Literature Review of Mindfulness-based Wellness Interventions Strategies and Assessment Tools

Sherry Lin, *California Polytechnic State University, San Luis Obispo*

Jafra D. Thomas, Faculty Sponsor, *California Polytechnic State University, San Luis Obispo*

INTRODUCTION: Caregiving is a physically and emotionally demanding occupation. Kinesiology-trained wellness professionals should understand how to effectively mitigate occupational stress for this employee group. **PURPOSE:** This study aimed to (a) review research literature evaluating the effectiveness of mindfulness-based worksite wellness programs and (b) summarize evidence of reliability and validity for two assessment tools wellness professional could use to evaluate effectiveness of such interventions: Zarit Burden Interview (ZBI) questionnaire and Kingston Caregiver Stress Scale (KCSS). **METHODS:** Review

conducted over a 6-week period (April 2-May 18, 2025) as part of an undergraduate public health course assignment. Inclusion criteria: articles published between 2010 and 2025, peer-reviewed (primary or secondary research), in English, evaluating mindfulness-based wellness interventions among caregivers or the psychometric properties of the ZBI-questionnaire or KCSS. Online database search terms included “caregiver stress” and “mindfulness-based stress reduction”. **RESULTS:** Twelve articles met inclusion criteria: seven focused on interventions, three on tool reliability/validity, and two examined mindfulness-based worksite wellness programs in public sector settings. Meta-analytic findings suggest mindfulness-based worksite wellness programs yield small-to-almost moderate reductions in caregiver stress (SMD = -0.33) moderate reduction in depression symptoms (SMD = -0.58), and could improve caregiver emotional resilience (SMD = 0.38). However, such interventions had minimal mitigation (SMD = -0.08) against objective burden (e.g., time constraints). Good internal consistency was reported for ZBI-questionnaire ($\alpha = .71-.91$) and KCSS ($\alpha = .85$), each with adequate-to-good validity. **CONCLUSION:** Kinesiology wellness professionals should pair organizational supports with mindfulness-based, worksite wellness interventions for caregivers (e.g., flexible scheduling, dedicated peer-support).

Self- and Other-Efficacy Changes in New Personal Training Relationships over the Course of a Twelve-week Training Program

Jared Medeiros, *Boise State University*

Eric Martin, Faculty Sponsor, *Boise State University*

INTRODUCTION: In the personal training context, the quality of interpersonal relationships between clients and fitness professionals can significantly impact motivation, adherence, and outcomes. Previous literature has typically focused on the trainee’s or trainer’s own perceptions of their self-efficacy, with little research on the trainee’s confidence in their trainer’s abilities, a construct known as other-efficacy. A previous study investigated other-efficacy in pre-existing client-trainer relationships and found that when trainers were perceived as helpful, the client felt more connected and more motivated. However, how these constructs are related are unclear in new dyads, and how these perceptions change over time is unexplored. Our context will investigate a required undergraduate kinesiology training program in which students are paired with faculty with whom they have no prior relationship. This pairing will allow measurement of trainee’s other-efficacy and the trainer’s self-efficacy over a 12-week program to investigate changes over time. **PURPOSE:** Investigate changes in trainee’s other-efficacy and trainer’s self-efficacy over the course of a training program. **METHODS:** Trainers and trainees will complete surveys assessing self- and other-efficacy in their personal training relationships at the beginning, midpoint, and end of a twelve-week training program. We will perform repeated measures ANOVA to assess change in other- and self-efficacy scores during the 12-week program. **RESULTS:** There will be a significant increase in other- and self-efficacy at the end of the program compared to baseline scores. We expect an increase in efficacy scores due to the trainer’s increased experience, increased enjoyment, and connection between the trainee and trainer, and improvements in strength and conditioning for the trainee. **CONCLUSION:** This examination will provide opportunities for trainers to improve the overall experience for the trainee by creating an increased awareness of the trainee’s perspective.

