

# **Western Society for Kinesiology and Wellness 57<sup>th</sup> Annual Conference**

***“Advocacy – Getting the Message Heard  
From Our Profession”***

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**October 10-12, 2012**  
Harrah's Reno  
219 North Center Street  
Reno, Nevada 89501

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

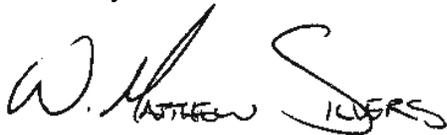
## **WELCOME FROM THE PRESIDENT-ELECT**

Welcome to the 57<sup>th</sup> Annual WSKW Conference! The strength of our organization lies in the leadership of experienced members and their continued commitment to mentor the next generation of kinesiology and wellness professionals. It was my priority to reflect this aspect of WSKW within the 2012 conference program. This year's hot topic will feature a diverse panel of speakers with experience that spans a broad variety of professional roles. Their thoughts, along with yours, should make for an engaging talk about the advocacy roles we have within the profession and community. Helen Higgs will enlighten us on the roles of leadership and human rights within sport during her keynote address. During the E.C. Davis lecture, Robert "Bob" Peavy will entertain us with his perspectives gleaned from a rich personal and professional life.

Soon the torch will be passed to the next generation of kinesiology and wellness professionals. In order to maintain and develop WSKW to meet the needs of the next generation of professionals, I encourage you to participate in all aspects of the conference (oral presentations, panels, roundtables, and poster sessions). The mix of presentations offered at this year's conference discuss, challenge, and provide attendees with opportunities to understand the purpose of WSKW and further enhance our organization. Also, on Friday the annual WSKW business meeting will be held in the morning and is open to all members – your input is appreciated at this meeting.

I am excited for this year's conference and I believe all of us have much to gain from the experience by actively engaging in the opportunities presented over the next few days. Enjoy the experience...

Sincerely,

A handwritten signature in black ink, appearing to read "W. Matthew Silvers". The signature is stylized and cursive.

W. Matthew Silvers, Ph.D., C.S.C.S.  
Whitworth University

## **PROGRAM CONTENTS**

Featured Speakers	
Keynote Speaker .....	4
E.C. Davis Lecturer .....	5
Young Scholar Award Recipients .....	7
2012 WSKW Leadership Team .....	8
Brief History of the Society .....	9
Conference Schedule at a Glance .....	13
Detailed Conference Schedule	
Wednesday, October 10, 2012 .....	16
Thursday, October 11, 2012 .....	16
Friday, October 12, 2012 .....	27
Conference Notes .....	31

## **2012 WSKW ANNUAL CONFERENCE FEATURED SPEAKERS**

### **Keynote Speaker**



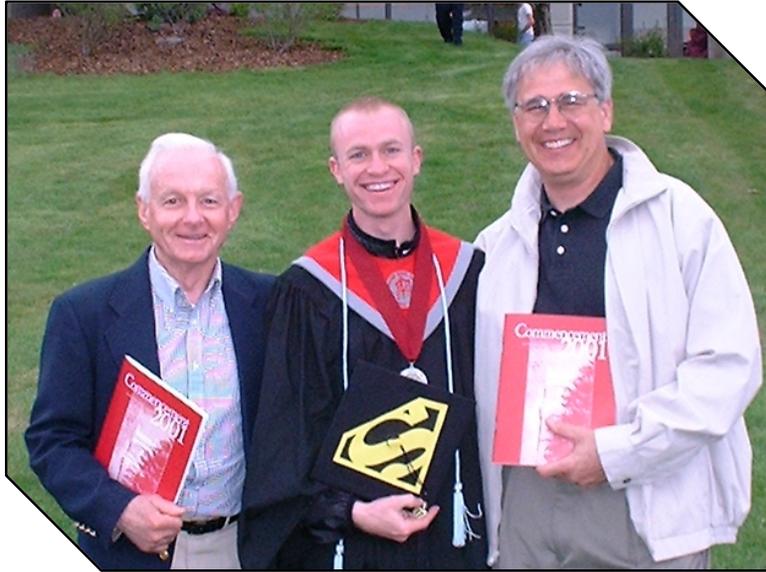
**Helen Higgs, Ph.D.  
Whitworth University**

Now in her 19th season at Whitworth University, Helen Higgs is the winningest and longest serving women's basketball coach in school history. Not only does she have a record of 263-192 heading into the 2012-13 season, the most wins in school history, her winning percentage of .578 is also the best all-time among Pirate women's basketball coaches. Since becoming members of the NCAA in 1999, Higgs put together the best stretch of records in school history. Whitworth went 124-53 (.700) in the seven seasons from 1999-2005.

Helen studied Elementary Education at University of Oregon and received a Master's Degree from University of Utah in special education. Helen recently completed her PhD in Leadership Studies at Gonzaga University, where she wrote her dissertation on Sports in Development: A Focus on Leadership and Human Rights, and hopes to continue doing research on how sports can be effectively used in developing countries to improve communication, collaboration, leadership and equality.

## 2012 WSKW ANNUAL CONFERENCE FEATURED SPEAKERS

### E.C. Davis Lecturer



From left: Bob Peavy, W. Matthew Silvers, Larry Bruya

### **Robert D. Peavy, Ph.D.** **Washington State University**

The Western Society for Kinesiology & Wellness (WSKW) welcomes Dr. Robert D. Peavy as the lecturer for the 2012 annual conference luncheon.

As one of his major contributions to WSKW, Dr. Peavy established and published the first *Young Scholars Monograph Series*. 1987-97, he served as editor and referee for articles submitted. In 1998, Craig Johnson of Saint Mary's College, volunteered to become editor of the *Monograph Series*. It is now in the capable hands of Heather Van Mullen of Lewis-Clark State College.

Serving students has always been a hallmark in Dr. Peavy's career. As program coordinator of the Physical Education Activities program at Washington State University, he successfully initiated several new courses. His interest in youth stimulated him to head WSU's Children's Summer Sports Program, which continued for 11 years.

Dr. Peavy coached WSU's men's gymnastics from 1969-80. He took his team from near the bottom in NCAA rankings to one of national prominence. His teams sported an Olympian and two All Americans.

During his career, Dr. Peavy has contributed to the support of women in the profession. As advisor for Phi Epsilon Kappa (National Honorary fraternity), he encouraged WSU's PEK organization to induct women. In 1976, Ohio State University's PEK program was first to induct females -- WSU's program was second! In 1991, Dr. Peavy selected "What's Fair Is Fair" as the theme for the WCPES (now WSKW) annual meeting as a tribute to women in the profession. In 2001, He nominated Carole Casten for the position of President-Elect. She was elected the following year (2002) and became the first woman elected president of our organization. In 2008, Sharon Stall was the next female president.

In our society, Dr. Peavy has participated in and made many presentations during his 43 years of attendance. He has seen changes in its structure and has enjoyed the growth and participation of undergraduate and graduate students

Some of Dr. Peavy's **strategic roles and critical professional leadership contributions** are: Den mother and cub scout pack master; Captain, United States Marine Corps; PTA president of Lincoln Middle School (Pullman); Director of WSU's Children's Summer Sports Camp; Advisor for Phi Epsilon Kappa (National Professional Physical Education Fraternity); WSU's Coordinator of the Physical Education Activities Program; Two-term president of the National Collegiate Gymnastics Coaches Association; and President of WCPES (now WSKW).

Dr. Peavy retired as professor emeritus from Washington State University in 1999.

## **2012 WSKW ANNUAL CONFERENCE YOUNG SCHOLAR AWARD RECIPIENTS**

A call is made each spring by WSKW for the Dr. G. Arthur Broten “Young Scholars” recognition program. This program provides the opportunity for young professionals in kinesiology and related fields to present professional papers that focus on issues within the profession. Original research, philosophical or position statements, or a summary of the present state of an issue may serve as the basis for the scholarly papers.

