

Western Society for Kinesiology and Wellness

56th Annual Conference

"Serving the Profession – Influencing the Next Generation of Kinesiology and Wellness Professionals"



October 12-14, 2011

Harrah's Reno
219 North Center Street
Reno, NV 89501

"...where the conferee is the program, and mentoring and networking are the foundation"

Welcome from the President-Elect

Tradition abounds as we convene for the 56th Annual WSKW Conference. The strength of the organization lies in the leadership of experienced members and their continued commitment to mentor the next generation of kinesiology professionals. When developing the conference program, I thought attendees would benefit from a program designed to capture the tradition and history of WSKW while offering opportunities to assist in building the future of the organization. This year's hot topic will feature a panel of experienced professionals sharing their thoughts on the purpose of professional organizations, such as WSKW. Additionally, one of the true pioneers of our organization, Bill Napier will enlighten attendees by sharing his perspective of a life-long dedication to the profession, during the E.C. Davis lecture.

Soon the torch will need to be passed to the next generation of kinesiology professionals. In order to move forward and continue to maintain and develop WSKW to meet the needs of the next generation, a clear purpose must be established. A variety of the presentations being offered at this year's conference discuss, challenge, and provide attendees an opportunity to understand the purpose of WSKW and options for enhancing WSKW in the future. I encourage you to attend two round table discussion sessions, one focused on the Western Society Review Annual Publication (WSR) and a second session on WSKW Membership Benefits. Also, on Friday the annual WSKW business meeting will conclude the conference and is open to all members.

I am excited for this year's conference and I believe each attendee can gain tremendously by actively engaging in the opportunities available to them.

Sincerely,



Pete Van Mullem
Central Washington University

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2011 WSKW Annual Conference

Featured Presenters

Keynote Speaker

Kathy Munoz, EdD - Humboldt State University



Kathy D. Munoz is a Professor of nutrition and past Chair of the Department of Kinesiology and Recreation Administration at Humboldt State University. She received her EdD from the University of Southern California in Education Administration and Curriculum Design and a Master's of Science in Foods and Nutrition with a minor in Exercise Physiology from Oregon State University.

Kathy's latest endeavors include teaching and developing quality asynchronous courses in nutrition and exercise. She was recognized for this work in 2005 as the recipient of the first Bbionic Course contest, an international competition sponsored by Blackboard, Inc. She promotes asynchronous learning through her original research "Blackboard vs. Moodle A Comparison of Satisfaction with Online Teaching and Learning Tools" and the development of "Assessing Online Facilitation" an instrument (AOF) for online course facilitators to objectively evaluate their strengths and areas for improvement. Kathy continues to advance asynchronous learning through the series of five asynchronous nutrition courses she teaches at Humboldt State University. These courses, which include Basic Human Nutrition, Nutrition for Athletic Performance, Weight Control, Optimal Bone and Muscle Metabolism and Pharmacology and Chemical Ergogenic Aids, lead to Certificate In Exercise Nutrition.

Kathy's other research publications include Research Quarterly for Exercise and Sport, Children's Health Care, Journal of Nutrition Education, and International Journal of Sport Nutrition and Exercise.

Kathy put her 33 years of college teaching experience in nutrition and health to good use when she co-authored a series of curriculum guides for elementary teachers published by Human Kinetics. She recently published a college-level introductory textbook entitled "Nutrition: From Science to You published by Pearson Publishing, Inc., and is currently drafting ideas for a new college level textbook "Sports Nutrition."

She is a member of the American Dietetic Association (ADA) and the California Dietetic Association (CDA) and is certified in Adult Weight Management through the ADA.

2011 WSKW Annual Conference

Featured Presenters

E.C. Davis Lecturer

Bill Napier



Considered one of the pioneers of Seventh-day Adventist physical education, Dr. Napier began teaching at La Sierra College, in Southern California, in 1950, where he helped initiate a physical education major. He was one of the original members of this organization, which, at that time, was called Western Men's Physical Education Society. He was president of this organization in 1981. In 1976 he moved to Walla Walla College in Washington to chair the physical education department and create a recreation major with various emphases, including recreation therapy and outdoor education. He also spearheaded a major facility addition.

In addition he spent the last fourteen years of his professional career as Associate Director of Student Affairs and Director of the University Activity Center at Loma Linda University, a health science campus in Southern California. During this time he was instrumental in helping to plan a new campus center and he attended various conventions giving lectures and papers on facilities and programs.

Throughout his career, Dr. Napier demonstrated his passion for physical education and improving the profession through his positive energetic approach and genuine professionalism. Dr. Napier consistently encouraged others to regularly attend conferences and to collaborate with related disciplines. During his retirement he continues to attend the annual WSKW conference and he occasionally serves as a guest lecturer and a resource person in the Health and Physical Education Department at Walla Walla University.



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G. Arthur Broten Young Scholars Recognition Program

A call is made each spring by the Western Society for Kinesiology and Wellness for the Dr. G. Arthur Broten “Young Scholars” program. This program provides the opportunity for young professionals in physical education and related fields to present professional papers focusing specifically on issues that confront the profession. Original research reports, position papers, philosophical statements, or a summary of the present state of an issue may serve as the basis for the scholarly papers.

Candidates must be full-time faculty members in the field of physical education at a college or university. The candidate must be employed within the WSKW boundaries. Priority will be given to instructors and assistant professors seeking to establish themselves and their work at regional events. Selection of the papers is made on the basis of scholarly content, organization, and pertinence to the field. Authors who are selected will present their papers in Reno, Nevada in the same calendar year the papers are submitted.

2011 Recipient

Stefan Ward, Central Washington University

Dr. Ward received his Doctoral degree in sport and exercise science with an emphasis in pedagogy from the University of Northern Colorado. He received both his Bachelor’s and Master’s of Science degree in history and physical education from the University of North Carolina at Greensboro. He is currently a professor at Central Washington University and teaches classes in sport pedagogy, physical education, and school health. Dr. Ward's scholarly interests include positive youth development and research in pre-service teachers at the university level. He has recently combined both of these by creating a service learning project approach for both groups. He has replicated this approach with several colleagues in a variety of places including Guam, Colorado, and Washington.

Western Society for Kinesiology & Wellness

Leadership Team 2011

President: Brian Sather, Eastern Oregon University
President-Elect: Pete Van Mullem, Central Washington University
Past President: Rob Thomas, La Sierra University
Executive Director: John Ostarello, Cal-State East Bay
Treasurer: Jason Slack, Utah Valley University
Secretary: Kimberly Robertello
Historian: Open
Web Administrator: Open
Western Society Review (WSR) Editor: Cathy Inouye, Cal-State East Bay
Peavy Paper Coordinator: Matt Silvers, Whitworth University (WA)
G. Arthur Broten “Young Scholars” Award” Co-Coordinators: Craig Johnson, St. Mary’s University
Heather Van Mullem, Lewis-Clark State College (ID)

Central Committee Representatives

Alaska: Open
Arizona: Bob Pangranzi, Arizona State University
Northern California: Craig Johnson, Saint Mary’s University
Southern California: Hosung So, CSU-San Bernardino
Canada: Open
Colorado: Walt Hamerslough
Hawaii: Open
Idaho: Sharon Stoll, University of Idaho
Montana: Sharon Dinkel-Uhlig, University of Montana
Nevada: John Massengale, UNLV
New Mexico: Open
Oregon: Brian Sather, Eastern Oregon University
Utah: Bret Boyer, Utah Valley University
Washington: Jennifer Beller, Washington State University
Wyoming: Open

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 to be made annually. Time is allotted in the conference program for presentation of these papers. These papers are also published in the WCPES Monograph Series.