Improving Minor Burn Knowledge: A Randomized Pilot Trial of Teach-to-Goal Versus Brochure-based Education

Laura Byrne, *California Polytechnic State University, San Luis Obispo*

Jafra D. Thomas, Faculty Sponsor, *California Polytechnic State University, San Luis Obispo*

Minor burns may account for as much as half of the burn-related ER visits annually (American Burn Association, 2023). This high rate of hospitalization suggests a lack of first aid knowledge regarding minor

burns. **PURPOSE:** This study explored the application and feasibility of the teach-to-goal (TGO) method in promoting health literacy for managing minor burns in adults. **METHODS:** A randomized pre-post knowledge-check design was used. An educational brochure on minor burn first aid treatment was developed and vetted by external experts. Brochure final draft was written at the 5th-grade reading level (SMOG formula) with optimal/superior suitability (Suitability Assessment of Materials rating form). College-student adults (N = 16) were randomly assigned to either a brochure-only or TGO group. Each group received the brochure intervention, but the TGO completed a practicum knowledge check using props, with one allowed reattempt. Pre-post test score changes tested with paired-sample t-test (significance: $p \leq .10$; Bonferroni-correction: $p \leq .05$). **RESULTS:** Both groups showed substantial knowledge gains: TGO group from 57.8% to 98.4% ($p < .001$, $g = 2.71$, 95% CI, .67, 4.74); brochure-only from 62.5% to 92.2% ($p = .012$, $g = 1.71$, 95% CI, .09, 3.23). Pre-test knowledge did not differ by group ($p = .627$, $g = .24$). Preliminary analysis suggests the TGO group had greater gains (40.6% vs. 29.7%). **CONCLUSION:** Findings suggest health education brochures with optimal/superior suitability can improve first aid knowledge, but TGO method may produce greater gains, particularly for individuals with lower baseline scores.

A Brain-level Investigation of the Benefits of Physical Activity for Older Adults Experiencing Depression Symptoms

Bella Grant, *Boise State University*

Jet Taylor, *University of Utah*

C.J. Brush, *Auburn University*

Mariane Bacelar, Faculty Sponsor, *Boise State University*

Depression is a leading cause of disability worldwide. In older adults, it can lead to worse outcomes, including higher mortality rates. Physical activity (PA) has been proposed as a cost-effective, alternative strategy used in the treatment and management of depression, but it is still unclear whether this benefit can be seen at the brain level. **PURPOSE:** We investigated the association between self-reported PA and reward sensitivity in older adults experiencing depression symptoms. Since past research has shown a negative relationship between reward sensitivity and depression symptoms, we predicted that this association would be weaker for more physically active individuals. **METHODS:** 29 older adults had their brain activity recorded during a gambling task (i.e., monetary incentive delay task), which is commonly used to elicit the Reward Positivity (RewP), a neural measure of reward sensitivity. Participants also completed the Yale Physical Activity Survey, which provided an estimation of engagement in lifestyle PA and the Geriatric Depression Scale, used to assess depression symptoms. This data was then entered into a linear regression model to assess the relationship between RewP, lifestyle PA, and depression symptoms. **RESULTS:** Contrary to predictions, lifestyle PA did not moderate the relationship between depression symptoms and RewP in older adults ($p = .206$). **CONCLUSION:** At least in the present study, lifestyle PA levels did not influence reward sensitivity in older adults showing varied levels of depression symptoms. Although PA has been shown to alleviate depression symptoms, more studies are needed to better understand the mechanisms explaining this association.