Candidates must be full-time faculty members in kinesiology or a related field at a college or university. The candidate must be employed within the WSKW geographical boundaries. Priority will be given to instructors and assistant professors seeking to establish themselves and their work at regional events. Selection of the papers is made on the basis of scholarly content, organization, and pertinence to the field. Authors who are selected are invited to present their papers in Reno, NV in the same calendar year the papers are submitted. For 2012, two award winners were selected...

### **Mark Perez, Ph.D., Central Washington University**

Dr. Perez is an assistant professor at Central Washington University where he currently teaches foundations courses in school health & physical education, curriculum & methods, and a variety of public health classes in the Physical Education, School, and Public Health program. He received his doctorate degree in Education from Capella University, a Master of Science degree in Health Education from Central Washington University, and a Bachelor of Arts degree in Physical Education from the University of Guam. Dr. Perez’s philosophy of teaching is that students need to be placed at the center of the learning process through constructivism and brain-based education. Incorporating different strategies to accommodate the variances of learning styles ultimately makes learning more meaningful, relevant, and fun. Dr. Perez’s research interests include learning style theory, active learning, curriculum & instruction, and wireless response pad (clicker) technology. His most recent research activity is in the area of positive youth development and service learning while accompanying university students on a study abroad program to the island of Guam.

### **Tyler Johnson, Ph.D., Boise State University**

Tyler Johnson completed his Ph.D. at Arizona State University in December 2007. His research interests include student motivation in physical education and adolescent physical activity levels. He recently conducted a study investigating the step count patterns and activity time of inner-city minority youth grades 5-8 and is currently preparing a manuscript that describes and analyzes the steps/day of youth living in urban, suburban, and rural settings. Prior to his doctoral studies, he taught junior high and high school health and physical education in Orem, Utah while completing a Master’s degree in Physical Education Pedagogy at Brigham Young University. He also served as an assistant varsity boys basketball coach and head coach of a freshman boys basketball team. He is passionate about designing and implementing positive physical activity and fitness experiences for young people. He loves all physical activity, especially golf, basketball, volleyball, ultimate, tennis, running, and strength training.

## **2012 WSKW ANNUAL CONFERENCE LEADERSHIP TEAM**

### **Officers**

**President:** Pete Van Mullem, Lewis-Clark State College

**President-Elect:** W. Matthew Silvers, Whitworth University

**Past President:** Brian Sather, Eastern Oregon University

**Executive Director:** John Ostarello, California State University, East Bay

**Treasurer:** Jason Slack, Utah Valley University

**Secretary:** Cuauhtemoc Carboni, University of New Mexico

**Historian:** Open

**Director of Communications:** Brian Sather, Eastern Oregon University

**Journal of Kinesiology and Wellness Editor:** Heather Van Mullem, Lewis-Clark State College

**R. D. Peavy Papers Coordinator:** Justin Ulbright, Whitworth University

**G. Arthur Broten “Young Scholars” Program Coordinator:** Heather Van Mullem, Lewis-Clark State College

### **Central Committee Representatives**

**Alaska:** Open

**Arizona:** Open

**Northern California:** Craig Johnson, Saint Mary’s University

**Southern California:** Hosung So, California State University, San Bernardino

**Canada:** Dan Balderson, University of Lethbridge

**Colorado:** Walt Hamerslough

**Hawaii:** Open

**Idaho:** Jane Shimon, Boise State University

**Montana:** Open

**Mexico:** Jason Aragon, Universidad de Montemorelos

**Nevada:** Open

**New Mexico:** Open

**Oregon:** Brian Sather, Eastern Oregon University

**Utah:** Bret Boyer, Utah Valley University

**Washington:** S. Roger Park, Gonzaga University

**Wyoming:** Open

**International:** Hosung So, California State University, San Bernardino

## **2012 WSKW ANNUAL CONFERENCE**

### **BRIEF HISTORY OF THE SOCIETY**

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

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

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

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

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

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

In 1988, Sam 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" have provided opportunities for students to be active participants at the conference.

In order to better represent the work of the Society and in recognition of the trend in the profession to move away from the term “physical education,” the membership initiated action to change the name of the organization. Following the 2004 meeting, the membership approved a name change to the Western Society for Kinesiology and Wellness (WSKW) to inaugurate its 50<sup>th</sup> 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 Wunningham, 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, Science Applications International Corporation (SAIC)  
2008 Sharon Stoll, University of Idaho  
2009 Boyd Foster, Gonzaga University  
2010 Robert Thomas, La Sierra University  
2011 Brian Sather, Eastern Oregon University  
2012 Pete Van Mullem, Lewis-Clark State College

### **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.  
1992 Joe Crowley, University of Nevada  
1993 Robert Dickens, University of Nevada  
1994 James Sallis, San Diego State University  
1995 Panel: Stan Sherer, Parks and Recreation, Sparks NV; Deno Paolini, Reno Athletic Club;  
Pat Cashill, Reno, NV  
1996 Robert Barr, Boise State University  
1997 Bruce Oglivie  
1998 James Frey, University of Nevada, Las Vegas  
1999 Amber Travsky, President's Council on Physical Fitness & Sport  
2000 Don Zingale, San Francisco State University  
2001 John Dunn, University of Utah  
2002 Robert Pangrazi, Arizona State University  
2003 Bonnie Mohnsen  
2004 Greg Payne, San Jose State University  
2005 Don Hall, CEO of Wellsorce. Inc.  
2006 Porter Lee Troutman, NYSP Director, University of Nevada, Las Vegas  
2007 John Massengale University of Nevada, Las Vegas  
2008 Bonnie Burns  
2009 Stacy Nelson

2010 Werner W.K. Hoeger, Boise State University  
2011 Kathy Munoz, Humboldt State University  
2012 Helen Higgs, Whitworth University

**E. C. Davis Lecturers**

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

**2012 WSKW CONFERENCE SCHEDULE AT A GLANCE**  
**SCHEDULE AT A GLANCE**

<b>Wednesday, October 10<sup>th</sup></b>			
<b>TIME</b>	<b>WASHOE DEF</b>	<b>WASHOE BC</b>	<b>WASHOE A</b>
4:30-6:30		<b>Registration (Lobby Outside Washoe Rooms)</b>	
4:30-5:30			Future Directions Meeting
6:00-7:30		Kickoff Social	