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

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

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

Past Presidents

Western College Physical Education Society (WCPES)

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

2002 Carole Casten, California State University-Dominguez Hills
2003 Ross Vaughn, Boise State University
2004 Jerry L. Ballew, University of Nevada, Reno

Western Society for Kinesiology & Wellness (WSKW)

2005 John Z. Ostarello, California State University, East Bay
2006 Walt Hamerslough, La Sierra University
2007 R.R. Apache Goyakla, University of Nevada, Las Vegas
2008 Sharon Stoll, University of Idaho
2009 Boyd Foster, Gonzaga University
2010 Robert Thomas, La Sierra University
2011 Brian Sather, Eastern Oregon University

Honored Speakers

Keynote Speakers

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

E. C. Davis Lecturers

- 2006 Greg Payne, San Jose State University
2007 Steven Estes, Missouri Western State University
2008 NA
2009 John Massengale, University of Nevada, Las Vegas
2010 Walter Hamerslough, La Sierra University (CA)
2011 Bill Napier, Walla Walla College (WA)

Conference Schedule at a Glance

Wednesday, October 12th

Time	Washoe DEF	Washoe BC	Washoe A	Douglas
4:00 - 5:00 PM			Future Directions Committee	
4:30 - 6:30 PM	Registration - LOBBY			
5:00 - 5:45	Presentation - Van Mullem/Taylor	Presentation -Park/Guyton		
5:45 - 5:55	Break			
5:55 - 6:40	Presentation - McCord	Presentation - Boultri/Gigis		

Thursday, October 13th

Time	Washoe DEF	Washoe BC	Washoe A	Douglas
7:00 - 8:00 AM			Central Committee Breakfast	
8:15 - 8:30	President's Welcome			
8:30 - 9:30	Keynote Presentation			
9:30 - 9:35	Break			
9:35 - 9:45	Break			
9:45 - 10:15	Peavy Paper Session #1	Presentation-Holt	Faculty Poster Session	
10:15 - 10:20	Peavy Paper Session #1	Break		Faculty Poster Session
10:20 - 11:05	Peavy Paper Session #1	Presentation-Hoeger	Faculty Poster Session	
11:05 - 11:10	Peavy Paper Session #1	Break		
11:10 - 11:40	Peavy Paper Session #1	Presentation-Thomas		
11:40 - 11:45	Break			
11:45 - 12:15	Young Scholar's Presentation	Presentation-Nagel		
12:15 - 1:05				Lunch
1:05 - 1:45				E.C. Davis Lecture
1:45 - 1:55	Break			
1:55 - 2:40	Panel - Hot Topic	Presentation-Lawrence	Presentation-Nelson	
2:40 - 2:45	Break			
2:45 - 3:30	Panel - Student Performance (Faculty)	Presentation-Van Mullem	Presentation-Rykert	
3:30 - 3:35	Break			
3:35 - 4:15	Panel - Student Performance (Students)	Presentation-Balderson	Round Table - WSR Future	
4:15 - 4:20	Break			
4:20 - 5:05	Peavy Paper Session #2	Panel - Online Teaching		
5:05 - 5:10	Peavy Paper Session #2	Break		
5:10 - 6:00	Peavy Paper Session #2	Panel - Role of Sport Management		
6:15 - 7:30	WSKW Social - Sapphire Room			

Friday, October 14th

Time	Washoe DEF	Washoe BC	Washoe A	Douglas
6:00 - 7:30 AM	Fun Run			
8:15 - 9:15	Symposium - Bryua	Round Table - WSKW Membership		
9:15 - 9:20	Break			
9:20 - 10:15	Panel - Coaching	Presentation-Boyer		
10:30 - Noon	Business Meeting			

2011 WSKW Annual Conference

Convention Sessions – Wednesday, October 12, 2011

4:00 to 5:00 PM

Washoe A

Future Directions Committee

4:30 to 6:30 PM

Lobby (Outside Washoe Rooms)

Registration

5:00 to 5:45 PM

Washoe DEF

Title: Examining for Gender Stereotypes in Children's Sport-Themed Literature: A Teaching Activity

Presenters: Heather Van Mullem, Lewis-Clark State College (ID) and Gwen Taylor, Lewis-Clark State College (ID)

Project: The purpose of this study was to examine if a class activity used in an undergraduate Sociology course to explore the prevalence and impact of gender stereotypes in Dr. Seuss books (Taylor, 2003) would also be effective as a teaching methodology with Education students (however, using sport-themed children's literature). Students pursuing degrees in Kinesiology and Education were asked to rate sport-themed children's picture books and analyze them for the presence of traditional gender stereotypes. The supervising faculty members were interested in creating more cross-discipline activities for students to engage in. **Means:** Eight students (four majoring in either Kinesiology or Physical Education and four majoring in Elementary Education) volunteered to participate in the book rating activity and reflection. The students spent the majority of one afternoon (5 ½ hours) rating children's picture books. In addition, upon completion of rating books they were asked to finish a two-question reflection and return it upon completion. Each student was paired with another student of the opposite gender and from a different degree plan (four total pairs equaling eight total participants). Students were asked to read through pre-selected (chosen from a faculty member's personal library of children's literature and from a reputable book list of sports-themed literature for children) children's picture books and look for traditional gender stereotypes in the text of the story, the illustrations, colors, themes, etc. as outlined in the coding framework (Taylor, 2003). **Outcome:** The student-participants were asked to complete their task with little, to no, interference from the faculty members to ensure that the faculty members were not influencing students' perceptions. After the students had completed their book rating assignments, they were thanked for their time and given a copy of the reflection questions that were returned within the following week. **Reflection:** Results from this study will be shared. In addition, discussion about the effectiveness of this pedagogical activity will be conducted with session participants.

References: Taylor, F. (2003, July). Content analysis and gender stereotypes in children's books. *Teaching Sociology*, 31(3), p. 300-311.

5:00 to 5:45 PM

Washoe BC

Title: Visual Ethnography of on-site Sponsorship Activations

Presenters: S. Roger Park, Gonzaga University and Erik Guyton, Gonzaga University

Sport sponsorship has become an effective marketing communication tool in business and a set of clearly defined marketing goals and objectives for engagement have been established, including to increase awareness of the company and its services, to enhance company image, to build business and trade relations and goodwill, to enhance employee morale, and to boost sales products and services, etc. (Irwin, Sutton, & McCarthy, 2002; Stotlar, 2005). In order to meet the sponsorship marketing goals and objectives, sponsors are required to develop well-designed and appropriate on-site activation plans depending on the nature of the sporting events and venue types and locations

(DeGaris, West, & Dodds, 2009). Unfortunately, few researchers tried to measure the effectiveness of on-site promotions in a qualitative way even though several limitations about quantitative approach as an effective measurement tool have already been reported in the previous literature (Choi, Stotlar, & Park, 2005). The purpose of this current study is to identify whether the sponsored promotional activities at a sporting venue, such as logo placement, product demonstrations, hospitality centers, etc., actually matched with the interests of spectators from a qualitative perspective and the primary data for this research were generated by photo-journaling. A subject of 11 graduate students was recruited at a private northwestern university. Research participants were asked to bring digital cameras to perform their duties in the research. Each person was required to take at least 10 pictures to attract his/her attention at the venue. A total number of 110 pictures were collected and they were categorized based on the same or similar marketing and promotional theme by using inter-rater reliability (Neuendorf, 2002). The researchers looked at each one trying to find common themes across the board, while recalling some of the participants' interesting comments associated with each photo taken. Some dominant themes were identified and the photos were grouped together accordingly, and some less-dominant themes or even outliers were also spotted. The following includes "Let's eat," "Be kind event staff." "We are the fans," "Being traditional logos and banners," "Star powers," and "Marketing."

References:

- Choi, J. A., Stotlar, D. K., & Park, S. R. (2006). Visual ethnography of on-site sport sponsorship activation: LG action sports championship. *Sport Marketing Quarterly*, 15(2), 71-79.
- DeGaris, L., West, C., & Dodds, M. (2009). Leveraging and activating NASCAR sponsorships with NASCAR-linked sales promotions. *Journal of Sponsorship*, 3(1), 88-97.
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- Neuendorf, K. A. (2002). *Content analysis guidebook*. Thousand Oaks, CA: Sage Publications, Inc.
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5:45 to 5:55

BREAK

5:55 to 6:40 PM

Washoe DEF

Title: Writing Revision in Kinesiology

Presenters: T.J. McCord, L.D. Bruya, and L. McCullough (Washington State University)

PURPOSE

Revision provided the opportunity to define arguments and find interconnections between pieces of information (Fitzgerald, (1987). But, "...since writing in the discipline [of Kinesiology was] not uniform..." (Vardi, 2009, p. 350), a system of text-specific feedback was required (Vardi, 2009, Bailey & Vardi, 2009, Fitzgerald, 1987). The purpose of this study was to examine the effect of revision opportunities on gender. Null Hypothesis: There was no difference in number of revisions undertaken between male and female students.