Creatine Supplementation to Increase Exercise Performance at Simulated Altitude

Duncan Hawe, *California Polytechnic State University, San Luis Obispo*

Brooke Fujioka, *California Polytechnic State University, San Luis Obispo*

Victoria Rodriguez, *California Polytechnic State University, San Luis Obispo*

Joey Hodge, *California Polytechnic State University, San Luis Obispo*

Logan Foster, *California Polytechnic State University, San Luis Obispo*

Sura Sohi, *California Polytechnic State University, San Luis Obispo*

Mylene Vachon, *California Polytechnic State University, San Luis Obispo*
 Zoe Maude, *California Polytechnic State University, San Luis Obispo*
 Clara McMahon, *California Polytechnic State University, San Luis Obispo*
 Isaiah Martinez, *California Polytechnic State University, San Luis Obispo*
 Kelly Schackel, *California Polytechnic State University, San Luis Obispo*
 Emma Osterink, *California Polytechnic State University, San Luis Obispo*
 Harry O'Conner, *California Polytechnic State University, San Luis Obispo*
 Zachary Mayor, *California Polytechnic State University, San Luis Obispo*
 Ethan Urbach, *California Polytechnic State University, San Luis Obispo*
 Cory Greever, *California Polytechnic State University, San Luis Obispo*
 Todd Hagobian, Faculty Supervisor, *California Polytechnic State University, San Luis Obispo*
 Jafra D. Thomas, Faculty Supervisor, *California Polytechnic State University, San Luis Obispo*

Exercise performance is significantly decreased at high altitudes. Creatine supplementation increases exercise performance at sea level; but no published studies have examined its effects at high altitude. **PURPOSE:** To determine the effects of creatine supplementation on exercise performance at simulated altitude of 3,800m. **METHODS:** Forty-seven healthy, physically active college students (39M, 8F; age: 21.0 $\pm$ 2.0 years; BMI: 24.1 $\pm$ 2.9 kg•m²) have completed the study to date. At sea-level baseline, participants completed a repeated sprint exercise test (six, 10-second sprints with 60-seconds recovery between each sprint) on a cycle ergometer. Participants were then randomly assigned in a double-blind fashion to placebo (dextrose) or creatine (20g/day) for 2 days. After the 2-day supplementation period, participants completed the repeated sprint exercise test while breathing a hypoxic gas mixture containing 12.9% oxygen (3800m elevation). Performance measures included percent peak power loss, and percent mean power loss. **RESULTS:** In preliminary analysis, supplement groups were referred to as Group 1 and Group 2 to maintain the double-blind nature. Preliminary data indicated a decrease in exercise performance at altitude compared to sea level for both groups ($F_{1,45} = 3.76$, $p = .05$). However, there appears to be no difference in peak (6.4 $\pm$ 1.5%) and mean (11.3 $\pm$ 2.2%) power lost across sprints at altitude between groups ($F_{1,45} = 1.51$, $p = .23$). Analyses accounting for individual sprints and other exercise performance variables is ongoing. **CONCLUSION:** To our knowledge, this is the first study to investigate the effects of creatine supplementation on exercise performance at simulated altitude.

Participation and Performance Variables During Standardized Versus High-autonomy Motor Skill Assessment Conditions for Autistic Children

Drew Jones, *California State University, Chico*
 Laynie Case, Faculty Sponsor, *California State University, Chico*

Many autistic children demonstrate low scores in fundamental motor skill (FMS) performance on standardized assessments (Liu & Breslin, 2013). Additionally, autistic children may experience challenges participating in standardized assessments, such as disruptive behaviors, limited understanding, or noncompliance (Atun-Einy et al., 2022). Practitioners recommend incorporating autonomy into motor assessments to improve outcomes for autistic children. However, no evidence currently supports this claim. **PURPOSE:** The purpose of this study was to examine the influence of a high-autonomy condition versus the standardized condition of the Test of Gross Motor Development, 3rd edition (TGMD-3), on FMS performance and participation variables among autistic children. **METHODS:** Fifteen autistic children ($m=6$, $f=9$; $Mage=7.13$ years, $SD=1.99$) completed both conditions using a within-subjects, repeated-measures design. The standardized condition followed the TGMD-3 protocol while the high-autonomy condition incorporated child-directed choices into the standardized protocol, including through communication, skill order, time allotted at each task, and equipment. Separate one-way repeated-

measures ANOVAs were conducted to examine the differences in TGMD-3 performance, skill attempts, and level of fun between the conditions. **RESULTS:** No significant differences were found between conditions for TGMD-3 performance ($p=.378$), child-reported fun ($p=1.00$), and parent-reported fun ($p=.271$). In contrast, the high-autonomy condition elicited significantly more skill attempts compared to the standardized condition ($p=.009$), particularly for object control skills ($p=.006$, $\eta^2_p=.432$). **CONCLUSION:** Findings reveal that high-autonomy conditions may not impact skill performance or fun, but may influence autistic children to participate more through skill attempts. Future research should examine how increased skill attempts may uniquely inform diagnostic assessment or instruction.