## 2012 WSKW CONFERENCE SCHEDULE AT A GLANCE

### SCHEDULE AT A GLANCE

<b>Thursday, October 11<sup>th</sup></b>			
<b>TIME</b>	<b>WASHOE DEF</b>	<b>WASHOE BC</b>	<b>WASHOE A</b>
7:00-8:00			Central Committee Meeting
8:15-8:30	President's Welcome		
8:30-9:20	H. Higgs – Advocating for Youth Sport in Developing Countries (Keynote Presentation)		
9:20-9:30	<b>Break</b>		
9:30-10:20	J. Ulbright – R. D. Peavy Papers Session #1 (RC and LR posters)	P. Van Mullem, H. Van Mullem, T. Grant, S. Stoll – Enhancing learning through technology: A collaboration project using Wiki pages (Oral Presentation)	
10:20-10:30		<b>Break</b>	
10:30-11:20		C. Inouye, L. Malavasi, N. Yarwasky – Fall prevention and fitness program for older adults: strategies for implementation among culturally diverse participants (Panel)	
11:20-11:30	<b>Break</b>		
11:30-12:20	H. Van Mullem – Young Scholar presentations	L. D. Bruya, K. Ryan, C. J. Woytovech, B. Shumate – Play behavior and playscape collaboration (Oral Presentation)	
12:20-1:00	Lunch (Douglas Room)		
1:00-1:50	R. D. Peavy – E. C. Davis Lecture (Douglas Room)		
1:50-2:00	<b>Break</b>		
2:00-2:50	S. Stoll, L. Bruya, B. Holt – What are the advocacy roles of professionals and professional organizations to improve health, fitness, and wellness? (Hot Topic)	S. R. Park, J. Gavigan, M. Brabazon – Recognizing a sponsor's name is different from being attracted to a sponsor (Oral Presentation)	Faculty & Graduate Student Research Poster Session
2:50-3:00	<b>Break</b>		
3:00-3:50	J. Aragon – Dietary habits of freshman college students and first year body composition changes (Oral Presentation)	P. Van Mullem – Young Scholar celebration: Perceptions and experiences of being a professional in academia (Panel)	
3:50-4:00	<b>Break</b>		
4:00-4:50	M. Nagel – An update of the NCAA's educational focus (Oral Presentation)	H. Van Mullem, L. Sterling – "I like to move it, move it!": Tips and strategies for planning a successful girls and women in sports day event at your school (Oral Presentation)	B. Holt, J. Osterello, L. D. Bruya, S. Stoll – Discussion on academic and intellectual freedoms for University professionals (Panel)
4:50-5:00	<b>Break</b>		
5:00-5:50	S. R. Park, M. Lootens, T. C. Imes – Measuring the effectiveness of tweeted contents for local professional sports franchises (Oral Presentation)	J. Vazquez, M. Perez, J. Corona, A. Jauregui – International kinesiology service learning: Reflections and outcomes (Round Table)	

## 2012 WSKW CONFERENCE SCHEDULE AT A GLANCE

### SCHEDULE AT A GLANCE

<b>Friday, October 12<sup>th</sup></b>			
<b>TIME</b>	<b>WASHOE DEF</b>	<b>WASHOE BC</b>	<b>WASHOE A</b>
7:00-8:00		Business Meeting	
8:00-8:50	S. Holt – A model for youth leadership (Oral Presentation)	N. Lawton – Exercise is... A discussion on marketing health, fitness, and wellness to various populations (Roundtable)	
8:50-9:00	<b>Break</b>		
9:00-9:50	J. Ulbright – R. D. Peavy Papers Session #2 (OR posters & presentations)	S. Ward, K. McFadden, E. Johnston, R. Pearson, M. Perez – Utilizing summer programs to promote wellness knowledge through physical education and health classes in Micronesia (Oral Presentation)	B. Boyer – Millennials’ – Who? What? and So What? (Round Table)
9:50-10:00	<b>Break</b>		
10:00-10:50		H. Van Mullem, L. Sterling – “Livin’ the Good Life!”: Incorporating health and wellness into our busy lives (Oral Presentation)	D. Balderson, S. Holt – Improving assessment practice in kinesiology and physical education courses (Panel)
10:50-11:00	<b>Break</b>		
11:00-11:50	P. Van Mullem, C. Croft – Building a career in coaching: How to get started (Oral Presentation)	W. M. Silvers, J. Ulbright, N. Lawton, B. Sather, Z. Heath – Social media and technology roles for the promotion of health, wellness, and fitness (Panel)	
11:50-12:00	Closing Remarks		

# 2012 WSKW ANNUAL CONFERENCE

## DETAILED SCHEDULE

### Conference Sessions – Wednesday, October 10, 2012

<b>4:00 to 6:30 PM</b> Registration	<b>Lobby (Outside Washoe Rooms)</b>
<b>4:30 to 5:30 PM</b> Future directions meeting	<b>Washoe A</b>
<b>6:00-7:30 PM</b> Kickoff social (light hors d'oeuvres provided, drinks at your own expense)	<b>Washoe BC</b>

### Conference Sessions – Thursday, October 11, 2012

<b>7:00 to 8:00 AM</b> Central committee meeting (no breakfast provided)	<b>Washoe A</b>
<b>8:15 to 8:30 AM</b> President's welcome	<b>Washoe DEF</b>
<b>8:30 to 9:20 AM</b> <b>Keynote Presentation</b> <b>Title:</b> Advocating for youth sport in developing countries <b>Presenter:</b> Helen Higgs, Whitworth University	<b>Washoe DEF</b>
<b>9:20 to 9:30 AM</b>	<b>BREAK</b>
<b>9:30 to 11:20 AM</b> <b>R. D. Peavy Papers – Session #1</b> <b>Facilitator:</b> Justin Ulbright, Whitworth University	<b>Washoe DEF</b>
<b>Research Critique Posters</b> <b>Title:</b> How depth jumps effect maximal strength <b>Presenter:</b> L. Beisley (Eastern Washington University)	
<b>Title:</b> Community-based rehabilitation in Africa <b>Presenter:</b> R. Boettcher (Whitworth University)	
<b>Title:</b> Rehabilitation effects on multiple sclerosis <b>Presenter:</b> R. Boettcher (Whitworth University)	
<b>Title:</b> Emotional benefits of running for women <b>Presenter:</b> B. Borla (Whitworth University)	
<b>Title:</b> Quality of health among latina immigrants <b>Presenter:</b> B. Borla (Whitworth University)	