METHODS

Participants. The population consisted of university students (N=22). Participants were selected randomly from a class in Kinesiology. Subjects were divided into a group of males (G1_M; n=11) and a group of females (G2_F; n=11). Instrumentation/Equipment. Example writing assignments were distributed to the students. Trained undergraduate Teacher Assistants (TA) scored papers (Donlan, 1980). TA's attended selected seminars (Beach, 1986; Murray, 1982) in which scoring was explained. Procedures. Subjects were not informed about the study to prevent the Hawthorne effect (Mayo, 1933; Landsberger, 1958). The protocols for the assignments were distributed to the class. The assignment was explained by the instructor and again in small TA groups of 4-6 students. Students were asked to write an abstract, which outlined a TA, approved peer refereed journal article. After scoring, previous drafts were stapled in sequence to the newest revision. This provided augmented feedback on two levels. The first level, knowledge of results, was indicated by new scores and comments on the newest revision. The second level,

knowledge of performance (Magill, 2007), was provided by the presence of previous revisions and the changes in suggestions/comments over time (Hammond, 1971; Olson & Raffeld, 1987). Statistics. Group means were calculated for number of revisions. A graphic display and a two-tailed t-test were used to observe differences between males and females in number of attempts at revision. An alpha level of 0.05 was used as the decision.

RESULTS

The null hypothesis stated no difference in number of revisions undertaken between male and female students. Females produced one more revision than did males during the same time span (see Figure 1). Females recorded a higher number of revisions. No statistical differences were found (see Table 1; $p=.08$). The hypothesis was accepted.

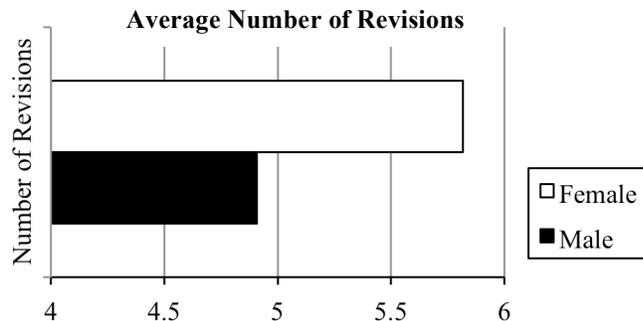


Figure 1. Males revised the paper fewer times than females.

	Male	Female	T-Test
Number of Revisions	4.91	5.82	0.08

Table 1. No significant difference occurred between number of revisions for males and females.

DISCUSSION

The purpose of this study was to examine the effect of revision opportunities between genders. Students were provided the opportunity to revise a written assignment as frequently as time would allow. Many university students in Kinesiology chose to revise written work an average 5-6 times. The writing revision study in Kinesiology simultaneously involved 74 students. Twenty-two ($N=22$) students were selected randomly to participate in the revision tracking system. In addition, TA training seminars and workshops were conducted immediately prior to grading sessions in which grading rubrics were discussed and practiced. Overall, females demonstrated a slight advantage in number of revisions. Explanation for this slight variation was related to long held expected gender bias. "...[Males] remain[ed] unmotivated and demonstrate [d] a particular resistance to revisiting and revising... written work (Jones & Myhill, 2007, p. 458).

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- Vardi, I. (2009). The relationship between feedback and change in tertiary student writing in the disciplines. *International Journal of Teaching and Learning in Higher Education*, 20(3), 350-361.

5:55 to 6:40 PM

Washoe BC

Title: Ligament Orientation as a Predisposing Factor of Laxity Application on Knee Ligaments

Presenters: Victoria Boulti & Panayotis Gigis (Aristotle University of Thessaloniki, Greece)

Ligaments orientation can be determined via MRI scans. The orientation of the ligaments can be determined by the use of polar coordinates. After calculating the safe displacement of each ligament of the joint, the displacements are combined to determine the displacement where two or more ligaments absorb the external load. In order to determine the limits of safe displacement of the tibia in respect to anatomical variations of the anterior cruciate and the medial collateral ligament insertions, seventeen individuals underwent MRI scanning with the knee in full extension, after an acute injury that did not involve any of the knee ligaments. The mean length and the ligaments' angle θ (formed by the ligament and the longitudinal axis) were measured. Differences reaching 15.8% were found among the patients. This approximation leads to the conclusion that anatomical variations predispose to subluxation and might be a cause of ligament injury as a result of preconditioning.

References:

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2011 WSKW Annual Conference

Convention Sessions – Thursday, October 13, 2011

7:00 to 8:00 AM

Washoe A

Central Committee Breakfast

8:15 to 8:30 AM

Washoe DEF

President's Welcome

8:30 to 9:30 AM

Washoe DEF

General Session: Keynote Presentation

Kathy Munoz, Humboldt State University

9:30 to 9:35 AM

BREAK

9:35 to 10:15 AM

Washoe BC

Title: Protecting Academic Freedom in College Kinesiology Departments (A Follow-Up)

Presenters: Brett Holt, University of Vermont

Socrates was neither the first nor the last academic to face loss and/or persecution of Academic Freedom (a core value of academic institutions). During this session we will discuss both the importance of academic freedom and the detrimental/hindering effects that governing bodies (much to their disregard of Academic Freedom) can be eliminated. Last year, many professionals engaged in a well thought out discussion on the limits that have been placed either by University or Nationally governing bodies (appointed) concerning an academics right to be a professional and engage in academic research. This year, I propose to follow up that discussion with some suggested ideas from professionals on how to deal with these governing bodies, change the societal make-up of said bodies, and most importantly, protect the freedom that we have entrusted our highest educated members of society to engage. Last year, many detrimental policies were presented and some solutions garnered. This year, I hope to update on new policies, which may infringe on Academic Freedom and offer solutions thought out by academic professionals.

9:45 to 11:40 AM

Washoe DEF

R.D. Peavy Papers Poster Session #1

President: Matt Silvers, Whitworth University (WA)

Research Critique Abstracts

Adrian Bojorquez – EWU – Gender Energy Preference During Exercise

K Brandt – Whitworth – Headaches Play a Toll on an Individual's Life

K Brandt – Whitworth – Sport Drinks on Endurance Performances

A Eskew – Whitworth – Constraint Movement Therapy Improved

A Eskew – Whitworth – Gait Therapy With Treadmill and Body-Weight

T Esqueda – Whitworth – Effectiveness of Creatine on Swimming Rats

T Esqueda – Whitworth – Sprinting Increases Muscle Metabolism

I Fonken – Whitworth – Bone Density and Water Exercise
I Fonken – Whitworth – Effect of School on Tired Teens' Sleep
T Hill – Whitworth – Arched Versus Non-Arched Foot Posture
T Hill – Whitworth – Predicting Endurance Performance
M Himmel – Whitworth – Orthosis Versus Treadmill for DS Children
M Himmel – Whitworth – Video Games and Cardiovascular Problems
C Means – Whitworth – Insomnia and Computers in Adolescents
C Means – Whitworth – Effects of Gum on Moods and Stress Levels
C Northcott – Whitworth – Strength Effects of Caffeine in Women
C Northcott – Whitworth – Cherry Juice Effects on Muscle Pain
T Norton – Whitworth – Impact of Youth Sports on Health Behaviors
T Norton – Whitworth – Pedometer Gait Training for Cerebral Palsy
M Seely – Whitworth – Rapid Allergen Vaccination Immunotherapy
M Seely – Whitworth – Injuries Occuring in Elite Greek Gymnasts
V Shufeldt – Whitworth – Disordered Eating Effect on Nutrient Intakes
V Shufeldt – Whitworth – The Effect of Music on Exercise Performance
D Smith – EWU – Post Aerobic Exercise Mood Disturbance
M Waldorf – Whitworth – Difficulties in Childhood Sleep Habits
M Waldorf – Whitworth – The Effect of Allergies on Asthmatic Patients
E Watt – Whitworth – Disease and Illness in American Foods