Development of Cloze Tests in Spanish: A Pilot Tool for Strengthening Wellness Through Patient Education Materials

Giselle Martinez, *California Polytechnic State University, San Luis Obispo*

Kaitlyn I. Kuan, *California Polytechnic State University, San Luis Obispo*

Emily Rodriguez, *California Polytechnic State University, San Luis Obispo*

Jafra D. Thomas, Faculty Sponsor, *California Polytechnic State University, San Luis Obispo*

Reading grade level formulas have limited accuracy. Patient education material comprehension should be tested before their use. **PURPOSE:** This study was to evaluate the feasibility of using the cloze procedure (fill-in-the blank test) to determine the comprehension of patient education materials written in Spanish. **METHODS:** Procedures from one dissertation study by Rodriques-Trujillo (1977), the only other Spanish material cloze study at the time, were replicated. Test materials were two nutrition education materials on fiber, written at the 8th grade reading level, by two different organizations (mobile health unit [MHU], university hospital [UH]). Only the title and main text were used, the first-and-last 30 words were unchanged; the remaining text had every fifth-word replaced with fill-in-the-blank spaces. Cloze scores were cross validated using open-response questions. Ability to read and understand text (% correct score) was interpreted using established cut-points: cloze procedure (partial is $\geq 40\%$, full is $\geq 60\%$; Doak et al., 1996); open-response questions (partial is $\geq 75\%$; full $\geq 90\%$; Bormuth, 1968). Test participants were two groups of college adults (counter-balanced design). **RESULTS:** Seven adults, with varied Spanish literacy skills, participated (July-August 2024). Comprehensibility scores were equivalent: MHU (cloze: $M = 37.09\%$, $SD = 9.59\%$; open-response: $M = 36.67\%$, $SD = 15.32\%$); UH (cloze: $M = 33.78\%$, $SD = 8.28\%$, open-response: $M = 44\%$, $SD = 18.38\%$). It took one hour to administer the study protocol. **CONCLUSION:** Replication protocol was feasible to administer. Pilot test results mirrored previous research findings, underscoring need to directly test patient education material comprehension.

Motor & Soft Skill Development in 4 to 6-year-old Krav Maga Students

Abaigael Richards, *Boise State University*

Lynda Ransdell, Faculty Sponsor, *Boise State University*

Laura Petranek, Faculty Sponsor, *Boise State University*

PURPOSE: Despite the growing popularity of youth martial arts, there is limited research on their developmental impact - particularly in modern systems like Krav Maga. Existing research offers mixed conclusions on whether martial arts improve focus and self-control in young students and indicates that effects rely more on the instructional philosophy of the studio than the specific type of martial art. The limited studies that do exist largely focus on affective skill outcomes, leaving motor skill development a key area in need of exploration. This study aims to address these gaps by exploring whether regular participation ($\geq 75\%$ attendance) in Krav Maga improves motor skills (jumping, balancing, kicking, striking) and affective skills (focus and self-control) in children aged 4–6 and whether such participation supports the development of affective skills both in and out of class. **METHODS:** Children (4-6yr) enrolled in a Krav

Maga program participate in training targeting foundational motor and coordination skills. The study will run for 16 weeks with a data collection point every four weeks (totaling 4 testing points). During this collection, the children will complete an obstacle course that is video-recorded and assessed on a rubric to evaluate motor skill performance. Instructors and parents will complete an affective behavior assessment that evaluates participants ability to focus and listen to instructions. **RESULTS:** We predict that students will show comparative improvements in both motor and affective skills over time. **CONCLUSION:** Data collection is ongoing, and preliminary data will be shared.