**Title:** Assessing the safety of going higher  
**Presenter:** A. Calabro (Whitworth University)

**Title:** Maximum output from whole-body vibration  
**Presenter:** S. Carlson (Whitworth University)

**Title:** Neuromuscular activation rehabilitation  
**Presenter:** S. Carlson (Whitworth University)

**Title:** Strength training in overweight children  
**Presenter:** D. Childers (Eastern Washington University)

**Title:** Common injuries of track and field athletes  
**Presenter:** M. Enman (Whitworth University)

**Title:** Leg strength and total knee arthroplasty  
**Presenter:** E. Fonken (Whitworth University)

**Title:** Parkinson disease: exercise and self-efficacy  
**Presenter:** E. Fonken (Whitworth University)

**Title:** Alternative medicine benefits in HIV patients  
**Presenter:** B. Fowler (Whitworth University)

**Title:** Contamination of phones used in hospitals  
**Presenter:** B. Fowler (Whitworth University)

**Title:** Increasing oxygenation in ischemic tissue  
**Presenter:** P. Inouye (Whitworth University)

**Title:** Running economy based on footwear  
**Presenter:** M. Jarvis (Eastern Washington University)

**Title:** Early orthoses for Down Syndrome infants  
**Presenter:** J. Kelly (Whitworth University)

**Title:** Biomechanics of push and pull movements  
**Presenter:** D. Koerner (Eastern Washington University)

**Title:** Effects of music therapy in dementia patients  
**Presenter:** J. Loo (Whitworth University)

**Title:** Therapeutic yoga as schizophrenia treatment  
**Presenter:** J. Loo (Whitworth University)

**Title:** Exercise now may prevent osteoporosis later  
**Presenter:** A. Medlin (Eastern Washington University)

**Title:** MRI findings in lumbar disks of dancers  
**Presenter:** J. Newberg (Whitworth University)

**Title:** Yoga benefits, barriers, and cues  
**Presenter:** D. Olson (Whitworth University)

**Title:** Elbow flexion effects in pitching levels  
**Presenter:** B. Piek (Eastern Washington University)

**Title:** Sleep effects on memory  
**Presenter:** A. Reardon (Whitworth University)

**Title:** Internal fixation of humeral fractures  
**Presenter:** C. Rahn (Whitworth University)

**Title:** Vibration decreases bone and muscle loss  
**Presenter:** A. Vyakhk (Eastern Washington University)

**Title:** Drugs and mental health in the military  
**Presenter:** E. Watt (Eastern Washington University)

**Title:** Children crossing roads: dangerous?  
**Presenter:** C. Woytovech (Washington State University)

#### **Literature Review Posters**

**Title:** Physical inactivity and team climate  
**Presenter:** J. Balaban (Washington State University)

**Title:** Inspiratory muscle training on athletes  
**Presenter:** K. Brandt (Whitworth University)

**Title:** Effects of music on exercise performance  
**Presenter:** T. Esqueda (Whitworth University)

**Title:** Obesity and aggression  
**Presenter:** A. Gengnagel (Washington State University)

**Title:** Obesity and extrinsic motivation  
**Presenter:** S. Hinkle (Washington State University)

**Title:** Elite distance runners' energy usage  
**Presenter:** I. Fonken (Whitworth University)

**Title:** Anxiety about falls in the elderly  
**Presenter:** N. Imhoff (Washington State University)

**Title:** Impact of population on food production  
**Presenter:** B. Keeton (Washington State University)

**Title:** Physical inactivity and sport orientation  
**Presenter:** S. Lewis (Washington State University)

**Title:** The media and obesity  
**Presenter:** C. McDaniels (Washington State University)

**Title:** Obesity and listening skills  
**Presenter:** H. Oberst (Washington State University)

**Title:** Causes of aggression in sport  
**Presenter:** J. Radmall (Utah Valley University)

**Title:** Humeral fractures and radial nerve damage  
**Presenter:** C. Rahn (Whitworth University)

**Title:** Effects of exercise on idiopathic scoliosis  
**Presenter:** M. Seely (Whitworth University)

**Title:** Elderly falls and confidence  
**Presenter:** B. Shumate (Washington State University)

**Title:** Imagery and the treatment of obesity  
**Presenter:** J. Boettcher-Wells (Washington State University)

**Title:** Infants crawling vs. walking on slopes  
**Presenter:** C. Woytovech (Washington State University)

**9:30 to 10:20 AM**

**Washoe BC**

**Title:** Enhancing learning through technology: A collaboration project using Wiki pages

**Presenters:** Pete Van Mullem (Lewis-Clark State College), Heather Van Mullem (Lewis-Clark State College), Tom Grant (University of Idaho), Sharon Stoll (University of Idaho)

**Abstract:** PROJECT: 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. We will examine the process of coordinating, connecting, constructing, and assessing the effectiveness of a three-college/university collaboration activity for students using a variety of technological applications to construct knowledge through the development of a Wiki Page. During this project we provided students an opportunity to interact with the material we deemed valuable to their education, encouraging them to stretch their capabilities (Lang, 2006). MEANS: Over a four-week unit, students enrolled in one of three courses (philosophy of sport, values in sport, or sport ethics) at three different colleges/universities and were assigned into groups of 2 to 3 students to explore the topic of play, games, and sport. Each group then combined with groups at one of the other three colleges/universities, forming a collaboration group of 6 to 9 students. Faculty members coordinated and developed three Webinar sessions (one on play, one on games, and one on sport). Each faculty member created a Webinar using Adobe Connect, QuickTime, or YouTube for one of the three areas (play, games, or sport). After viewing all three webinars, each collaboration group communicated via the Wiki Space to develop a wiki page on the differences and similarities between play, games, and sport. OUTCOME & REFLECTION: The implications of utilizing collaborative and online techniques in teaching may create a learning environment that encourages growth and student interaction. Through collaborative participation in the project the students developed an individual commitment and ownership of the learning process (Auger, 2004). With an increasing trend toward meeting students through online methods, faculty may find this method more conducive to implementing collaborative efforts from different disciplines across campus or between different campuses. However, there are challenges in coordinating a collaborative activity using the online mediums presented in this project and therefore suggestions for success will be discussed.

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**10:20 to 10:30 AM**

**BREAK**

**10:30 to 11:20 AM**

**Washoe BC**

**Title:** Fall prevention and fitness program for older adults: strategies for implementation among culturally diverse participants

**Presenters:** Cathy Inouye, Leticia Malavasi, Nicole Yarwasky (California State University, East Bay)

**Abstract:** Faculty from the Kinesiology Department at California State University, East Bay are partnering with the Senior Support Program for the Tri-Valley (SSPTV) to provide a free of cost fall prevention/

fitness program for low-income seniors living in community dwellings in the cities of Pleasanton, Dublin, and Livermore (Tri-Valley). SSPTV is a non-profit organization that offers a range of services including exercise and nutrition programs, family caregiver support, and case management services. Their mission is to improve the quality of life, foster independence, promote safety and well being, and preserve the dignity of seniors. Concept: The increase in functional limitations stemming from lack of balance, strength, aerobic power, and flexibility are contributors that can be prevented or moderated by increasing physical fitness levels. Those seniors that maintain their fitness levels increase the likelihood of remaining in independent-living communities thus avoiding the higher costs of assisted living spaces. In addition, participation in an exercise program can increase social contacts, improve mood states, and decrease depression and isolation, conditions especially problematic in the senior population. In summer of 2011, the director of SSPTV asked CSU East Bay faculty to help assess the efficacy of their existing fitness fall prevention programs and invited us to collaboratively work on securing grants, as well establish a graduate internship program to assist with the exercise classes and assessments. After observing the classes and evaluating the participants, it was determined that there were minimal improvements in measures of fitness or fall prevention. Additionally, a cardiovascular component was lacking in the majority of classes. Position: As a result of our findings we redesigned and implemented a fitness/fall prevention program in spring 2012 that included a cardiovascular component along with a more intense focus on fitness components that will improve the quality of life and help participants maintain their independence. Lastly, we added assessments of mental health, specifically depression, and self-efficacy for falls since the elderly are more susceptible to depression and it is clear that physical activity can alleviate this condition. Upon implementation of our program, we became acutely aware of additional challenges in delivering our program to the site we had selected in that the majority of participants are non-English speaking. Ethnic diversity includes Chinese, Taiwanese, Filipino, Hispanic, Peruvian, and Portuguese to name a few. Therefore, it is the purpose of this panel is to introduce our fitness/fall prevention program and the challenges and strategies we have used in delivering such a program within a multicultural setting. Discussion: We plan to introduce the challenges and strategies used by two of our instructors for teaching a class from a multicultural perspective. We will discuss the barriers to exercise and how activities are adapted to more effectively reach a non-English, culturally diverse group of participants. We also hope that conference attendees will have additional insight/ideas on how to better serve this population. Reflection: The Bay Area is a highly diverse population representing a multicultural atmosphere that does not exclude the elderly population. Our promotion of health and fitness cannot overlook the fastest growing segment of our population and as such, our role as kinesiologists is to further understand barriers and develop strategies to best deliver wellness programs to a multicultural elderly population.

**11:20 to 11:30 AM**

**BREAK**

**11:30 to 12:20 PM**

**Washoe DEF**

**Title:** G. Arthur Broten Young Scholar Presentations

**Award Recipients & Presenters:** Mark Perez (Central Washington University), Tyler Johnson (Boise State University)

**11:30 to 12:20 PM**

**Washoe BC**

**Title:** Play behavior in a playscape and loose parts collaborative process

**Presenters:** C.J. Wotovech, B. Shumate, A. Woytovech, L.D. Bruya, K.A. Ryan, B. Martensen, A. Malkusak, J. Sievers

**Abstract:** Four independent studies constituted the incorporation of collaboration in the design and use of an outdoor natural Playscape and a Loose Parts elementary school play environment. Study #1 described the preparation process used to ready an adult design team to collaborate with children in a Playscape design process (*Design a Playscape: Participatory Collaboration* presented by K.A. Ryan and L.D. Bruya). Study #2 described a loose parts material setting in an elementary school play environment used to stimulate collaborative play behavior (*Loose Parts Play Encouraged Collaboration* presented by C.J. Woytovech, A. Woytovech, B. Shumate, K. Ryan, L. Bruya, A. Malkusak, J.A. Sievers). Study #3 described a collaborative process for the natural playscape (*Collaboration for a Natural Playscape* presented by B. Shumate, C.J. Woytovech, A. Woytovech, B. Martensen, K. Ryan, L. Bruya, A. Malkusak, J.A. Sievers). Study #4 described social grouping and the manner in which collaboration and cooperation

were facilitated socially during play (*Collaboration in a Social Group* presented by C.J. Woytovech, B. Shumate, A. Woytovech, K. Ryan, L. Bruya, A. Malkusak, J.A. Sievers ). The design process was collaborative to establish a loose parts environment made of natural and manmade materials. Children's ideas were incorporated during collaboration as a technique that evolved into a series of play behaviors to reflect cooperation with collaborative interactions. Social group analysis also reflected interaction patterns, which suggested collaboration.