Literature Review Abstracts – Session 1

C Bergman – WSU – Physical Activity in Youth and Adolescents
J Friedly – Whitworth – Altitude Training and Performance Athletes
J Friedly – Whitworth – Benefits of Heavy Weight Circuit Training
L Hines – Idaho – ROTC Fitness, Nutrition, and Injury Prevention
N Hoiness – Whitworth – Exercise Therapy for Heart Failure
N Hoiness – Whitworth – Effects of Using Glucosamine Supplements
K Johnson – Whitworth – ACL Injury Preventative Programs
K Johnson – Whitworth – Meniscus Injury Leading to Osteoarthritis
G Kendall – UVU – Exercise Recovery of Compression Garments
J Klute – Whitworth – Hormone Regulation in Resistance Training
D Kym – Whitworth – Benefits of High Intensity Interval Training
D Kym – Whitworth – ACL Injuries in Female Athletes
J Parker – Whitworth – Rehabilitation of Hemophilia Patients
J Parker – Whitworth – Non-Linear Dynamics in Health Care
S Peterson – Whitworth – Spaceflight and the Musculoskeletal System
K Rosqvist – UVU – Analysis of Barefoot vs. Shod Running
M Smith – UVU – Motor Ability With Speech

9:45 to 11:05 AM

Washoe A

Faculty Poster Session

Title: The Effects of Extrinsic Rewards on Internal Motivation of Senior Athletes
Presenters: Miner, M.V., and Boyer, B.H., (Utah Valley University)

Title: Sensory Training: Nike Strobe
Presenters: Smith, T., Lambson, R., and DeBeliso, M. (Southern Utah University)

Title: International Service Learning for Kinesiology Majors: Outcomes and Reflections
Presenters: Heesu, L., Hosung, S., Hyun-Kyoung, O., Minhyun, K., Hyungsuk, C., Cuauhtemoc, C., and Jeeyoung, K. (California State University San Bernadino)

Title: Does Physical Activity Affect Physical Self-Concept?

Presenters: Jeeyoung, K., Hosung, S., Hyun-Kyoung, O., Cuauhtemoc, C., Minhyun, K., Heesu, L., and Hyungsuk, C., (California State University San Bernadino)

Title: Effects of 8-Week Taekwondo Classes on Perception Changes Towards Educational Domains

Presenters: Minhyun, K., Heesu, L., Hyun-Kyoung, O., Cuauhtemoc, C., Hyungsuk, C., and Hosung, S., (California State University San Bernadino)

Title: Physical Education in the OECD Nations: Comparison and Analysis

Presenters: Hyungsuk, C., Minhyun, K., Heesu, L., Jeeyoung, K., Hosung, S., Cuauhtemoc, C., and Hyun-Kyoung, O. (California State University San Bernadino)

Title: Effect of Horseback-Riding Exercise Program on the Physical Fitness, Growth Factor, and Body Posture of Middle School Students

Presenters: Cho, H. (Yong-In University), Kim, D. (California State University, San Bernardino), Jung, T. (Suwon University), and Lee, J. (Yong-In University)

Title: Potential Effects of Horseback-Riding Exercise on the Physical Self-Concept, School Adjustment, and Psychological Well-Being of Youth

Presenters: Cho, H.G. (Yong-In University), Kim, D.H. (California State University, San Bernardino), Choi, H.H. (Michigan State University), Kim, H.K. (Myoung-Ji University), Lee, J.W. (Yong-In University), and Oh, H.K. (California State University, San Bernardino).

10:20 to 11:05 AM

Washoe BC

Title: Lifetime Weight Management: Should I Exercise?

Presenters: Werner Hoeger, Boise State University

A hotly debated current topic in the fitness industry is the exercise volume required for adequate weight management. Depending on the degree of the initial weight problem and the person's fitness level, there appears to be a difference in the volume of exercise that is most conducive toward adequate weight loss, weight loss maintenance, and weight management. In terms of overall weight loss, there is controversy regarding the optimal exercise dose. Early research indicated that vigorous-intensity exercise triggers more fat loss than light- to moderate-intensity exercise. Recently, however, it has been suggested that when attempting to lose weight, particularly for women, lengthy exercise sessions may not be helpful because they actually trigger greater food consumption following exercise; whereas shorter exercise sessions do not lead to a greater caloric intake. Thus, some people think that the potential weight reduction effect of lengthy exercise sessions may be attenuated because people end up eating more food when they exercise. This presentation will examine the most recent findings in this area and provide an answer to the role of light- vs. vigorous-intensity exercise in lifetime weight management.

11:10 to 11:40 AM

Washoe BC

Title: Physical Fitness & Academic Performance: A powerful connection!

Presenters: Robert K. Thomas, EdD (La Sierra University)

Evidence continues to accumulate about the relationship between physical fitness and academic performance. The goals for this session include: 1) exploring the relationship between physical fitness and academic performance; 2) exploring the relationship between physical activity and brain function; 3) identifying possible applications for this information; and 4) identifying potential resources and partners for taking action. This session will include a presentation as well as some interactive elements with the attendees in the spirit of WSKW where "the conferees are the program".

11:45 to 12:15 PM

Washoe DEF

G. Arthur Broten Young Scholar Presentation

Award Winner: Stefan Ward, Central Washington University

Title: Impact of a Service Learning Project on Health Promotion among Micronesian Youth

Presenters: Stefan Ward and Rebecca Pearson, Central Washington University

11:45 to 12:15 PM

Washoe BC

Title: Legal Challenges to the NCAA's Collegiate Model: Potential Problems in the Future?

Presenter: Mark S. Nagel, University of South Carolina

The National Collegiate Athletic Association (NCAA) has long maintained that its primary purpose is education (Byers, 1995; Brand, 2006). The continual marketing of its "educational" practices has enabled its members to shrewdly establish a variety of rules, regulations, and practices that are more closely aligned with a "commercial" logic (Southall & Nagel, 2008). Although the NCAA and its members that compete in "Big-Time" intercollegiate athletics have effectively existed with this seemingly contradictory system in place without much public interest, a variety of recent legal inquiries and challenges have drawn greater scrutiny to the NCAA's "collegiate model." This presentation will explore some of the recent research that has questioned the NCAA's legitimacy as an "educational" entity and will discuss Congressman Bill Thomas' 2006 letter to the NCAA regarding its tax-exempt status and the *O'Bannon v NCAA* case that is currently planned to proceed to trial in 2013. The presentation will investigate a potentially changing landscape for college sport in the future.

References:

Brand, M. (2006, January 7). 2006 NCAA state of the association. Retrieved June 10, 2011, from

<http://www.ncaa.org/wps/wcm/myconnect/public/ncaa/about+the+ncaa/who+we+are/myles+brand+legacy/legacy+of+leadership/2006+ncaa+state+of+the+association>

Byers, W. (1995). *Unsportsmanlike conduct*. Ann Arbor, MI: The University of Michigan Press.

O'Bannon v. National Collegiate Athletic Association. 2010 U.S. Dist. LEXIS 19170; 2010-1 Trade Cas. (CCH) P76,899

Southall, R. M., & Nagel, M. S. (2008). A case-study analysis of NCAA Division I women's basketball tournament broadcasts: Educational or commercial activity? *International Journal of Sport Communication*, 1(4), 516-533.

12:15 to 1:05 PM

Douglas

Lunch

1:05 to 1:45 PM

Douglas

General Session: E. C. Davis Lecture

Bill Napier, Walla Walla University

1:45 to 1:55 PM

BREAK

1:55 to 2:40 PM

Washoe BC

Title: Can the Humanities Blend with Wilderness Leadership Training?