Mental Health in the Aging Population: An Investigation of the Interplay Between Depression Symptoms, Reward Processing, and Physical Activity in Older Adults

Jet Taylor, *University of Idaho*

C.J. Brush, *Auburn University*

Lynda Ransdell, *Boise State University*

Mariane Bacelar, Faculty Sponsor, *Boise State University*

PURPOSE: To better understand the mechanisms underlying depression, studies have investigated one of its core symptoms, anhedonia, by focusing on neural correlates of reward processing assessed via the electroencephalography (EEG)-derived measure Reward Positivity (RewP). Existing research has notably found a reduced RewP in relation to depression in younger populations; however, the research investigating this relationship among older adults is sparse, despite age-related changes in reward systems implicated in anhedonia. At the same time, despite the well-known antidepressant effects of physical activity (PA), its neural mechanisms remain poorly understood. To fill this gap, we investigated the interplay between depression symptoms, RewP, and PA in older adults. **METHODS:** Thirty participants had their brain activity measured during a computer task used to elicit the RewP and completed two self-reported measures that assessed depression symptoms (Geriatric Depression Scale; GDS) and reward valuation and satiation (Positive Valence System Scale). After, participants had their PA monitored via accelerometry for one week. Based on past work, we predicted that a reduced RewP would be associated with greater depression scores, with a weaker association among participants engaging in more PA. **RESULTS:** Contrary to predictions, RewP amplitude was not associated with GDS scores ($p = .823$), reward valuation ($p = .852$) or satiation ($p = .818$). There were also no effects of PA on RewP amplitude ($p = .601$). **CONCLUSION:** Despite null findings, the innovative approaches (use of EEG and accelerometry) still render this study informative and highlight the need for more investigations targeting the mechanisms related to depression among older adults.

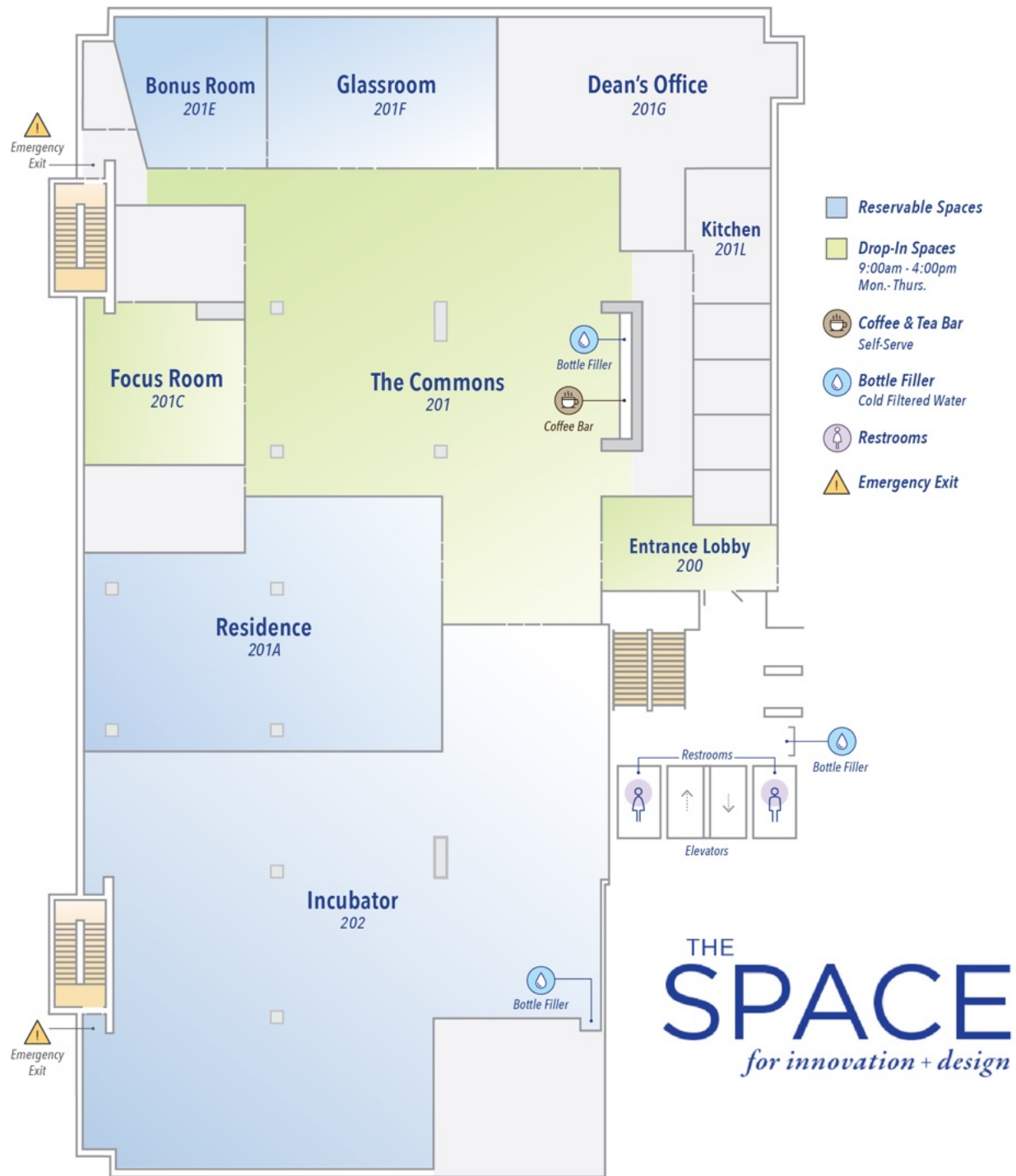
"If It's 'Unnatural,' Why is it Normal?": Investigating the Role of Media and Sport in Normalizing Conformity to Orthodox Gender Roles