**12:20 to 1:10 PM**  
**Lunch**

**Douglas**

**1:10-1:50 PM**  
**E. C. Davis Lecture**

**Douglas**

**Presenter:** Robert D. Peavy (Washington State University)

**1:50 to 2:00 PM**

**BREAK**

**2:00 to 3:50 PM**  
**Faculty & Graduate Student Poster Session**

**Washoe A**

**Title:** Eating disorders, eating attitudes, and reasons for exercise among high school cross country runners

**Presenters:** Guy Wadas, Mark DeBeliso (Southern Utah University)

**Title:** Push ups: valid and reliable measure of upper body strength for 11-12 year-old females

**Presenters:** Melanie Fotheringham, Mark DeBeliso (Southern Utah University)

**Title:** Correlation between body mass index and the Army physical fitness test standards of push-ups, sit-ups, and two-mile run in male ROTC cadets

**Presenters:** Kent Jones, Mark DeBeliso (Southern Utah University)

**Title:** The comparison of an eight week Tabata sprint training and strength program to a concurrent aerobic and strength program and their effects on strength, power, aerobic and anaerobic capacity

**Presenters:** Kali White, Mark DeBeliso (Southern Utah University)

**Title:** Relationship comparing mothers physical activity levels vs. children BMI classifications and mile times

**Presenters:** Brett Wilson, Mark DeBeliso (Southern Utah University)

**Title:** Fitness and enjoyment outcomes of a 9<sup>th</sup> grade physical education fitness training curriculum

**Presenters:** Scott Moorcroft, Jane Shimon (Boise State University)

**Title:** Anatomical variations as predisposing factors of degenerative arthritis of the hip

**Presenters:** Victoria Boulti, Aristotle University of Thessaloniki

**Title:** Effects of physical activity levels on physical state anxiety among college students

**Presenters:** Minhyun Kim (University of New Mexico), Hosung So (California State University, San Bernardino) Hyun-Kyoung Oh (California State University, San Bernardino), Eunjoo Cha (Chung-Ang University), Cuauhtemoc Carboni (University of New Mexico)

**Title:** Effects of levels of physical activity on physical self and social physique anxiety among college students

**Presenters:** Heesu Lee (University of South Carolina), Hosung So (California State University, San Bernardino), Hyun-Kyoung Oh (California State University, San Bernardino), Eunjoo Cha (Chung-Ang University), Soojin Yoo (University of Texas, Pan American)

**Title:** Relationships between physical activity and physical self-concept among college students  
**Presenters:** Hosung So (California State University, San Bernardino), Jeeyoung Kim (California State University, San Bernardino), Hyun-Kyoung Oh (California State University, San Bernardino), Junghoon Huh (Chung-Ang University/San Diego State University), Soojin Yoo (University of Texas, Pan American), Eunjoo Cha (Chung-Ang University)

**Title:** Examination of the friendly relations among Korean college dance majors using the social network analysis  
**Presenters:** Sungje Park, Eunjoo Cha (Chung-Ang University)

**Title:** Strength testing normative values using tactile array technology  
**Presenters:** John McChesney, Mark DeBeliso (Southern Utah University)

**Title:** Effects of a 20-week Taekwondo program on psychological stability and physical intelligence for Korean children with Down Syndrome  
**Presenters:** Young-Jae Kim (Chung-Ang University), Kyu-Yong Lee (Chung-Ang University), Yoon-Suk Cha (Chung-Ang University), Hosung So (California State University, San Bernardino), Hyun-Kyoung Oh (California State University, San Bernardino)

**2:00 to 2:50 PM**

**Washoe DEF**

**Title:** HOT TOPIC – What are the advocacy roles of professionals and professional organizations to improve health, fitness, and wellness?

**Presenters:** Sharon Stoll (University of Idaho), Larry Bruya (Washington State University), Brett Holt (University of Vermont)

**Moderator:** Jason Slack (Utah Valley University)

**2:00 to 2:50 PM**

**Washoe BC**

**Title:** Recognizing a sponsor's name is different from being attracted to a sponsor

**Presenters:** S. Roger Park (Gonzaga University), Jason Gavigan (Yakima Bears), Matt Brabazon (Gonzaga University)

**Abstract:** As mainstream sport sponsorship has become, it may be unreasonably optimistic to expect that simply placing product logos, banners, and signs at a sporting facility will automatically attract the sport spectator's attention (Choi, Stotlar, & Park, 2005; Park & Choi, 2011). A number of factors beyond simple logo exposure may determine the likelihood of a stimulus being attended to and remembered. For any given sign or logo, a number of factors work simultaneously to encourage and discourage the spectators' attention and memory. 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). Much has been made of sponsorship activation in the trade literature and in practice, no empirical effort to date has been made to determine the importance of sponsorship practices and on-site promotional activities that are used to place the brand in the consumer's active mental processing at the event. 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; Park & Choi, 2011). Thus, the main 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 can attract the eyes and attentions from the fans. This study also focuses to investigate if there is a gap between recalled sponsors' names (of which are asked by a paper and pencil survey) stand in the same line with the mentally and psychologically attracted sponsors (of which photos are taken by the research participants). A total of 27 graduate and undergraduate students (18 years or above) who were attending sport management program in a northwestern college of the United States were recruited on a voluntary basis. The participants attended the Spokane Shock games on March 12th, March 30th, and April 14th of 2012. The participants were educated about the purpose of this study, ethnographical view, and photo-journaling technique prior to attending the scheduled Spokane Shock's games. Research participants were asked to bring individual digital cameras (or camera phones) to perform their assigned tasks in the research. The participants were asked to take pictures throughout a three-hour duration with the digital

cameras (or camera phones) and the pictures were to represent the subject or scenes that catch the participant's attention. The participants were asked to walk around the venue during a game to better see the signs and logos from the diverse locations by interacting with sponsors, fans, and media, etc., except club seats and luxury suites, to which they had no access. Since the focus of this study was on evaluating visual effectiveness of sponsors' promotional activities, the participants were provided a short-essay assignment to the completed participants to review and explain the reason for taking the photo they had taken. The completion of the structured assignment was an essential component of data collection in this study, because the participants were given an opportunity to review and explain the reason for taking the photo they had taken. In the process of analyzing the photos and data, an in-depth understanding method than mere description-an analytical technique recommended by LeCompte & Preissle (1993) was used in order to fully benefit from a qualitative methodology. The data were organized around certain topics, key themes, or central questions for interpretations (Cassell & Symon, 2004). As Neuendorf (2002) suggested, inter-rater reliability was used since the researchers participated as human coders in content analysis. The coders corresponded their judgments to those from the typical person and calculated and reported percent of agreement for inter-rater reliability.