Presenters: Don Lawrence, Ed.D., Azusa Pacific University

Is there a way to effectively blend a full semester of the Humanities with a wilderness leadership program? What would those initial semesters hold for academicians as well as wilderness leaders? What truly is the mission of such a program? The administration of Azusa Pacific University committed to a three-year trial to such a program and the results were astounding. This presentation is a qualitative as well as a quantitative account of the growth and development of the University's High Sierra Semester. It has since become a model for other universities to follow. The presentation includes a promotional DVD as well as a power point explanation of the program.

1:55 to 2:40 PM

Washoe A

Title: Improved Speed and Agility by Strengthening Hip Rotator Muscles in Male High School Soccer Players

Presenters: Jesse Nelson, MSCP; Mark DeBeliso, and Brian Lyons (Southern Utah University)

Twenty male high school soccer players were recruited to participate in the study involving the strengthening of hip rotator muscles. Nine athletes were in the experimental group, which involved medial and lateral hip rotation exercises, using latex chords. The control group consisted of eleven players who, along with the experimental group, participated in regular weight training, and soccer practice. The dependent variables involved three agility tests: the T-Test, the Hexagon Test, and the 20 Yard Shuttle Run, all timed in seconds. All athletes were pretested on each of the three agility drills at the beginning of the intervention. The experiment spanned nine weeks of training, with the experimental group performing three sets of the hip rotator exercises, in all four directions (medial rotation and lateral rotation, right leg and left leg), twice per week, in addition to their team's strength training program and practices. After the nine weeks of training the post-tests were administered in the same manner as the pretests. The pre-tests and post-tests were then compared between the experimental and control groups. Statistical analysis showed no difference between the two groups in their timed performance on the T-test (*p=0.12), Hexagon test (*p=0.35), and 20-yard shuttle run (*p=0.18). The research hypothesis, which stated that adding hip strengthening exercises for the experimental group would produce faster times (sec) on the agility tests, was rejected. It was concluded that the volume of training, which included three hours of exercise and practice per day, rendered the additional hip strengthening exercises insignificant. Repeating the experiment in the off-season, with a lower training volume, might produce different results.

1:55 to 2:40 PM

Washoe DEF

Panel Discussion: Hot Topic: What is the Purpose of Today's Kinesiology and Wellness Professional Organizations

Facilitator: Pete Van Mullem (Central Washington University)

Panelists: Sharon Stoll (University of Idaho), Carole Casten (Cal-State Dominquez Hills), and Larry Bruya (Washington State University)

What is the purpose of professional organizations in academia today, more specifically for kinesiology and wellness professionals? The purpose of WSKW, as stated in the operating code, is to make every possible effort to improve the quality of the kinesiology and wellness programs in schools, colleges, and universities in the Western United States and Western Canada (WSKW, 2011). Is this belief held by the membership? Many professional organizations have seen a decline in membership as well as finding members who are willing to take an active part (Stoll, 2011). In this session, panelists will share their experiences and insight in working with a variety of professional organizations and the purpose of today's professional organization.

2:40 to 2:45 PM

BREAK

2:45 to 3:30 PM

Washoe BC

Title: Coaching Perspective: How Winning Female Coaches Define Success in Coaching

Presenters: Heather Van Mullem (Lewis-Clark State College) and Pete Van Mullem (Central Washington University)

Project: The purpose of this research was to examine how winning female coaches with a winning percentage of .700 or higher, at high schools and colleges/universities nationwide, define success in coaching. Even though the numbers of female sports participants have increased tremendously since the passage of Title IX in 1972, “the percentage of female coaches of women’s teams is [at the] second lowest in history” (Acosta & Carpenter, 2010, p. 2). Acosta and Carpenter (2010) indicate that in 1972 over 90% of head coaches of women’s teams were female. However, today only 42.6% of head coaches of female teams are females (Acosta & Carpenter, 2010). Much attention has been focused on examining possible reasons that have contributed to the decline in the number of women coaching women (Drago, Hennighausen, Rogers, Vescio & Stauffer, 2005). However, despite efforts to increase the percentage of active female head coaches coaching women’s teams (Women’s Sports Foundation, 2009), the number of women coaching women has yet to significantly change (Acosta & Carpenter, 2010). As we continue to explore potential reasons for this decline, it is equally important to further examine ways to help prepare female coaches to be successful (Women’s Sports Foundation, 2009). A vital part of this conversation must address how accomplished coaches themselves define success.

Means: As a coach, success in sport is often defined by the number of victories achieved. However, success may be characterized in other ways. Furthermore, it can be achieved through a variety of different methods. This session will examine how winning female coaches define success in coaching. Based on an online survey of over 1,000 coaches from multiple competitive levels nationwide, 33 female respondents with a winning percentage of over .700 provided insight into their perspective on being a successful coach.

Outcome & Reflection: This session will: 1) Examine the responses given by female coaches at the high school and college/university competitive levels nationwide that address how they define success in coaching; 2) Provide session participants an opportunity to examine their own educational process in becoming a coach and the impact it had on their own winning percentage; and 3) Discover and consider future methods that can enhance the learning process of a coach and thus prepare female coaches for future success.

References:

- Acosta, V. & Carpenter, L. (2010). Women in intercollegiate sport: A longitudinal, national study thirty-three year update, 1977-2010. Retrieved June 14, 2011 from <http://www.acostacarpenter.org/2010pdf%20combined%20final.pdf>.
- Drago, R., Hennighausen, L., Rogers, J., Vescio, T. & Stauffer, K.D. (2005). Final report for CAGE: The coaching and gender equity project. Retrieved June 14, 2011 from <http://lsir.la.psu.edu/workfam/CAGE.htm>.
- Womens Sports Foundation (2009). Special issues for coaches of women’s sports. Retrieved June 14, 2011 from <http://www.womenssportsfoundation.org/Content/Articles/Issues/Coaching/W...>

2:45 to 3:30 PM

Washoe A

Title: Effect of 1 or 3 Spotters on State Anxiety and Self Confidence During Maximal Squatting

Presenters: Drew Rykert, Mark DeBeliso, and Brian Lyons, Southern Utah University

Project: The ideal performance is marked by psychological and physiological efficiency [i.e. employing only the amount of psychic and physical energy required to perform the task] (Brody & Hagfield, 2008). The effects of anxiety and self-confidence can alter the efficiency of performance. **Means:** Hackfort and Schwenkmezger (1989) have reported, “The intensity and duration of the anxious state alternates according to; the amount of stressful stimuli the athlete encounters, and the period of subjective threat created by the stimuli. According to Cox, Martens and Russel (1990), testing these notions during a significant sport contest is nearly impossible. However, the weight room atmosphere can be controlled and manipulated better than live competition. **Outcome:** This study attempted to identify the anxiety and self-confidence of 131 high school weight lifters in a one repetition maximum (1RM) Squat

and determine if anxiety can be reduced and self-confidence increased, with one or three spotters. **Reflection:** The hypothesis of this study was that those students that had three spotters during a 1RM Squat would have lower levels of anxiety and higher levels of self-confidence than those with one spotter. From the present research, results show that there was no significant difference between 1 spotter or 3 spotters in pre-competitive state anxiety, however, there were patterns that proved counter to our hypothesis that state anxiety levels can be reduced and self-confidence levels can be increased with 3 spotters during a 1RM Squat.