Shira J. Hirschel, *California Polytechnic State University, San Luis Obispo*

Jafra D. Thomas, Faculty Sponsor, *California Polytechnic State University, San Luis Obispo*

Despite its unfairness, individuals who do not conform to societal expectations for their gender assigned at birth risk being ostracized and excluded. **PURPOSE:** One undergraduate student sought to better understand how sport as a cultural institution, in conjunction with media portrayals of gender, implicitly reinforce conformity to orthodox gender role ideology. **METHODS:** Through one undergraduate course project (October-December, 2024), the student descriptively analyzed one documentary (*The Codes of Gender*, 2009) describing and deconstructing implicit gender role messages commonplace in commercial advertising. Results of their descriptive film analysis were then compared to research findings of one 2022 qualitative study ("Sexism in Men's Hockey Culture"), which investigated gender role socialization of adult male, Canadian, hockey players. **RESULTS:** Common themes in reporting were identified between the

documentary and research article: idealization of “hyper-masculine” and “hyper-feminine” identities (self-concepts) and expressions (speech, behaviors), there is only one “correct” way to perform gender with no socially-valued overlap between masculine and feminine gender roles, and prevailing portrayals/expectations of orthodox gender roles are framed as innate. In contrast to the film, the study illustrated events coercing male athletes into conforming to gender code self-concepts and expressions: vis-a-vis bullying and hazing traditions that objectify women/“femininity.” **CONCLUSION:** This project revealed athlete socialization events, characterized in the qualitative study, mirrored gender code expectations commonly portrayed within the commercial media landscape. This symmetry suggests prevailing media narratives legitimize coercive gender role socialization within sport teams and media and sport normalizes exclusion and invisibility of non-conformers to orthodox gender roles.



Discover KinesioU

A digital learning suite for the movement and health sciences.

KinesioU is a web-based suite of **apps, videos, and simulations** designed to enhance student learning in kinesiology and allied health science programs. Built by *educators for educators*, KinesioU delivers **professionally designed content and interactive simulations** that:

- **Leverage technology** to enrich teaching
- **Engage deeply** with core concepts
- **Apply knowledge** through case-based learning
- **Reimagine education** for today's classrooms and labs
- **Nurture learners** across disciplines

KinesioU: Redefining health science education.

Learn more: clinicalpattern.com/kinesiology



Activate your FREE faculty access: app.clinicalpattern.com/signup