#### REFERENCES:

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**2:50 to 3:00 PM**

**BREAK**

**3:00 to 3:50 PM**

**Washoe DEF**

**Title:** Dietary habits of freshman college students and first year body composition changes

**Presenters:** Jason Aragon (Universidad de Montemorelos)

**Abstract:** PROJECT: Approximately 70% of Mexico's population is overweight (WHO, 2011). Children and adolescents make up about 40% of that statistic. Incoming university students are lacking basic nutritional knowledge and possess distorted dietary habits that could lead to the development of serious risk factors and other long term illnesses. At a time when the implementation of lifestyle habits are critical, if not final, professionals in the health/wellness sector must develop new strategies to educate the students. MEANS: All (350 approx.) of the university freshmen were part of the study from August – December 2011. Measurements used for body composition included; BMI, abdominal circumference, and body fat percent using bioimpedance. The instrument used to assess the dietary/nutritional habits was designed by faculty in the school of public health. It is made up of 12 questions regarding dietary habits. OUTCOME: There are several groups which can be compared within this particular study; vegetarian/non vegetarian, dorm/off campus residents, male/female, and weight gain/weight loss. More than 15% of the freshmen in the study showed significant weight gain in the first semester. The school cafeteria serves calorically dense foods high in carbohydrates and fat totaling 300 kcal. Among other possible culprits, there is the high consumption of beverages and snack foods. REFLECTION: This is the first tier of a multi-year study with hopes of establishing nutritional guidelines for the different departments involved in food service throughout the university. The student wellness department has already worked to change the curriculum to include weekly physical activity sessions as well as a standardized health class for all freshmen.

#### REFERENCES:

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**3:00 to 3:50 PM**

**Washoe BC**

**Title:** Young Scholar celebration: Perceptions and experiences of being a professional in academia

**Facilitator:** Pete Van Mullem (Lewis-Clark State College)

This panel session will honor past Dr. G. Arthur Broten Young Scholar Award Winners. Panelists will discuss their perceptions and experiences of being a professional in academia. These will be organized into three categories:

**Pursuing Scholarly Interests:** Mark Nagel (University of South Carolina), Stefan Ward (Central Washington University), W. Matthew Silvers (Whitworth University), Brian Sather (Eastern Oregon University)

**Teaching in Higher Education:** Jason Slack (Utah Valley University), Jane Shimon (Boise State University), Carole Casten (California State University, Dominguez Hills), Heather Van Mullem (Lewis-Clark State College)

**The Tenure and Promotion Process:** Fred Baldini (California State University, Sacramento), Bethany Shifflett (San Jose State University), Wendy Repovich (Eastern Washington University), Rob Thomas (LaSierra University)

**3:50 to 4:00 PM**

**BREAK**

**4:00 to 4:50 PM**

**Washoe DEF**

**Title:** An update of the NCAA's educational focus

**Presenter:** Mark Nagel (University of South Carolina)

**Abstract:** The National Collegiate Athletic Association (NCAA) has long maintained that its primary purpose is education (Byers, 1995; Brand, 2006). However, previous research has indicated that the NCAA and its corporate partners do not necessarily have education as a primary concern when undertaking the business of college sports (Southall, Nagel, Amis, & Southall, 2008; Southall & Nagel, 2011). This presentation provides an analysis of current NCAA practices compared to previous practices prior to Congressman William Thomas' 2006 letter questioning the NCAA's tax exempt status and the filing of a lawsuit by former UCLA basketball player Ed O'Bannon regarding misuse of his likeness. The presentation will primarily focus upon NCAA television broadcasts contents of NCAA memos and speeches, and NCAA mandated student-athlete statements.

**4:00 to 4:50 PM**

**Washoe BC**

**Title:** "I Like to Move it, Move it!": Tips and Strategies for Planning a Successful Girls & Women in Sports Day Event at Your School

**Presenters:** Heather Van Mullem (Lewis-Clark State College), Linda Sterling (Northwest Missouri State University)

**Abstract:** PROJECT: For 26 years, National Girls and Women in Sports Day (NGWSD) has been celebrated (AAHPERD, 2012). Across the nation, events are held "...to acknowledge the past and recognize current sport achievements, the positive influence of sports participation, and the continuing struggle for equality and access for women in sports" (AAHPERD, 2012). Overtime, this day has been celebrated in many different formats (i.e. speakers, movies, award ceremonies, or physical activity and/or sport clinics). This presentation will share tips and strategies for planning a Girls & Women in Sports Day event that follows the sport and physical activity session model. MEANS: The model shared in this presentation will describe a sport and physical activity clinic structure that is designed for girls in grades K-6. The primary objectives of this event design are: 1) To provide a safe, fun, and nurturing environment for young girls to engage in sport and physical activity, 2) To provide a safe and productive learning environment for young girls to learn new skills in a variety of sports and/or physical activities, 3) To provide a learning environment for young girls supported through positive female role modeling, and 4) To provide a service learning opportunity for our college/university students. OUTCOME: Today's female participants in sport are the products of a post-Title IX environment where opportunities for participation have been more readily available and public support for participation has grown with shifts in societal perceptions (Coakley, 2009). However, cultural expectations for appropriate, gendered behavior continues to influence how people think, feel, and behave. "Sport as a male domain has been strongly supported in the literature" (Ross & Shinew, 2008, p. 41). However, research is clear that engagement in sport and physical activity can reap its participants many rewards psychologically, physically, and socially (Women's Sports Foundation, 2011). Therefore, providing a fun opportunity to engage in physical activity

and learn new skills in a variety of sport and physical activities from positive female role models can contribute to the positive growth and wellness of young girls. Furthermore, this activity can also provide a positive opportunity for women to share their knowledge and experiences with youth. REFLECTION: This presentation will provide tips and strategies on how to establish and run a Girls and Women in Sports Day event that follows the sport and physical activity clinic session model. Suggested components for a successful event, marketing ideas, and a suggested timeline for event preparation will be provided. In addition, discussion will address using this event as a service learning activity for college/university students.

#### REFERENCES:

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#### 4:00 to 4:50 PM

#### Washoe A

**Title:** Discussion on academic and intellectual freedoms for university professionals

**Presenters:** Brett Holt (University of Vermont), John Osterello (California State University, East Bay), Larry Bruya (Washington State University), Sharon Stoll (University of Idaho)

**Abstract:** TOPIC: Over the last few WSKW conferences, the topic of several academic freedoms guaranteed to the professional academic community and the violations that have occurred have been discussed. The proposed panel members have had concurrent discussions following presentations and this year's WSKW conference will allow for a discussion between multiple faculty members with multiple experiences and viewpoints concerning academic/intellectual freedom and the infringements that have occurred. CONCEPT: As the discussion for this year's WSKW program is about both "advocacy" and "getting messages heard," it is important to visit, discuss and inform future professionals about the single most important message that they represent...which is their own "intellectual freedom." Many public colleges/universities and professional organizations purposefully or accidentally adopt policies that infringe upon an academic professional's right as members of the academy. Furthermore, future and current professionals need to be aware of strategies to deal with infringement of their freedoms.

POSITIONS: Although intellectual/academic freedoms are encouraged, we must also discuss the infringements on those freedoms and any consequences that may occur from removal or adjustment of any infringing policies. DISCUSSION: Academic/Intellectual freedom will be defined and examples provided, followed by the following six dangers to freedom: 1. Accreditation, 2. Budget, 3. Culture of Fear, 4. Media, 5. For-profit Colleges, and 6. Advocacy and conflict of interest. REFLECTION: The panel will reflect on the past but look toward the future of working within intellectual rights.