References:

- Brody, E.B. & Hatfield, B.D. (2008). Psychology of athletic preparation and performance.
Cox, R.H., & Martens, M.P. & Russell, W.D. (2003). Measuring anxiety in athletes: The Revised Competitive State Anxiety Inventory-2. *Journal of Sport & Exercise Psychology*, 25, 519-533.
Hackfort, D. & Schwenkmezger, P. (1989). Measuring anxiety in sports: Perspectives and problems. In D. Hackfort & C. D. Spielberger (Eds.), *Anxiety in Sports: An International Perspective*. (pp. 55-74). Washington, DC:

2:45 to 3:30 PM

Washoe DEF

Panel Discussion: Student Performance in the Classroom (Faculty Panel)

Facilitator: Jason Slack, Utah Valley University

Panelists: Larry Bruya (Washington State University), Laura Fenton (La Sierra University), Matt Silvers (Whitworth University)

Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns. Content is presented in a manner that reduces all students' experiences of marginalization and, wherever possible, helps students understand that individuals' experiences, values, and perspectives influence how they construct knowledge in any field or discipline. Student performance in the classroom may be determined by their ability to interact with the material being presented and then construct a knowledge base that will allow them to express this knowledge base. Performance can be measured or evaluated in many ways or by several different methods; this session will allow us to interact and discuss "Student Performance in the Classroom."

3:30 to 3:35 PM

BREAK

3:35 to 4:15 PM

Washoe A

Round Table: Western Society Review (Future Considerations)

Facilitator: Brian Sather (Eastern Oregon University)

During this open session all members are invited to discuss the future direction of the WSKW publications and information management. The session will begin with an overview of the WSR's purpose and be followed by a facilitated discussion on how the Western Society Review and other publications can be enhanced to continue to serve the membership and meet the growing demands of an online submission and dissemination format.

3:35 to 4:15 PM

Washoe BC

Title: The Changing Landscape of Western Canadian Amateur Sport

Presenters: Daniel W. Balderson, University of Lethbridge

Project: The delivery of amateur sport across Western Canada has changed dramatically over the past 10 years (Way, Repp, & Brennan, 2010). Prior to this change, sport instruction and competition was primarily delivered by community sport organizations (e.g., minor hockey association). School-based sports were limited to after school programs and were delivered by volunteer coaches and often times limited schedules and competition. Today, sport instruction and competition has found its way into schools, during school hours. This presentation will highlight this growing phenomenon in Western Canada (British Columbia, Alberta, and Saskatchewan) and discuss reasons for this emerging trend.

Means: Through a case study approach, multiple sport academies (also know as sport schools) across Western Canada were interviewed to determine how the school began, what do they offer in terms of programming, how is the school funded, what is the experience like for a student athlete, and what are the challenges in providing this form of alternative education.

Outcome: Academy programs have been developed for a variety of reasons. First, some schools are interested in providing a venue for an elite athlete to develop and provide support as they balance academics and their sport. They cite multiple European models of sport programs for amateur athletes (reference). Other sport academies were developed in rural locations to increase pupil enrollment and stave off school closure. Some academies identified the failure of interschool athletics to provide adequate coaching and competition for developing athletes. The balance between academics and athletics is varied based on the specific academy but most of the elite programs spend mornings pursuing academics and afternoons pursuing athletics. The afternoon classed are usually tied into the Career and Technology Studies Curriculum (CTS) so they are gaining some credit hours towards graduation. Identified programs were placed into three categories.

- 1) Elite Teams (travel and play across North America, high tuition fees, professional coaches).
- 2) Skill Development Programs (extra instruction in sport specific areas, highly skilled/ trained coaches)
- 3) Specialty Programs (e.g. equine assisted psychotherapy, rodeo)

Funding is a source of concern for the majority of interviewed schools. Government grants are not being renewed and therefore academies are looking for ways to generate income and become self- sufficient.

Reflection: The sport academy phenomenon in Western Canada is growing rapidly. There are multiple reasons for this trend. Challenges in funding, communication, and general growth and developing are occurring. Future research should continue to describe these programs and document the effects on students, schools, and communities.

References:

- Radtke, S. & Coalter, F. (2007). Sport Schools: An International Review Stirling, UK: University of Stirling
- Way, R., Repp, C., & Brennan, T. Sport schools in Canada: The future is here. Canadian Sport Centre, Pacific: Vancouver.

3:35 to 4:15 PM

Washoe DEF

Panel Discussion: Kinesiology Student Performance and Instruction in the Classroom

Facilitator: Matt Silvers, Whitworth University

Panelists: WSU Students - Advisor: Larry Bruya, Washington State University; 1) Aaron Burns (pre-requirements to receive a grade: called gate requirements), 2) Garrett Comfort (Under grad TA Organization), 3) Hotaka Maeda (Student Research), 4) Zachary Cole (Technical Writing skills), 5) T. J. McCord (Re-writing Strategies), 6) Tyler Clifton (Referencing and Citation Format), 7) Caleb Dotson (Professionalism and Presentation Preparation), 8) Cassandra Bergman (Hands on in class practice), and 9) Reilly Costello (Individual –vs.- Group Learning)

In this session students will share their experiences with various teaching strategies that have engaged them in learning new materiel. A student panel will review examples educational activities and strategies that have positively and negatively impacted their learning and performance. Concepts of differing learning styles will be

discussed such as: visual, imitative, auditory, kinesthetic, and individual vs. group learning. Furthermore, from oration to guided discovery to hands-on practicing of psychomotor skills, students will discuss various teaching techniques as well as the attributes of instructors, both effective and ineffective in the instruction of the concepts of kinesiology.

4:15 to 4:20 PM BREAK

4:20 to 6:15 PM

Washoe DEF

R.D. Peavy Papers Session #2: Original Research

Presider: Matt Silvers, Whitworth University (WA)

A Burns – WSU – Confidence in Junior College Baseball Players

T Clifton – WSU – Group Cohesion and Intramural Football

Z Cole – WSU – Music Selection and Running Performance

G Comfort – WSU – Communication in Football

R. Costello – WSU – Motivation in Adolescents

K Dragoo – EWU – Effects of Caffeine on Ventilatory Kinetics

E Gonzalez – EWU – Caffeine Gum and its Effects on Supramaximal Cycle Time to Exhaustion

Cody Hamblin – UVU – Exercise Science and Community Health Students Compare the Benefits of Exercise and Nutrition

Daniel Jensen – UVU – Effects of Different Backpacks and Selected Gait Parameters

G Kendall – UVU – The Evaluation of the Proposed Fitness Gains Using Shake Weight

E Knecht – Idaho – The Effect of a Concussion Education Program on Youth Ice Hockey Coaches

H Maeda – WSU – Music and Extraversion on Free Throw Pace

H Maeda – WSU – Group Cohesion in Flag Football

H Maeda – WSU – Music Genre Preference: Running vs. Studying

T Mccord – WSU – The Effects of Exercise on Stress

L Meador – WSU – Aggression Levels in Combat Veterans

R Meloche – Windsor – Energy Balance Among Female Varsity Volleyball Players

J Wilson – WSU – Team Climate in High School Football

Original Project Abstracts:

C Calhoun – WSU – A Proposal: Team Climate, Attention and Interpersonal Style in Basketball

H Maeda – WSU – Coed Flag Football: The Diamond Offense

4:20 to 5:05 PM

Washoe BC

Panel Discussion: Online Teaching: Successful Strategies for Teaching Hybrid/Blended Courses

Facilitator: Sharon Stoll, University of Idaho

Panelists: Carole Casten (Cal-State University Dominguez Hills), Dale Mueller (Cal-State University Dominguez Hills), Jason Castillo (Universidad de Montemorelos), and Karen Rickel (Gonzaga University)

There is continual discussion about methodology for teaching online courses. However, many of the courses taught by Kinesiology and Wellness professionals now fall under the blended/hybrid model of instruction. Paul & Elder (2006) urge university professors to create learning opportunities that meaningfully engage students in the world and with each other, so they will be equipped to make well-informed choices about course content, professional behavior, and relationships in and out of the classroom. The panel will offer insight on successful approaches to teaching a hybrid/blended course to meet the needs of today's kinesiology student.