#### REFERENCES:

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#### 4:50 to 5:00 PM

#### BREAK

#### 5:00 to 5:50 PM

#### Washoe DEF

**Title:** Measuring the effectiveness of tweeted contents for local professional sports franchises

**Presenters:** S. Roger Park (Gonzaga University), Mark Lootens (Lethbridge Hurricanes), TC Imes (Gonzaga University)

**Abstract:** Social media has become an effective marketing communication tool in business (Dodds, P.

S., Harris, K. D., K. I. M., Bliss, C. A., & Danforth, C. M., 2011) and a set of clearly defined major functions have been identified, including conversation and dialogue, Collaboration and exchange, Self-expression and self communication, status updating and checking, information and news sharing, and marketing and advertising (Dijck, 2011). Social media marketing provides information on how to use social media tools and platforms to create and foster communities and relationships. Understanding what tools are available and how to use them effectively is key to success in social media marketing. Businesses also need to understand how they can reach out to their customers and, more importantly why they need to reach out to their customers. While the social media caught the significant attentions from the scholars and practitioners in the realm of sport business (Wertheim, July 4, 2011), few studies have been done to discuss how to measure the impact and/or effectiveness of social media marketing. Thus, the main purpose of this current study is to create the formula to measure the effectiveness of tweeted contents for local professional sports franchises. Secondly, this study focuses to develop a new instrumental scale to measure the perceived satisfaction of tweeted contents. College students in sport management class was informed about the general purpose of the study and the survey instrument was distributed during the class of "technology in sport" in a northwestern college of the United States. Afterwards, the participants completed the Perceived Satisfaction of Twitter Contents (PSTC) and the demographics questionnaires during sport management class. Twenty college students (75% male and 25% female) responded to the questionnaires. The participants' educational levels ranged from freshman (5%), to sophomore (35%), junior (45%), and senior (15%). All the participants were asked to sign up for twitter accounts unless they already had accounts. Then, they were asked to follow both Spokane Chiefs and Spokane Shock and read the created tweets. Then, they were asked to spend at least 20 minutes by reading the created tweets. After fully exposed to the twitter accounts of these 2 teams, they were asked to fill out the survey questions. The 5-item instrument was rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The item responses were summed up within only one dimension and the reliability of a dimension was .73. A demographic questionnaire was developed for this pilot study to obtain information concerning gender, educational level, and major. Secondly, the co-authors of this current study used to work for Spokane Chiefs and Shock and successfully provided the necessary data to develop the formula to measure the effectiveness of tweeted contents. The following formula has been developed and used for this study.  $F(x) = (\# \text{ of indegree influence} - \# \text{ of following influence}) + (\# \text{ of indegree influence}) * 0.1 + \# \text{ of produced tweets} * 0.1 + \# \text{ of retweet influence} * 0.1 + \# \text{ of mention influence} * 0.2 + (\# \text{ of reply influence}) * 0.1$ , Where Indegree influence is defined as "the number of followers of a user, directly indicates the size of the audience for that user" (Cha, et al., 2010, p. 12), Retweet influence which we measure through the number of retweets containing one's name, indicates the ability of that user to generate content with pass-along value. (Cha, et al., 2010, p. 12), Mention influence, which we measure through the number of mentions containing one's name, indicates the ability of that user to engage others in a conversation (Cha, et al., 2010, p. 12), following influence, which we measure through the number of followers by a user, and reply influence, which we measure through the number of tweets responded by the followers.

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**5:00 to 5:50 PM**

**Washoe BC**

**Title:** International kinesiology service learning: Reflections and outcomes

**Presenters:** Javier Vazquez, Michelle Perez, Jessica Corona, Angelica Jauregui (California State University, San Bernardino)

**Abstract:** Service learning can be conceptualized as a pedagogical model that connects meaningful community service experiences with academic course learning. Service-learning is a method of teaching, learning and reflecting, frequently youth service, throughout the community. As a teaching method, it falls

under the philosophy of experiential education. More specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common good. The purpose of this roundtable presentation includes: contexts for service learning, benefits and effectiveness of SL, essential elements of SL, and steps to develop and execute a SL strategy. In addition, this presentation introduces service learning projects for kinesiology majors in Korea and Thailand. Reflections from students participated in the SL will be presented and discussed in terms of benefits of SL that enriches student learning of course material, engages students in active learning that demonstrates the relevance of academic work for their life and career choices, and increases awareness of current societal issues as they relate to academic areas.

## Conference Sessions – Friday, October 11, 2012

**7:00 to 8:00 AM**

Business meeting (Open to all members, breakfast items provided)

**Washoe A**

**8:00 to 8:50 AM**

**Title:** A model for youth leadership

**Presenter:** Spencer W. Holt (HOP Leadership)

**Abstract:** PROJECT: Gordon (2002) suggests that leaders should be developed in natural setting because these setting provide opportunity to gain experience with collaboration, sharing and teamwork. To often leadership training is developed for individuals in there 30's to 50's where habits are already formed and ability for learning and growing is competing with multiple factors. The key to developing effective leaders needs to start in their youth and continue throughout their lives and careers. MEANS: Development of an effective leadership development program is something that schools and even successful organizations have struggled with over time. This research gives a practical and effective leadership development model for youth and is a building block for more advanced leadership principles once the kids are older and start a professional career. OUTCOME: This youth leadership development model is a practical solution for elementary schools, junior high schools, high school, sports programs, as well as youth community outreach programs. The leadership development model help youth develop key values and skills that serve as a foundation for effective leadership throughout their lives. REFLECTION: Giving youth practical leadership experiences will create better leaders for the future. To often people's first formal leadership development programs are when they enter into the job force or become a manager, it behooves anyone who teaches, coaches, or volunteers with youth to implement a leadership development program that starts to develop values and skills that will allow them to be successful leaders now and in the future.

**Washoe DEF**

**8:00 to 8:50 AM**

**Title:** Exercise is...?

**Facilitator:** Nate Lawton

**Abstract:** Is fitness a sport? Is exercise medicine? Will exercise make you look better? What makes someone "worth it"? Exercise is...? Marketing is essential to business, because it raises consumer awareness of the benefits of a product. But what is the product in the fitness industry? Is it fitness? Is it health? Is it wellness? Are these the same product? Would an increased awareness of the need for health, fitness, and wellness result in large-scale positive lifestyle changes in our society? Is the slogan more important than the product? Is a vast array of catch phrases and slogans necessary, or would a simple message reach a greater population? If the slogan is too simple will it be ineffective? Why are some slogans more successful than others? The purpose of this roundtable discussion is to explore the impact of marketing on the health and fitness industry, as well as consumers and health professionals. How can we as professionals improve the message? Do we need to?

**Washoe BC**

**8:50 to 9:00 AM**

**BREAK**

**9:00 to 10:50 AM**

**Washoe DEF**

## **R. D. Peavy Papers – Session #2**

**Facilitator:** Justin Ulbright, Whitworth University

**Title:** Effects of dynamic and PNF on vertical jump performance

**Presenters:** A. Ayres, A. Kluge, A. Glass (Whitworth University)

**Title:** Effect of Wingate training on two-mile performance running

**Presenters:** K. Brandt, E. Travis, E. Watt (Whitworth University)

**Title:** Communication in rugby players

**Presenter:** K. Ciciora (Washington State University)

**Title:** Correlation of Utah charter schools' physical education class time and childhood obesity

**Presenters:** N. Davis, C. Hansen, C. Worthen, B. Boyer (Utah Valley University)

**Title:** Glucose ingestion during exercise on resisting cognitive interference

**Presenters:** T. Esqueda, J. Real, M. Seely (Whitworth University)

**Title:** A kinematic comparison of barefoot and Vibram Fivefingers® running

**Presenters:** I. Fonken, T. Hill, C. Northcott (Whitworth University)

**Title:** An assessment of the amount of physical education class time in Utah schools

**Presenters:** C. Hansen, B. Boyer (Utah Valley University)

**Title:** Wingate anaerobic test of male vs. females

**Presenter:** G. Hoffman (Washington State University)

**Title:** Reward preferences in youth wrestling

**Presenter:** G. Hoffman (Washington State University)

**Title:** Team climate among football officials

**Presenter:** M. Kunold (Washington State University)

**Title:** Confidence in resistance training

**Presenter:** T. Lee (Washington State University)

**Title:** Anxiety in women soccer players

**Presenter:** K. McCaffrey (Washington State University)

**Title:** Comparison of rehydration effects of coconut water vs. G2 on rehydration

**Presenter:** T. Norton, C. Curtis, R. Rockefeller (Whitworth University)

**Title:** Confidence levels in track and field athletes

**Presenter:** H. Parent (Washington State University)

**Title:** Tabata vs. circuit training heart rates

**Presenter:** B. Shumate (Washington State University)

**Title:** Tester experience when measuring body fat using skinfolds in college-aged adults

**Presenter:** A. Vyakhk (Eastern Washington University)

**Title:** Self-monitoring and athletes

**Presenter:** J. Wiggs (Washington State University)

**Title:** An assessment of foods and the effects of revenue from vending machines in high schools

**Presenter:** C. Worthen, C. Hansen, N. Davis, B. Boyer (Utah Valley University)

**9:00 to 9:50 AM**

**Washoe BC**

**Title:** Utilizing summer programs to promote wellness knowledge through physical education and health classes in Micronesia