Paul, R. & Elder, L. (2006). Understanding the foundations of ethical reasoning. *The Foundation for Critical Thinking*. Retrieved from www.criticalthinking.org

5:10 to 6:00 PM

Washoe BC

Panel Discussion: The Role of a Sport Management Program in a Kinesiology Department

Facilitator: Pete Van Mullem, Central Washington University

Panelists: Roger Park (Gonzaga University), Heather Van Mullem (Lewis-Clark State College), Mark Nagel (University of South Carolina), Karen Rickel (Gonzaga University)

In 1966, Ohio University started the first graduate-level curriculum aimed at preparing students for jobs in the sport industry (Parks & Quarterman, 2003). With increasing student interest in the field of Sport Management, the growth in the number of sport management programs continues to proliferate in colleges and universities across the United States, with over 300 undergraduate and graduate programs offering degrees in the area of sport management (NASSM, 2010). Universities see the potential for high enrollment number and tuition dollars when considering the impact of adding a program in sport management program. One of the challenges is to determine which department the program will be housed in. Many sport management programs are housed in either Kinesiology or Business departments. In this session, panelists will offer insight and strategies into the dynamics of conducting a sport management program within a Kinesiology department.

Parks, J. B. & Quarterman, J. (2003). *Contemporary sport management*. Champaign, IL. Human Kinetics.

6:15 to 7:30 PM

Sapphire Room

WSKW Conference Social

2011 WSKW Annual Conference

Convention Sessions – Friday, October 14, 2011

6:00 to 7:30 AM

TBA

Fun Run

8:15 to 9:15 AM

Washoe BC

Round Table: WSKW Membership (Past, Present, and Future)

Facilitator: Jason Slack (Utah Valley University)

An open session for all members to discuss topics and issues related to membership in WSKW. A brief historical overview on being a member in the WSKW followed by a facilitated discussion on a number of topics including but not limited to: 1) sharing knowledge, 2) networking, 3) future ideas, 4) teaching tips, 5) affiliation, 6) fellowship, 7) mentorship, and 8) the opportunity to be a part of a program.

8:15 to 9:15 AM

Washoe DEF

Title: A Symposium on Student Performance Outside the Classroom:

Presentation #1: A Four Part System of Student Professional Performance

Presenters: C. Bergman, C. Dotson, R. Costello, A. Aspinall, and L.D. Bruya (Washington State University)

To care for the professionalism of students, preparation outside of the classroom was necessary. In some universities budget setbacks resulted in faculty educating 600+ student majors dwindling from over 20 to as few as 4 full time personnel. It was not uncommon to find several ‘clinical or one-year-contract’ faculty, and multiple ‘adjunct or’ ‘on demand’ one-class-cover faculty. Preparation focused on factual information with increasingly little consideration for connectivity or for what students were doing outside of the classroom to prepare for the profession. A model for responding to growing student needs in a lessening supportive university environment encompassed four parts. These four parts were used (see Figure 1) to maintain the equilibrium of students who found themselves increasingly without faculty support.

An Ancillary System of Student Performance

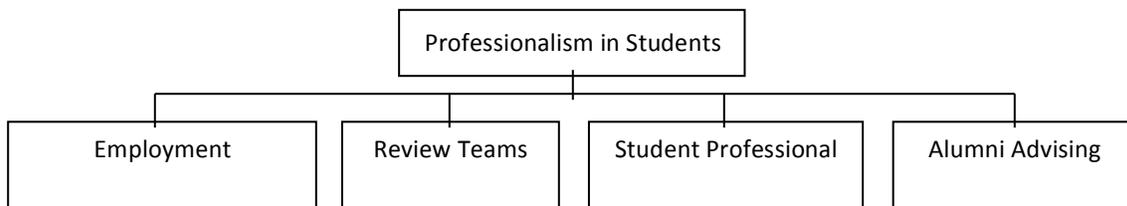


Figure 1. Advising for the profession is not always considered a part of course work. It is an activity that can be overlooked in the normal course of instruction.

Employment preparation was at the top of most student agenda's. But employment in the profession was difficult to accomplish unless a commitment to professionalism was made in the sophomore or junior year. Review team preparation with editing for student publication was one of the important professional commitments. Conferences developed, supported, and attended by students also was important. Alumni support followed these activities since many alumni were involved in the same culture while in school. All of these activities were maintained through student effort and know-how. With little guidance, student leaders were able to provide insight to other students resulting in decisions that fit better the need for personal competence and professionalism.

Presentation #2: Professional Preparation for Employment: Vita, Resume, Letters, Interviewing

Presenters: C. Dotson, W.M. Silvers, and L.D. Bruya (Washington State University)

Purpose. For graduating seniors, finding work was the priority. In student professional preparation, work was necessary for practitioner's field employment or pursuit of graduate school. This work was seldom provided in a class setting at the university – so the organization existed outside the classroom. Before establishing an employment system, students described the lack of preparation after 1-2 years in the field as, "I didn't learn any of the important stuff in school. That learning happened when I started to work." The work to which alumni/students referred was preparation for the job market – find employment. The purpose of this paper was to describe student led pre-preparation for the job search. How was a field specific vita, position oriented resume, individualized letter system of introduction, and interview preparation important? How did this traditional structure fit the new emphasis of websites and email correspondence? **Issue.** Students couldn't find volunteer experiences to provide a shadowing setting and also prepare for a chosen profession. To counter this, a student-to-student communication and advising system was established using email and texting. Content curriculum was organized by a leader student and example preparation products were established (vita, resume, letter system). **Process.** Students invited other students and five weeks of meetings led to: a personal field specific vita, a resume oriented toward a job identified through the internet, and mock letters of introduction later to be individualized for position and location of application. This process was completed in four weeks of intensive discussion between highly motivated students seeking professional employment. The fifth week focused on a person-to-person interview. One young professional volunteered and an interview of the most difficult questions was conducted. Success rate was in the high 90%. Position searches in the profession were successful. **Future.** The next step was to consider web site development and alumni mentors. Perhaps alumni can be recruited to advise exiting undergraduates. Alumni will ask tougher, more applicable questions during interview preparation. Alumni can conceivably help students find a professional niche.

Presentation #3: Student Conferencing Used for Idea Exchange

Presenters: A. Burns, H. Maeda, C. Dotson, Z. Cole, L. Catalano, A. Blehm, C. Sorenson, J. McGowan, W.M. Silvers, and L. D. Bruya (Washington State University)

Purpose. The conferencing network was an important in-service process for the profession. Usually, professionals in the work place attended. If developing student professionals was one of the goals for university matriculation, then conferencing was a part of preparation. The purpose of this paper was to determine a conferencing process that was used to help students understand the demands of the profession. What were the requirements for presentation at a professional conference? How did the review process for conference work? Did an accepted paper get published? **Issue.** A regional professional society was selected. The society was Kinesiology-profession specific. A core group of students attended the society regional conference with the goal to develop and prepare a local student conference. Society technical writing, presentation, and submission criterion were adopted by the student professional organization. **Process.** Students invited students from other area universities to develop a regional student organization with a conference as its main project. The Northwest Student Professional Network grass roots organization (NWSPN – established 2002) was formed. Together these students invited students from other universities to attend and present at conference. A semester of concerted effort by two conference coordinators yielded a conference with student reviewed and accepted paper presentations. Keynote speakers were located from local and state sites. Advertisement, posters, food services, and word of mouth were coordinated at a university facility to house the NWSPN Spring Conference. Photography was organized to record events. In the past year, eighteen (n=18) student papers were selected for presentation. Two keynote addresses were offered. Students from two universities participated. Papers were published in the student hard copy Journal (*WORKS*). **Future.** An online journal was prepared to record student work from the conference. An online editing and review system was planned. The system was extended to at least one other university for inclusion. An inter-university award system for professional level student work was planned.