**Presenters:** Stefan Ward, K. McFadden, E. Johnston, R. Pearson, M. Perez (Central Washington University)

**Abstract:** Increasing the knowledge of children and adolescents is imperative to empower youth to make healthy lifestyle choices (AAHPERD, 1999). This is particularly true in the Micronesian islands where obesity, low fitness levels, tobacco use, poor nutrition choices, and bullying and suicide rates are often higher than U.S. counterparts (YRBSS, 2007; 2009). This study explored the impact of a wellness based summer program planned and implemented by college level education students. Specifically, is this type of program successful in increasing knowledge in the areas of fitness, nutrition, tobacco, bullying, and suicide prevention? Eighty three students ages 7-15 were given a 25 question multiple choice test prior to and after attending a two-week session for 5 hours per day. Data were analyzed using dependent t-tests in SPSS to determine whether mean scores were statistically different from pre-test to post-test in the 5 subscales. Results indicated there were positive differences in knowledge related to the tobacco and fitness but not in the other sub-scales. Item design, teacher experience level, and prior participant knowledge may have contributed to mixed findings.

**9:00 to 9:50 AM**

**Washoe A**

**Title:** Millennials: Who? What? So What? A round table discussion

**Presenter:** Brett Boyer (Utah Valley University)

**Abstract:** We often hear of "The Generation Gap." We query, what exactly is this and what does it have to do with me? We speak of the "Baby Boomers," "Gen X," "Gen Y," and the new one on the block, - "The Millennials." This Round Table discussion will be an enlightening experience which will speak to; 1) who Millennials are (students at this conference), 2) what they are and are not, and 3) strategies for the Millennials' to bridge the SIGNIFICANT GAP between them and their present educators and future employers. This discussion has the potential for having a significant impact on you, your relationships and, your professional career

**9:50 to 10:00 AM**

**BREAK**

**10:00 to 10:50 AM**

**Washoe BC**

**Title:** "Livin' the 'Good' Life!": Incorporating health and wellness into our busy lives

**Presenters:** Heather Van Mullem (Lewis-Clark State College), Linda Sterling (Northwest Missouri State University)

**Abstract:** PROJECT: "I wish there were more hours in the day!"... "I am so stressed!"... "Can I really do this?" Does that sound familiar? Have you ever felt this way or made such a comment? The odds are good that at some point in our lives many of us have. Stress is a part of our everyday existence. Not all stress is negative. Yet, if it is left unchecked, it can manifest itself in many undesirable ways (Greenberg, 2011). "Our goal should be to limit the harmful effects of stress while maintaining life's quality and vitality" (Greenberg, 2011, p. 12). MEANS: As we strive to live a healthy and well life, it is important to understand the dimensions of health and wellness and how they interact with one another. "Health consists of seven dimensions: physical health, social health, mental health, emotional health, spiritual health, environmental health, and occupational health" (Greenberg, 2011, p. 15). "Wellness is the degree to which these components of health are in balance" (Greenberg, 2011, p. 15). OUTCOME/REFLECTION: The purpose of this interactive, hands-on presentation is to explore the different dimensions of health and their impact on personal wellness. In addition, practical strategies for living a healthy and well life will be explored.

**10:00 to 10:50 AM**

**Washoe A**

**Title:** Improving assessment practice in kinesiology and physical education courses

**Presenters:** Daniel W. Balderson (University of Lethbridge), Spencer W. Holt (HÖP leadership)

**Rationale:** Assessment in Kinesiology and Physical Education courses is a challenge. The diversity of our students, time and facility constraints, the availability of other colleagues for collaboration, and quality research-based resources dedicated to assessment are just some of the obstacles. Finding or creating quality assessment tools that address outcomes related to important attitudes, skills and knowledge can be equally as challenging. Creating assessment tools that are fair and user friendly for both instructor and students are possible and perhaps not as daunting as one may think. **Sub Topics:** Key Learner

Outcomes, Grading, Rubrics, Collegiality, Technology. **Reflection:** This presentation will specifically look at how assessment can be enhanced in our Kinesiology and Physical Education courses. A general discussion of what quality assessment practice looks like will be followed by examples of ways to enhance your assessment practice. Session participants will be shown how to identify key learner outcomes and coordinate with their colleagues in developing tools to use across curriculum areas and program levels.

**10:50 to 11:00 AM**

**BREAK**

**11:00 to 11:50 AM**

**Washoe DEF**

**Title:** Building a career in coaching: How to get started

**Presenters:** Pete Van Mullem (Central Washington University), Chris Croft (University of Nebraska)

**Abstract:** PROJECT: With a variety of methods available for coaches to seek in learning how to coach (Erickson, Bruner, MacDonald, & Cote, 2008), a novice coach may struggle to identify which method they should pursue. Additionally, they are challenged to seek continued learning either in an informal environment that involves dynamic human interaction and social implications (Pontrac, Brewer, Jones, Armour, & Hoff, 2000) or an formal environment of little interaction with minimal connection to actual coaching practice (Trudel, Gilbert, & Werthner, 2010). MEANS: The path to getting started as a coach is unclear and fraught with unstructured and unorganized methods. Uncertain or due to lack of opportunities, the novice coach often turns to their past playing experience for direction and guidance. Although research indicates that athletic playing experience is an important path in learning how to coach (Gilbert, Lichtenwaldt, Gilbert, & Cote, 2009), aspiring coaches and non-athletes can seek alternative methods in becoming a coach (Carter & Bloom, 2009). OUTCOME/REFLECTION: The purpose of this interactive, hands-on presentation is to provide a step-by-step approach to getting started in the coaching profession and provide strategies for overcoming the challenges in finding a career path in coaching.

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- Erickson, K., Bruner, M. W., MacDonald, D. J., & Cote, J. (2008). Gaining insight into actual and preferred sources of coaching knowledge. *International Journal of Sport Science & Coaching*, 3(4).
- Gilbert, W., Lichtenwaldt, L., Gilbert, J., Zelezny, L., & Cote, J. (2009). Developmental profiles of successful high school coaches. *International Journal of Sports Science and Coaching* 4(3).
- Pontrac, Brewer, Jones, Armour, & Hoff, (2000) Towards a holistic understanding of the coaching process. *Quest*, 52, 186-199.
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**11:00 to 11:50 AM**

**Washoe BC**

**Title:** Social media and technology roles for the promotion of health, wellness, and fitness

**Presenters:** W. Matthew Silvers (Whitworth University), Justin Ulbright (Whitworth University), Brian Sather (Eastern Oregon University), Nate Lawton (Eastern Washington University), Zachary Heath (Eastern Oregon University)

**Abstract:** The first objective of the panel is to introduce social media and technology concepts that have been implemented in various aspects to promote health, wellness, and fitness. The second is to discuss how those concepts could be used better. The third is to discuss additional roles for technology and social media that have or could be used to better promote, measure, and enjoy health, fitness, and wellness. Audience members are encouraged to provide input on these issues.



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