Presentation #4: Professional Review Teams and Student Journal in Undergraduate School

Presenters: Z. Cole, H. Maeda, S. Arndt, J. Ulbright, W. McDaniel, C. Dotson, L. McCullough, J. Kerns, W. M. Silvers, and L. D. Bruya (Washington State University)

Purpose. The preparation of undergraduate students for the profession – that was the issue. Can students help each other? What type of non class work was needed to better prepare students for the highly competitive job market? Does professional presentation and writing play a role in the preparation? How was technical writing for the profession different from the prose taught as a part of English coursework? The purpose of this paper was to describe an advising and preparation system for students entering the profession. **Issue.** A regional professional society was selected. The society was profession specific. Society technical writing and presentation criteria were adopted by a student professional organization for use in meetings and preparation of organization documentation. A core group of students was prepared through a system of reviews to critique and edit technically written student submitted papers for publication in a student journal: Inter Rater Reliability was established at 93% agreement. **Process.** Students invited other students attending professional club meetings to prepare for the review and editing process. Four weeks of curriculum preparation in 1) format, 2) graphics, and 3) content helped reviewers (n=12) and editors (n=3) hone skills needed to pin-point revisions in student submitted work. A series of progressively more difficult-to-critique papers were presented to the review and editing team. Reliability scores were collected in each of the curriculum areas and pooled for overall established reliability between raters (reviewers & editors). Sixty papers were accepted from two hundred four papers submitted. The majority of the 60 papers were edited for format to fit student journal requirements. **Future.** Students from one university meet on Skype with students from another university to extend review team preparation through the Northwest Student Professional Network grass roots organization (NWSPN – established 2002). The system was being extended to at least one other university. An on-line publication format was prepared for the journal and the review system.

Presentation #5: ALUMNI-STUDENT ADVISING: A NEWSLETTER SYSTEM

Presenters: T.J. McCord, R. Harris, A. Jordan, and L.D. Bruya (Washington State University)

Purpose. Alumni were in the field working in the professional positions to which graduating seniors aspire. The difficulty was to establish a lasting connection between individual alumni and students aspiring to enter the same professional niche. The purpose of this paper was to determine if the newsletter format provided the needed connection between students and alumni. What was required in a student generated newsletter to alumni? How were alumni connected to individual students for professional advising? **Issue.** Past class roll sheets with emails were solicited from supportive faculty. An alumni base of 2000 past major students was established. Current undergraduates titled the newsletter *The Cougar Movement* in a popular name selection vote. Prescribed story length and language was established. Topic headers in 1) Academics, 2) Student Life/ Living Environments/Day Dreaming/Travel, 3) Sports, 4) Research in undergraduate (UG) school, 5) and TA Activities were used to categorize stories. **Process.** Newsletter editors began developing teams of students to edit stories received. As many as 400 student-generated stories were received in the first semester of the newsletter (1000 stories per semester is the target). Two student-edited and student-written newsletters per semester was the goal. Stories were submitted on Facebook. Email was used for transmitting the first two copies of *The Cougar Movement* to alumni. Feedback from alumni yielded a featured student section in the second edition. Featured students were generated from work presented at conferences, undergraduate research symposiums, and Honors College. A survey was included in every newsletter soliciting response from readers. Each newsletter carries a different survey that was repeated once per academic year. Editors anticipate that this technique will generate enough data to begin an analysis of the profession assisting in student selection of professional niches on which to focus. This should help students target better preparation strategies. **Future.** One questionnaire will focus on alumni volunteers for UG student Cougar Pal advising. A contact system was under development to pair students to Alumni volunteers (a pilot program of 10 UG/Alumni advising is targeted for F2011). A featured alumnus was considered for fall 2011.

9:15 to 9:20 AM

BREAK

9:20 to 10:15 AM

Washoe DEF

Panel Discussion: Coaching: Is it for YOU!

Facilitator: Heather Van Mullem, Lewis-Clark State College

Panelists: Don Lawrence (Azusa Pacific), Sharon Stoll (University of Idaho), and Hotaka Maeda (Washington State University)

Do you want to coach? How do you know if you are ready to lead young-athletes? Initially a novice coach reflects on their past playing experience for insight and guidance. Through longevity and experience in the profession, a coach gains numerous opportunities to reflect and learn from game scenarios and practice situations. The panel will offer insight and perspective on their experiences and strategies for beginning a career in coaching and balancing the role of teaching in the classroom and in the arena.

9:20 to 10:15 AM

Washoe BC

Title: A Comparative Analysis of the Perceived Priority of Professional Behaviors Between Undergraduate College Students and Graduate Programs in the Western United States in the Field of Exercise Science

Presenters: Boyer, B. H., Denney, P., Bohne, M., Slack, J., (Utah Valley University)

Introduction: It has been found that exposure to professional behaviors such as a regional professional conference did have a statistically significant effect on the students' perception of professional behaviors (1). Students also report that they feel like academic programs need to expose the students to the core values of professional behavior, and do it earlier in the students' academic experience. The importance of teaching core values to students has been confirmed by earlier research (2, 3). While this is a common complaint among students, the researcher found, along with other researchers that there is little evidence to confirm attitudes about professional behavior (4).

Purpose: The purpose of this study was to compare the perceived priority of professional behaviors between students and graduate programs in the western U.S. in the field of Exercise Science. The researcher hypothesizes that there is a significant difference in prioritizing professional behaviors between students and graduate programs.

Methods: For this study, a population of convenience (students and faculty from collegiate programs in Utah and/or, those who attended WSKW in fall of 2010) was utilized. College students and graduate collegiate programs (related to Exercise Science) were administered a one-page survey asking them to rank 10 listed professional behaviors from 1 to 10. The data was then statistically analyzed using a Kurskal-Wallace non parametric Ranks Test with alpha set at .05 to determine if there is a significant difference between students and graduate programs in their perception of professional behavior, and if so, how they differed.

Results: Of the ten variables being ranked, four showed significant difference those being: Work Experience, Letters of Recommendation, Attending a Professional Conference and Grade Point Average (GPA).

Discussion: Close examination and interpretation of the data confirms our hypothesis that there is a statistically significant difference between college students' and graduate programs' perception of professional behaviors. The effectiveness of establishing and teaching core values to impact professional behaviors have been demonstrated by other related professions (5, 6). It has been shown that achieving this recommendation regarding core values will likely result in more effective outcomes and student success (6, 7).

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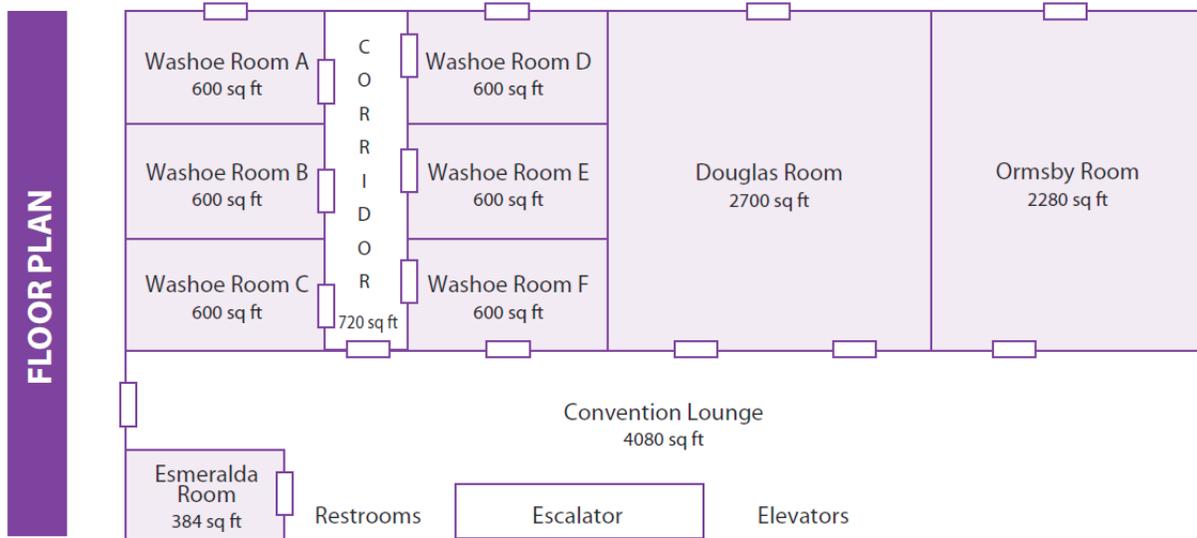
10:30 to Noon

Washoe DEF

Business Meeting (Open to all Members)

Robert A. Ring Convention Center – Floor Plan

Robert A. Ring Convention Center



Acknowledgments

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